

APPENDIX C—SAMPLE STUDENT DATAFOLIO

2013-14 NYSAA Student Page (1 of 2)

Student Information:	
Last Name: Student	First Name: Sasha
Student Nickname if used in datafolio: Student	
Date of Birth: 04/04/1996	
Student ID# (assigned by school district): 123456	
District of Residence: Somewhere District	
Name of School Student Attends: Somewhere High School	
Attending School City/State: Somewhere, NY	
Student most often receives instruction in the following setting (check one below):	
<input checked="" type="radio"/> School <input type="radio"/> Home <input type="radio"/> Hospital or <input type="radio"/> Other (specify):	

Administration Period for 2013–14 NYSAA: September 30, 2013 – February 7, 2014

NYSAA Datafolio Submitted for the Following Grade:			
(check only one box based on student's birth date)			
	Birth Date Range	NYSAA Level	Content Areas Assessed
<input type="radio"/>	September 1, 2004-August 31, 2005	Grade 3	ELA, Mathematics
<input type="radio"/>	September 1, 2003-August 31, 2004	Grade 4	ELA, Mathematics, Science
<input type="radio"/>	September 1, 2002-August 31, 2003	Grade 5	ELA, Mathematics
<input type="radio"/>	September 1, 2001-August 31, 2002	Grade 6	ELA, Mathematics
<input type="radio"/>	September 1, 2000-August 31, 2001	Grade 7	ELA, Mathematics
<input type="radio"/>	September 1, 1999-August 31, 2000	Grade 8	ELA, Mathematics, Science
<input checked="" type="radio"/>	September 1, 1995-August 31, 1996	Secondary	ELA, Mathematics, Science, Social Studies

Supports Required per IEP (check all that apply):	
Type of Support	Details
<input type="checkbox"/> Assistive technology	
<input type="checkbox"/> Communication system	

Month in which the last Collegial Review of this datafolio was conducted: January
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Testing Accommodations are listed on the next page.

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2013-14 NYSAA Student Page (2 of 2): Testing Accommodations

Test Accommodations Provided During Testing (check all that apply):	
Testing Accommodations	Content Area
<input checked="" type="checkbox"/> Flexibility in scheduling/timing	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Flexibility in setting	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS)

<input checked="" type="checkbox"/> Method of presentation (exclude Braille/large type and test read)	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS)
<input checked="" type="checkbox"/> Method of Response	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Other (exclude use of calculator, abacus, and arithmetic tables, use of spell-check/grammar-check devices, and waiving of spelling, paragraphing and punctuation)	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Braille	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Large type	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Tests read *	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Use of calculator, abacus, or arithmetic tables **	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Use of spell-check/grammar-check devices ***	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Waiving of spelling, paragraphing, or punctuation ***	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS)
ELL Testing Accommodations	Content Area
<input type="checkbox"/> Time extension	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Separate location	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Bilingual dictionary/glossary	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Oral translation	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Responses written in native language	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Translated edition (selected tests)	<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS)

* Only an allowable testing accommodation for HS ELA or for Grades 3-8 ELA Extensions that do not assess reading skills; is allowed for Grades 3-HS for mathematics, science, and social studies.

** Only an allowable testing accommodation for Grades 6-8 and H.S. mathematics; is allowed for Grades 3-H.S. ELA, science, and social studies.

*** Only an allowable testing accommodation for HS ELA or for Grades 3-8 ELA Extensions that do not assess writing skills; is allowed for Grades 3-HS for mathematics, science, and social studies.

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

**Place supporting evidence directly behind the corresponding Data Collection Sheets (DCS).*

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<h1 style="margin: 0;">NYSAA DATA SUMMARY SHEET</h1>	<h2 style="margin: 0;">Grade HS Extension</h2> <h1 style="margin: 0;">ELA 1</h1>
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Student Name: Sasha Student	Date of Birth: 04/04/1996
School Name: Somewhere High School	

CCLS Code	Essence(s) of Cluster
RL.11.2 Frameworks Page(s): 2	Determine themes or central ideas and how they develop over the course of the text; provide an objective summary of the text.

Extension (mark the Extension selected for this Standard)		
Less Complex More Complex		
<input type="radio"/> Recognize the central idea of literary text. (91111)	<input type="radio"/> Identify a sequence of events and the central idea of a literary text. (91121)	<input checked="" type="radio"/> Create an objective summary of a literary text that includes one or more themes. (91131)

Assessment Task (same Assessment Task used for both baseline and final administrations):
The student will create an objective summary (logical/fact-based) of a literary text that includes one theme. (AT91131A)

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	10/9/2013	Date	1/28/2014
Level of Accuracy (74% or below)	40%	Level of Accuracy	81%
Was the student prompted?	YES	Was the student prompted?	YES

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. Indicated whether student was prompted (Yes/No). 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.**

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Name: Sasha S.

Date: Oct. 9

Directions: In the space below create an objective summary of the literary text read, including logic and facts and identify a theme.

6/15 = 40% accurate

Text Read in Class:	<i>The Great Gatsby</i> by F. Scott Fitzgerald
Objective Summary:	Nick rents a house on Long Island.
	The story is based in California. X
	Jay Gatsby is Nick's neighbor.
	People in West Egg have to wear hats. X
	There are lots of parties during the summer.
	Gatsby is killed.
Theme:	Nick works for the President of the United States. X
	Good people should live in the mid-west X

Notation: Student was provided a series of sentence strips, some related to the text and others not related to the text. Student chose the sentences they felt would summarize the text and completed the organizer above. Student identified a theme from a set of choices and added it to the organizer.

Sentence strips for ELA Ext 1:

- | | |
|--|---|
| 1
Coal miners work hard.
+ | 8
Jay used to be friends with Daisy and still loves her.
-1 |
| 2
Nick visits the zoo.
+ | 9
Nick rents a house on Long Island.
+ |
| 3
Daisy is Nick's cousin.
-1 | 10
Nick works in New York.
-1 |
| 4
Nick Caraway moves to New York.
-1 | 11
Gatsby is killed.
+ |
| 5
There are lots of parties during the summer.
+ | 12
People in West Egg have to wear hats.
-1 |
| 6
The story is based in California.
-1 | 13
Jay Gatsby is Nick's neighbor.
+ |
| 7
Jay watches the green light on the dock.
-1 | 14
Nick works for the President of the United States.
-1 |

15 Possible themes:

Decline of the American dream in the 1920s	Gatsby's hopes and dreams	Good people should live in the mid-west
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-1

$6/15 = 40\%$

(-9)

Name: Sasha S.

Date: Jan 28

Directions: In the space below create an objective summary of the literary text read, including logic and facts and identify a theme.

9/11 correct = 81% accurate

Text Read in Class:	<i>Common Sense</i> , by Thomas Paine
Objective Summary:	<p>Thomas Paine was an American patriot.</p> <p>includes comments about government and religion</p> <p>Society is the people.</p> <p>Argues for American independence from England.</p> <p>Government should protect life, liberty and property.</p> <p>Pilgrims came to America on ships.</p> <p>If America declares independence it can ask for help from other countries.</p>
Theme:	<p>Independence from England is inevitable</p>

Notation: Student was provided a series of sentence strips, some related to the text and others not related to the text. Student chose the sentences they felt would summarize the text and completed the organizer above. Student identified a theme from a set of choices and added it to the organizer.

pg 1 of 2

Sentence strips for ELA Ext 1:

① Government should protect life, liberty and property.

⑥ British people wear wigs.

② If America declares independence it can ask for help from other countries.

⑦ includes comments about government and religion

③ Pilgrims came to America on ships. X

⑧ Fisherman go out every day.

④ Thomas Paine was an American patriot.

⑨ Argues for American independence from England.

⑤ Society is the people.

⑩ Government is an institution. X

⑭ Possible themes:

Independence from England is inevitable	Shop owners should be free to charge what they want for goods	The British Navy is big
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Prompts
 redirected ✓✓
 refocused ✓

NYSAA DATA SUMMARY SHEET	Grade HS ELA	Extension 2
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Student Name: Sasha Student	Date of Birth: 04/04/1996
School Name: Somewhere High School	

CCLS Code	Essence(s) of Cluster
RI.11.1 Frameworks Page(s): 5	Cite relevant textual evidence to support the explicit or inferred claims in a text and determine areas of further exploration.

Extension (mark the Extension selected for this Standard)		
Less Complex		More Complex
<input checked="" type="radio"/> Identify an emotion (e.g., happy, sad) or a qualifier (e.g., good, bad) shown in informational text. (92111)	<input type="radio"/> Recognize an explicit or inferred claim in informational text. (92121)	<input type="radio"/> Cite fact and inference (either explicit or inferred) in informational text as evidence to determine an area for further exploration. (92131)

Assessment Task (same Assessment Task used for both baseline and final administrations):
The student will identify an emotion (e.g., happy, sad) shown in informational text. (AT92111B)

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	10/17/2013	Date	12/19/2013
Level of Accuracy (74% or below)	70%	Level of Accuracy	80%
Was the student prompted?	YES	Was the student prompted?	NO

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. Indicated whether student was prompted (Yes/No). 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.**

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Name: Sasha S.

Date: Oct. 17

Directions: Review each informational text sample below. Indicate the emotion shown in each text.

7/10 = 70% accurate

- 1.) The girl was excited to receive a puppy for her birthday.
- 2.) Mr. Wilson was angry when the boys broke the window.
- 3.) Even though it was thundering Felix remained calm.
- 1
Ⓟ 4.) Jennifer felt satisfied after climbing to the top of the mountain.
- 5.) The gorilla seemed happy in their zoo environment.
- 1
Ⓟ 6.) The park rangers were alert after the report of a bear.
- 7.) Tim was anxious about the test in math class.
- 8.) Her parents were proud when Fran finished first in the race.
- Ⓟ 9.) Desiree became frustrated when she couldn't find her pencil.
- 1
Ⓟ 10.) Doctor Reyes was sympathetic to his patient's concerns.

Name: Sasha S.

Date: Dec. 19, 2013

Directions: Review each informational text sample below. Indicate the emotion shown in each text.

8/10 correct = 80% accurate

- 1.) The family was hopeful of finding the lost dog.
- 2.) Cosmo was surprised to find his bike missing.
- 3.) There was joy when the group came to agreement.
- 4.) Most of the time she seemed cheerful.
- 5.) Jake was sad when he couldn't find his favorite ball.
- 6.) Rachel was nervous about the upcoming talent show.
- 7.) Kramer became excited when his team won scored the winning goal.
- 8.) Sharon found a spider in her lunchbox and was disgusted.
- 9.) Because he was curious about being a librarian, he did some research.
- 10.) Mom panicked when she couldn't find her keys.

NYSAA DATA SUMMARY SHEET	Grade HS ELA	Extension 3
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Student Name: Sasha Student	Date of Birth: 04/04/1996
School Name: Somewhere High School	

CCLS Code	Essence(s) of Cluster
W.11.1 Frameworks Page(s): 8	Explore and inquire into areas of interest to formulate an argument.

Extension (mark the Extension selected for this Standard)		
Less Complex ←		→ More Complex
<input type="radio"/> Recognize a relevant idea about an area of interest. (93111)	<input checked="" type="radio"/> Identify a source and gather relevant evidence about an area of interest. (93121)	<input type="radio"/> Select and explore an area of interest, and compose an argument with supporting detail. (93131)

Assessment Task (same Assessment Task used for both baseline and final administrations):
The student will identify a source and gather relevant evidence about an area of interest (e.g., the student identifies two or more facts and their source displaying them in a graphic organizer). (AT93121A)

Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	11/1/2013	Date	1/24/2014
Level of Accuracy (74% or below)	40%	Level of Accuracy	60%
Was the student prompted?	YES	Was the student prompted?	NO

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. Indicated whether student was prompted (Yes/No). 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for **BASELINE** and **FINAL** student performance documented on this Data Summary Sheet.

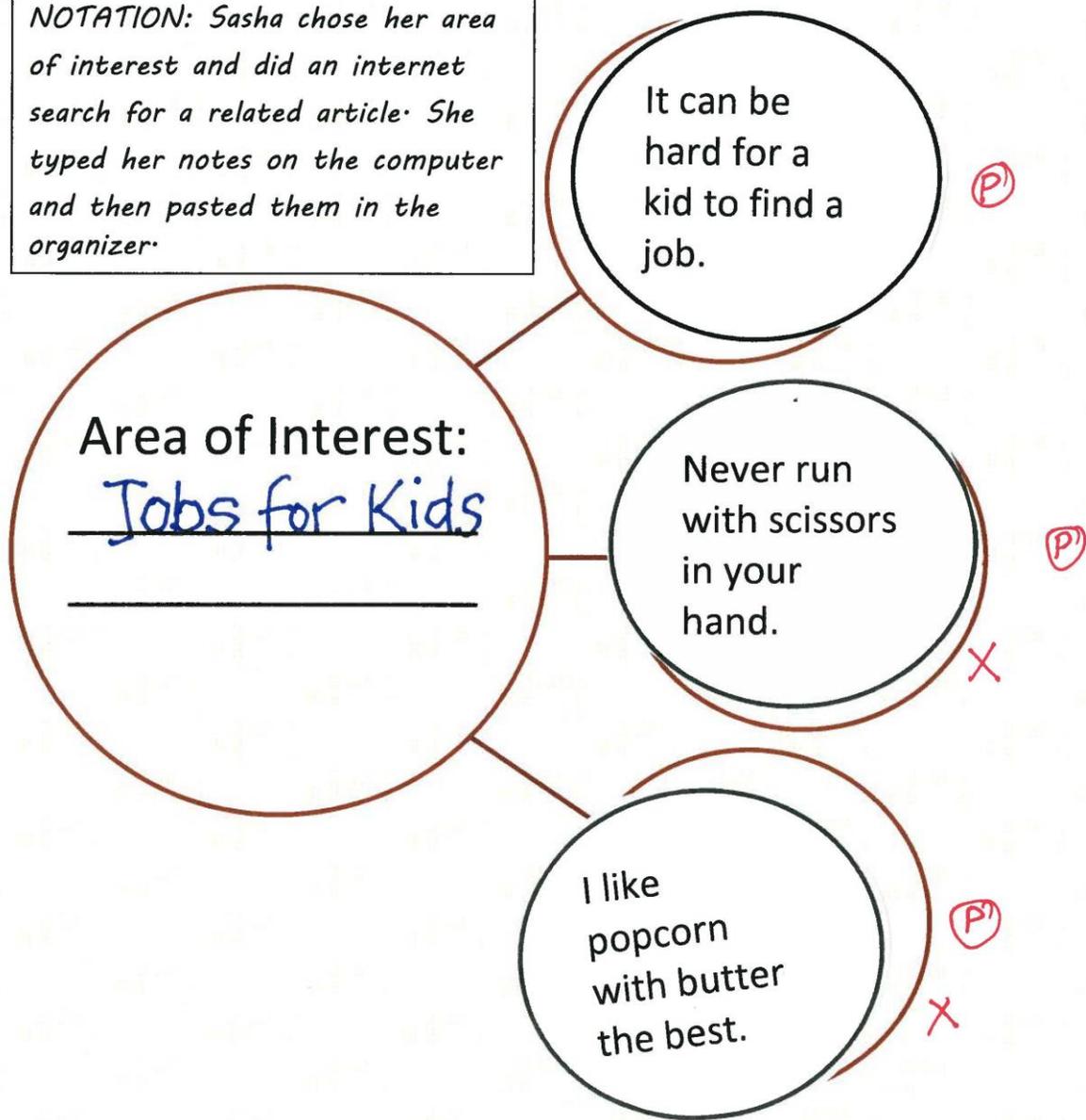
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Name: Sasha S.

Date: 11/1/13

Directions: Choose an area of interest to research, identify a source where you can find information. Collect at least three facts about your topic. Complete the graphic organizer below as indicated. $2/5 = 40\%$

NOTATION: Sasha chose her area of interest and did an internet search for a related article. She typed her notes on the computer and then pasted them in the organizer.



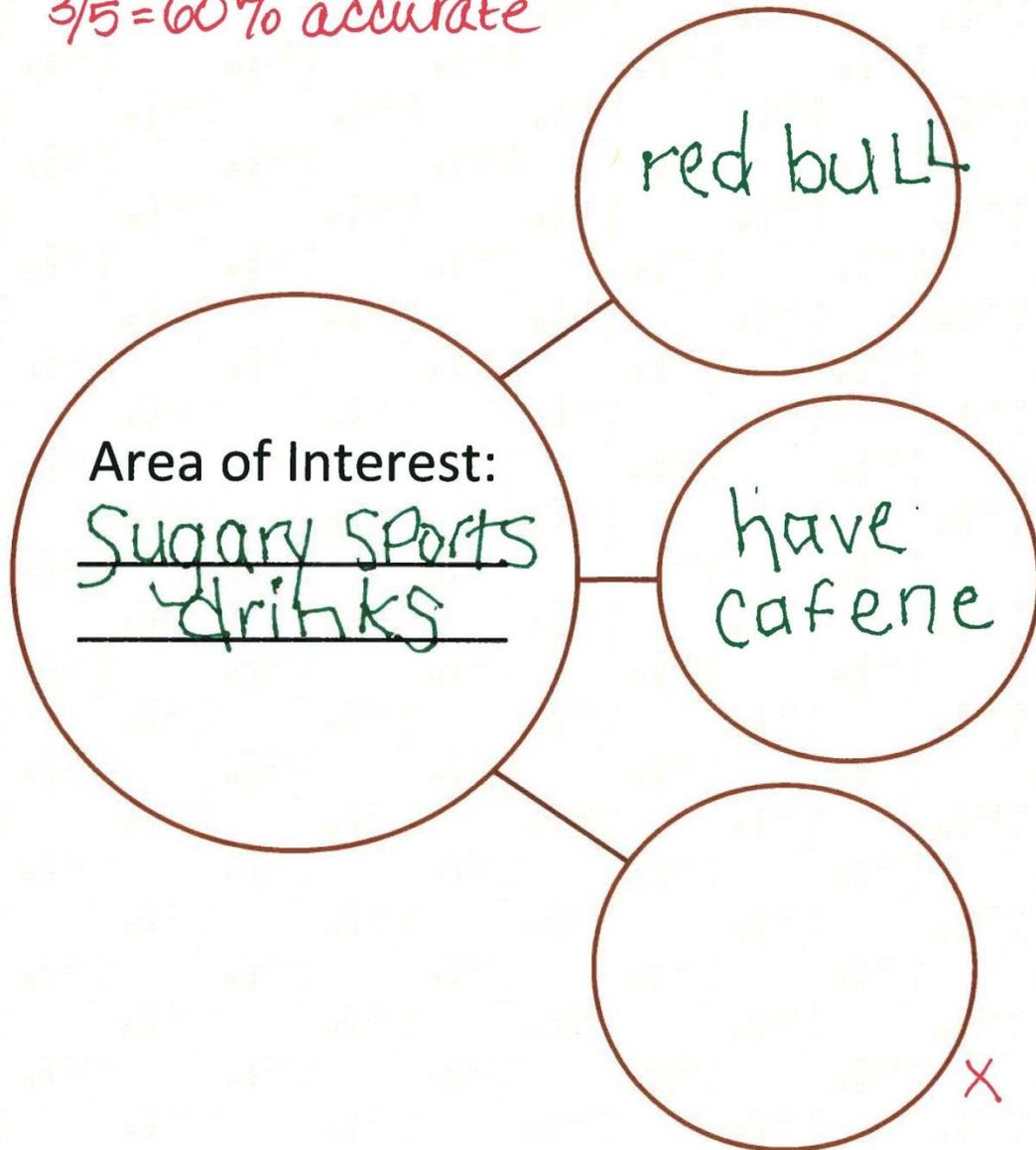
SOURCE: _____ X

Name: Sasha S.

Date: Jan. 24, 2014

Directions: Choose an area of interest to research, identify a source where you can find information. Collect at least three facts about your topic. Complete the graphic organizer below as indicated.

3/5 = 60% accurate



SOURCE: _____ X

NYSAA DATA SUMMARY SHEET	Grade HS	Extension
ELA		4

Student Name: Sasha Student	Date of Birth: 04/04/1996
School Name: Somewhere High School	

CCLS Code	Essence(s) of Cluster
SL.11.4 Frameworks Page(s): 11	Present information conveying a point of view, which includes supporting ideas appropriate to a specific audience.

Extension (mark the Extension selected for this Standard)		
Less Complex	←————→	More Complex
<input checked="" type="radio"/> Deliver cogent information to a teacher or a peer. (94211)	<input type="radio"/> Deliver an organized presentation, expressing an opinion to a class or group. (94221)	<input type="radio"/> Deliver an organized presentation that is designed for a specific audience, and is based on two or more points of view. (94231)

Assessment Task (same Assessment Task used for both baseline and final administrations):
The student will offer an opinion and will provide support (e.g., "I don't like crackers, because they break apart when I eat them"). (AT94211C)

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	10/16/2013	Date	12/17/2013
Level of Accuracy (74% or below)	33%	Level of Accuracy	83%
Was the student prompted?	NO	Was the student prompted?	NO

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. Indicated whether student was prompted (Yes/No). 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.**

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<p align="center">NYSAA Data Collection Sheet for a Multi-Step Task</p>								
<p>Student Name: Sasha Student</p>				<p>NOTE: A Data Collection Sheet cannot stand alone; supporting evidence is required. Includes a minimum of three dates. Complete in full, including staff initials, for each date</p>				
<p align="center">ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response</p>								
<p>Describe Steps of the Assessment Task (recommend at least 4):</p>	Baseline 10/16/2013	Date 2 10/23/2013	Date 3 11/21/2013	Date 4	Date 5	Date 6	Date 7	Final 12/17/2013
	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-	Acc +/-
Topic 1 - student indicates an opinion	+	-	+	N	N	N	N	+
Topic 1 - student provides support for opinion	-	+	+	N	N	N	N	+
Topic 2 - student indicates an opinion	-	+	-	N	N	N	N	+
Topic 2 - student provides support for opinion	-	-	-	N	N	N	N	+
Topic 3 - student indicates an opinion	+	+	+	N	N	N	N	+
Topic 3 - student provides support for opinion	-	-	+	N	N	N	N	-
	N	N	N	N	N	N	N	N
Total +'s	2	3	4					5
Total Steps	6	6	6					6
Fraction	2/6	3/6	4/6					5/6
Percent (%)	33	50	67					83
(REQUIRED FOR EACH DATE WITH DATA) Fill in Staff Initials of Person Recording the Data for Each Date	TS	TS	KA					PM

Staff Key (REQUIRED)

Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above	Initials: TS	Name: T S
	Initials: KA	Name: K A
	Initials: PM	Name: P M
	Initials:	Name:

Optional Information (for organizational and tracking purposes only):

Content Area: ELA Mathematics Science Social Studies (HS only)

Extension/AGLI#: 94211

Assessment Task: The student will offer an opinion and will provide support (e.g., "I don't like crackers, because they break apart when I eat them"). (AT94211C)

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NYSAA Observer Verification Form

Please Note: The Observer Verification Form (OVF) is submitted with a Data Collection Sheet only. All information indicated in the REQUIRED sections below must be completed in full or it will not be accepted as supporting evidence and may disqualify the student from receiving a reportable score.

Teacher completes this section (REQUIRED):

Student Name: Sasha Student	Date of Student Performance: 10/16/2013
<input checked="" type="checkbox"/> Baseline <input type="checkbox"/> Final Student Performance: Accuracy: 33	

Observer* completes this section (REQUIRED):

Observer Title/Position (REQUIRED):

Teacher
 Administrator
 School Psychologist
 Related Service Provider:
 Occupational Therapist Physical Therapist Speech & Language Therapist
 Certified Occupational Therapy Assistant Physical Therapist Assistant
 Nurse
 Other certified or licensed professional:

I hereby certify the Assessment Task was conducted in my presence.



OBSERVER'S NAME (PRINT)


OBSERVER SIGNATURE
 (cannot be the same person collecting data)

10/16/13

DATE OBSERVED
 (must be same date of student performance noted above)

*An Observer must be a certified and/ or licensed teacher, administrator, school psychologist or related service provider, not **Supplementary School Personnel (a Teacher's Aide or Teaching Assistant may not serve as an observer** as described in section 80-5.6 of the Regulations of the Commissioner of Education.)

Optional Information (for organizational and tracking purposes only):

Content Area: ELA Mathematics Science Social Studies (HS only)

Extension/AGLI#: 94211

Assessment Task: The student will offer an opinion and will provide support (e.g., "I don't like crackers, because they break apart when I eat them"). (AT94211C)

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

NYSAA Observer Verification Form

Please Note: The Observer Verification Form (OVF) is submitted with a Data Collection Sheet only. All information indicated in the REQUIRED sections below must be completed in full or it will not be accepted as supporting evidence and may disqualify the student from receiving a reportable score.

Teacher completes this section (REQUIRED):

Student Name: Sasha Student	Date of Student Performance: 12/17/2013
<input type="checkbox"/> Baseline <input checked="" type="checkbox"/> Final Student Performance: Accuracy: 83	

Observer* completes this section (REQUIRED):

Observer Title/Position (REQUIRED):

Teacher
 Administrator
 School Psychologist
 Related Service Provider:
 Occupational Therapist Physical Therapist Speech & Language Therapist
 Certified Occupational Therapy Assistant Physical Therapist Assistant
 Nurse
 Other certified or licensed professional:

I hereby certify the Assessment Task was conducted in my presence.

A [redacted] C [redacted]

OBSERVER'S NAME (PRINT)
 [Signature] [redacted]

OBSERVER SIGNATURE
 (cannot be the same person collecting data)

12/17/13
DATE OBSERVED
 (must be same date of student performance noted above)

*An Observer must be a certified and/ or licensed teacher, administrator, school psychologist or related service provider, not **Supplementary School Personnel (a Teacher's Aide or Teaching Assistant may not serve as an observer as described in section 80-5.6 of the Regulations of the Commissioner of Education.)**

Optional Information (for organizational and tracking purposes only):

Content Area: ELA Mathematics Science Social Studies (HS only)

Extension/AGL#: 94211

Assessment Task: The student will offer an opinion and will provide support (e.g., "I don't like crackers, because they break apart when I eat them"). (AT94211C)

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

NYSAA DATA SUMMARY SHEET	Grade HS ELA	Extension 5
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Student Name: Sasha Student	Date of Birth: 04/04/1996
School Name: Somewhere High School	

CCLS Code	Essence(s) of Cluster
L.11.2 Frameworks Page(s): 14	Demonstrate conventions of standard English capitalization, punctuation, and spelling when using text.

Extension (mark the Extension selected for this Standard)		
Less Complex	←————→	More Complex
<input type="radio"/> Identify punctuation, capitalization, and/or spelling used in language. (95111)	<input checked="" type="radio"/> Edit a word and/or a sentence that require a correction in capitalization, punctuation, and/or spelling. (95121)	<input type="radio"/> Compose a complete sentence using correct capitalization, punctuation, and spelling. (95131)

Assessment Task (same Assessment Task used for both baseline and final administrations):
The student will identify and correct an error in capitalization, punctuation, and/or spelling in a sentence (e.g., given a sentence with an error in capitalization, punctuation, and/or spelling, the student identifies the error and corrects it).
(AT95121C)

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	10/24/2013	Date	2/4/2014
Level of Accuracy (74% or below)	47%	Level of Accuracy	71%
Was the student prompted?	YES	Was the student prompted?	YES

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. Indicated whether student was prompted (Yes/No). 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 Extension or AGLI (see Administration Manual for complete VE requirements).** Verifying evidence must confirm data for **BASELINE** and **FINAL** student performance documented on this **Data Summary Sheet**.

NYSAA ProFile™ 2013-2014

Name: Sasha S.

Date: Oct. 24, 2013

The sentences below contain errors in capitalization. Identify the errors by circling them. Rewrite the sentence with the correct capitalization in the spaces provided.

my friend tom and his Mom went to a pet store.

my family saw a movie at regal cinemas.

on thursdays, i go to karate.

next saturday will be valentine's day.

-8
7/15 = 47% accurate

my friend tom and his Mom went to a pet store.

my friend tom and his Mom went to a pet store. X

my family saw a movie at regal cinema. X

on thursday i go to karat. X

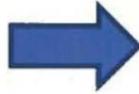
next saturday is valentines day. X

Name: Sasha S.

Date: 2/4/14

Identify the spelling and capitalization errors in the text below by circling each error. Then, write the corrected sentence in the space on the right.

On tuesday we go to gim class.



Tuesday

-2

My best fiend is peter.



My best friend is Peter.

-1

Air jordans are the bezt basketball shoes.



Air Jordans are the best basketball shoes.

-1

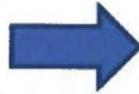
i werk at Town Pizza.



I werk at Town Pizza.

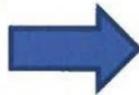
-1

who sits next to shannon?



Who sits next to Shannon?

Our teacher is mrs. foster.



Our teacher is Mrs. Foster.

17/24 = 71% accurate

NYSAA DATA SUMMARY SHEET	Grade HS	Extension
	MATH	1

Student Name: Sasha Student	Date of Birth: 04/04/1996
------------------------------------	----------------------------------

School Name: Somewhere High School

CCLS Code	Essence(s) of Cluster
N.Q Frameworks Page(s): 18	Use and understand appropriate units when solving real-world problems. Be able to determine which units are appropriate when solving word problems.

Extension (mark the Extension selected for this Standard)		
Less Complex	←————→	More Complex
<input checked="" type="radio"/> Determine appropriate measurement tool(s) for a real-world situation. (91111)	<input type="radio"/> Determine the appropriate measurement unit for real-world situation. <i>(For example, a car travels 300 miles in 6 hours. Which rate unit can be used to represent the car's speed?).</i> (91121)	<input type="radio"/> Solve a problem involving conversion of a unit of measure. <i>(For example, when buying fence, students must convert feet to yards.).</i> (91131)

Assessment Task (same Assessment Task used for both baseline and final administrations):
The student will determine the appropriate tool(s) for measuring an item in the classroom (e.g., Tanya wants to make sure her suitcase isn't over the weight limit, which tool(s) would she use? [scale, ruler]). (AT91111B)

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	10/21/2013	Date	2/6/2014
Level of Accuracy (74% or below)	40%	Level of Accuracy	80%
Was the student prompted?	YES	Was the student prompted?	NO

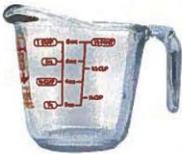
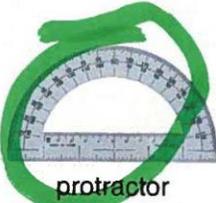
Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. Indicated whether student was prompted (Yes/No). Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score. **Two pieces of verifying evidence are required for each Extension or AGLI (see Administration Manual for complete VE requirements).** Verifying evidence must confirm data for **BASELINE** and **FINAL** student performance documented on this **Data Summary Sheet**.

NYSAA ProFile™ 2013-2014

Name: Sasha S. Date: October 21, 2013

Consider each of the items from our classroom listed below. What would be the most appropriate tool to measure the size of each?

2/5 = 4090

Classroom Item	Determine the most appropriate tool:		
	 measuring cup	 protractor	 tape measure
	 stop watch	 ruler	 protractor
	 ruler	 measuring spoon	 scale
	 tape measure	 stop watch	 measuring cup
	 ruler	 measuring cup	 protractor

X

X

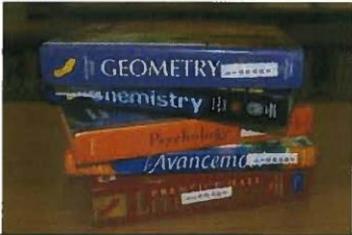
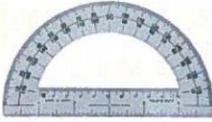
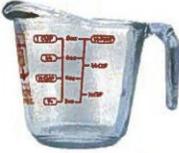
X

Name: Sasha So

Date: Feb. 6, 2014

Consider each of the items from our classroom listed below. What would be the most appropriate tool to measure the size of each?

4/5 = 80% accurate

Classroom Item	Determine the most appropriate tool:		
	 stop watch	 compass	 tape measure
	 ruler	 protractor	 stop watch
	 measuring spoon	 ruler	 scale
	 tape measure	 stop watch	 measuring cup
	 measuring cup	 tape measure	 protractor

X

Grade HS Extension

NYSAA DATA SUMMARY SHEET MATH 2

Student Name: **Sasha Student** Date of Birth: **04/04/1996**

School Name: **Somewhere High School**

CCLS Code	Essence(s) of Cluster
A-CED Frameworks Page(s): 21	Create and solve equations and inequalities and interpret their meanings. Know how to create one-variable equations and inequalities and how to solve them. Know how to solve a system of linear equations or inequalities.

Extension (mark the Extension selected for this Standard)

Less Complex ←————→ More Complex

<input type="radio"/> Create an equation and/or inequality based on a given situation. <i>(For example, Jim needs two notebooks for Math today and three notebooks for Science. How many notebooks does Jim need in total? $2 + 3 = \underline{\quad}$).</i> (91211)	<input checked="" type="radio"/> Solve an equation and/or inequality for a given term. <i>(For example, use the volume of an object to determine a missing length.).</i> (91221)	<input type="radio"/> Interpret a solution to an equation and/or an inequality. <i>(For example, a ham sandwich costs \$3 and a tuna sandwich costs \$4. You have \$10 to spend on lunch for your 5 friends. Do you have enough money to buy everyone a sandwich?).</i> (91231)
---	--	---

Assessment Task (same Assessment Task used for both baseline and final administrations):
The student will solve an equation and/or inequality for a given term. (AT91221A)

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	10/2/2013	Date	1/8/2014
Level of Accuracy (74% or below)	33%	Level of Accuracy	80%
Was the student prompted?	YES	Was the student prompted?	YES

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. Indicated whether student was prompted (Yes/No). 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.**

Name: Sasha S.

Date: 10/2/13

Solve to find the given term in each inequality below.

$$x + 3 < 4$$

$$\begin{array}{r} -3 \quad -3 \\ x + 0 < 4 \end{array}$$

$$x < 4 \quad \times$$

$$m \leq 10 - 3$$

$$m \leq 7$$

$$x \geq 8 - 4$$

$$\begin{array}{r} 8 - 4 = 4 \\ x \geq 4 \end{array}$$

$$7 - y < 5$$

$$y < 2 \quad \times$$

$$\begin{array}{r} 8 + n \leq 2 \\ -2 \quad -2 \end{array}$$

$$6 + n \leq 0$$

$$n \leq -6 \quad \times$$

$$3n \geq 9$$

$$n \geq 3 \quad \times$$

$2/6 = 33\%$ accurate

pg 1 of 2

Teacher's Answer Key

KEY

Name: _____ Date: _____

Solve to find the given term in each inequality below.

$$\begin{aligned} x + 3 &< 4 \\ -3 & \quad -3 \\ \hline x &< 1 \end{aligned}$$

$$\begin{aligned} m &\leq 10 - 3 \\ m &\leq 7 \end{aligned}$$

$$\begin{aligned} x &\geq 8 - 4 \\ 8 - 4 &= 4 \\ x &\geq 4 \end{aligned}$$

$$\begin{aligned} 7 - y &< 5 \\ -7 & \quad -7 \\ \hline -y &< -2 \\ \frac{-y}{-1} & \frac{-2}{-1} \\ y &> 2 \end{aligned}$$

$$\begin{aligned} 8 + n &\leq 2 \\ -8 & \quad -8 \\ \hline n &\leq -6 \end{aligned}$$

$$\begin{aligned} \frac{3n}{3} &\geq \frac{9}{3} \\ n &\geq 3 \end{aligned}$$

8/10 = 80% accurate

Name: Sasha S.

Date: 1/8/14

Balancing Basic Equations

Find the value of the term. Show your work.

a. $3 + 7 = x - 3$

$$\begin{aligned} 3 + 7 &= 10 \\ 10 &= x - 3 \\ + 3 & \quad + 3 \\ 13 &= x \end{aligned}$$

c. $8 - 1 = 4 - x$

$$8 - 1 = 7 \quad 7 = 4 - x$$

X

e. $10 + x = 7 + 3$

$$\begin{aligned} 7 + 3 &= 10 \\ 10 + x &= 10 \\ 10 & \quad 10 \\ x &= 0 \end{aligned}$$

g. $4 + x = 2 - 8$

$$2 - 8 =$$

X

i. $x + 20 = 10 + 5$

$$\begin{aligned} 10 + 5 &= 15 \\ x + 20 &= 15 \\ - 20 & \quad - 20 \\ x &= -5 \end{aligned}$$

b. $7 + x = 6 + 5$

$$\begin{aligned} 6 + 5 &= 11 \\ 7 + x &= 11 \\ - 7 & \quad - 7 \\ x &= 4 \end{aligned}$$

d. $x + 3 = 9 - 4$

$$\begin{aligned} 9 - 4 &= 5 \\ x + 3 &= 5 \\ - 3 & \quad - 3 \\ x &= 2 \end{aligned}$$

f. $2 + 3 = x - 5$

$$\begin{aligned} 2 + 3 &= 5 \\ 5 &= x - 5 \\ + 5 & \quad + 5 \\ 10 &= x \end{aligned}$$

h. $9 - 3 = x$

$$\begin{aligned} 9 - 3 &= 6 \\ 6 &= x \end{aligned}$$

j. $5 - 5 = x - 5$

$$\begin{aligned} 5 - 5 &= 0 \\ 0 &= x - 5 \\ + 5 & \quad + 5 \\ 5 &= x \end{aligned}$$

Teacher's Answer Key

KEY

Name: _____

Date: _____

Balancing Basic Equations

Find the value of the term. Show your work.

a. $3 + 7 = x - 3$

$$\begin{array}{r} 10 = x - 3 \\ +3 \quad +3 \\ \hline 13 = x \end{array}$$

b. $7 + x = 6 + 5$

$$\begin{array}{r} 11 \\ 7 + x = 11 \\ -7 \quad -7 \\ \hline x = 4 \end{array}$$

c. $8 - 1 = 4 - x$

$$\begin{array}{r} 7 = 4 - x \\ -4 \quad -4 \\ \hline x = -3 \end{array}$$

d. $x + 3 = 9 - 4$

$$\begin{array}{r} 5 \\ x + 3 = 5 \\ -3 \quad -3 \\ \hline x = 2 \end{array}$$

e. $10 + x = 7 + 3$

$$\begin{array}{r} 10 + x = 10 \\ -10 \quad -10 \\ \hline x = 0 \end{array}$$

f. $2 + 3 = x - 5$

$$\begin{array}{r} 5 \\ 5 = x - 5 \\ +5 \quad +5 \\ \hline 10 = x \end{array}$$

g. $4 + x = 2 - 8$

$$\begin{array}{r} 4 + x = -6 \\ -4 \quad -4 \\ \hline x = -10 \end{array}$$

h. $9 - 3 = x$

$$6 = x$$

i. $x + 20 = 10 + 5$

$$\begin{array}{r} 15 \\ x + 20 = 15 \\ -20 \quad -20 \\ \hline x = -5 \end{array}$$

j. $5 - 5 = x - 5$

$$\begin{array}{r} 0 = x - 5 \\ +5 \quad +5 \\ \hline 5 = x \end{array}$$

NYSAA DATA SUMMARY SHEET	Grade HS	Extension
MATH		3

Student Name: Sasha Student	Date of Birth: 04/04/1996
School Name: Somewhere High School	

CCLS Code	Essence(s) of Cluster
F.IF Frameworks Page(s): 24	Interpret the key features of functions in terms of the context.

Extension (mark the Extension selected for this Standard)		
Less Complex		More Complex
<input type="radio"/> Complete a function table (e.g., fill in the input/output information). (91311)	<input checked="" type="radio"/> Identify features on a linear graph. (91321)	<input type="radio"/> Identify a function as positive or negative on given graph. (91331)

Assessment Task (same Assessment Task used for both baseline and final administrations):
The student will identify two or more features of a linear graph (e.g., axes, the point where x and y axes intersect, two variables increasing at constant rate). (AT91321)

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	10/22/2013	Date	1/31/2014
Level of Accuracy (74% or below)	33%	Level of Accuracy	67%
Was the student prompted?	NO	Was the student prompted?	NO

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. Indicated whether student was prompted (Yes/No). 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for **BASELINE** and **FINAL** student performance documented on this Data Summary Sheet.**

NYSAA ProFile™ 2013-2014

Name: Sasha S.

Date: Oct. 22, 2013

Using the word bank below, identify the features of the linear graph by labeling each feature.

WORD BANK

x axis

Coordinate pair

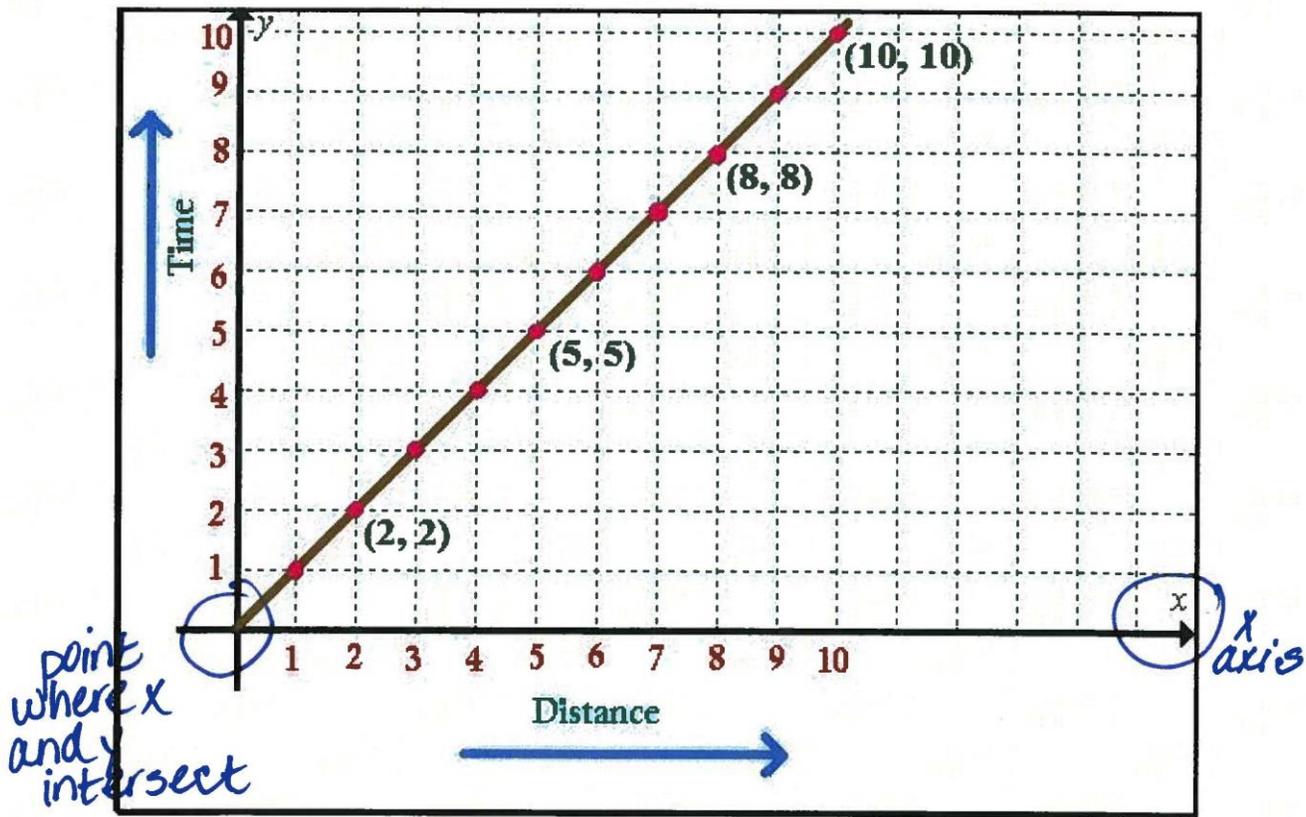
y axis

Variable 1

Variable 2

Point where x & y intersect

2/4 = 33% accurate



*Teacher recorded student's responses.
Student identified features by pointing.*

Name: Gasha S.

Date: Jan. 31, 2014

Complete the linear graph with the features indicated in the word bank below.

WORD BANK

-2 4/6 = 67%

x axis

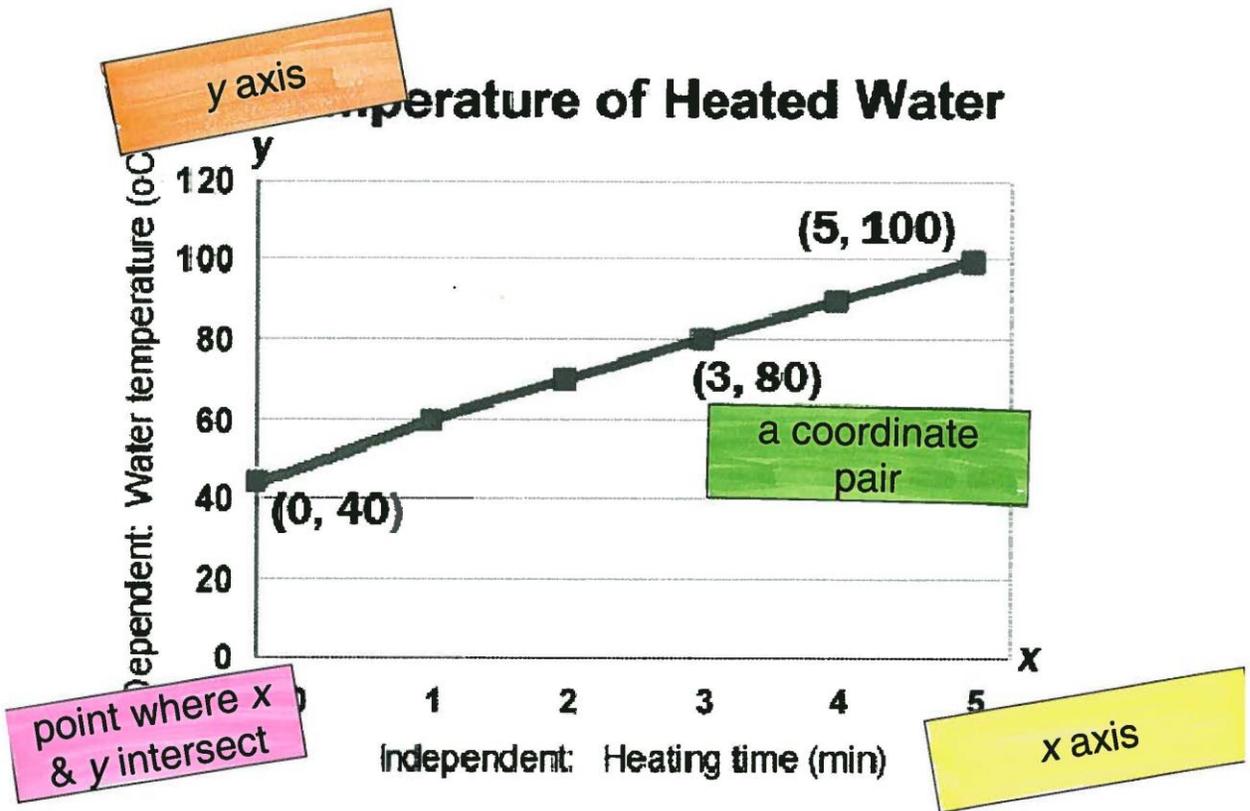
a coordinate pair

y axis

variable 1 *-1*

variable 2 *-1*

point where x & y intersect



variable 1

variable 2

Grade HS Extension NYSAA DATA SUMMARY SHEET MATH 4
--

Student Name: Sasha Student	Date of Birth: 04/04/1996
School Name: Somewhere High School	

CCLS Code	Essence(s) of Cluster
G-GPE Frameworks Page(s): 27	Algebraically prove simple geometric concepts, using coordinates. Be able to calculate perimeter and area of a triangle or rectangle using coordinates.

Extension (mark the Extension selected for this Standard)		
Less Complex ←		→ More Complex
<input type="radio"/> Identify a geometric shape and/or concept on a coordinate grid. (91411)	<input checked="" type="radio"/> Determine the characteristics of a geometric shape and/or lines located on a coordinate grid. (For example, specify why, in a group of shapes, some shapes are squares.). (91421)	<input type="radio"/> Compute the perimeter and/or area of a geometric shape located on a coordinate grid. (For example, find the area of a rectangle using the distance between points.). (91431)

Assessment Task (same Assessment Task used for both baseline and final administrations):
The student will determine two or more characteristics of a geometric shape located on a coordinate grid (e.g., square: four sides of equal length, four equal angles). (AT91421B)

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	11/1/2013	Date	1/30/2014
Level of Accuracy (74% or below)	50%	Level of Accuracy	75%
Was the student prompted?	NO	Was the student prompted?	NO

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. Indicated whether student was prompted (Yes/No). 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.**

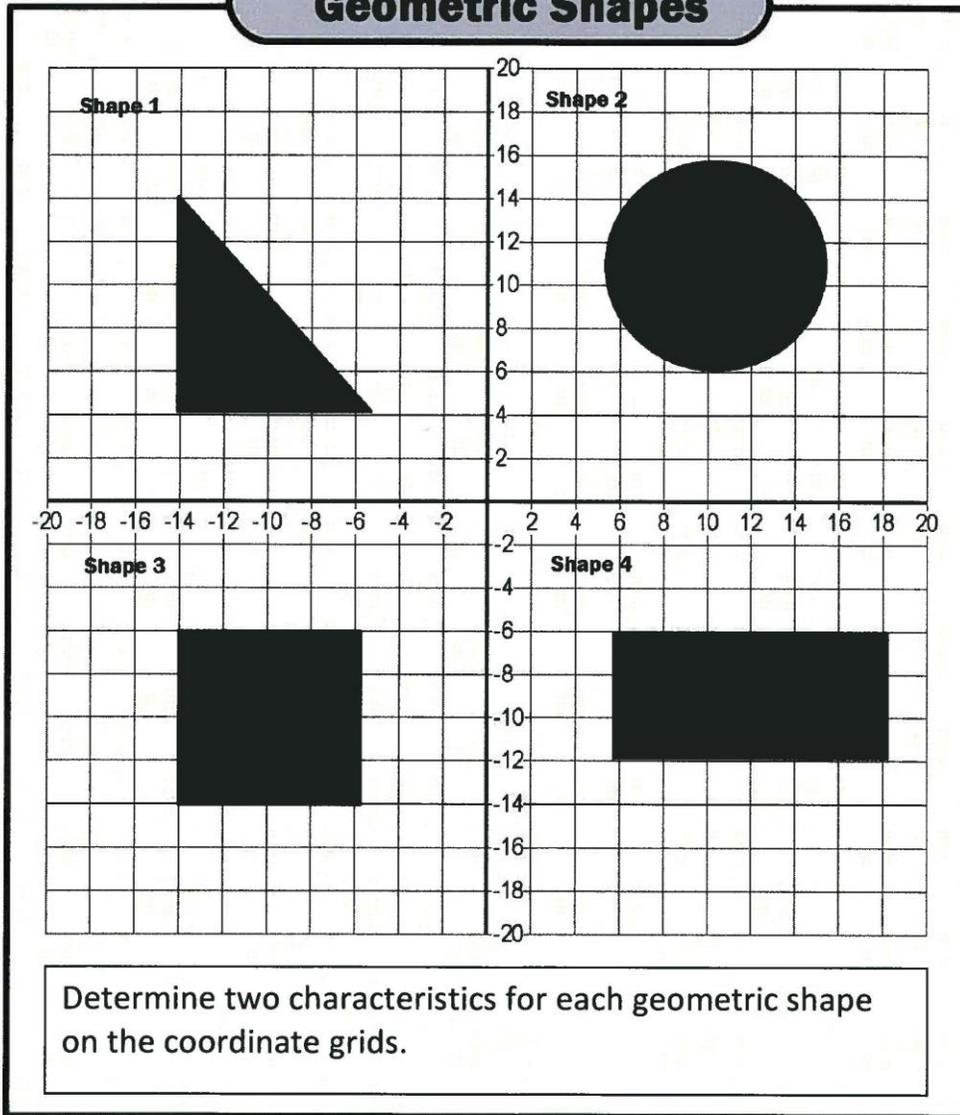
NYSAA ProFile™ 2013-2014

Name: Sasha S.

Date: November 1, 2013

4/8 = 50% acc.

Geometric Shapes



Super Teacher Worksheets - www.superteacherworksheets.com

Shape 1:	<u>triangel</u>	<u>X</u>	<u>3 sides</u>
Shape 2:	<u>round</u>		<u>circle</u> <u>X</u>
Shape 3:	<u>square</u>	<u>X</u>	<u>4 sides same</u>
Shape 4:	<u>square</u>	<u>X</u>	<u>4 sides</u>

4

Name: Sasha S.

Date: Jan. 30, 2014

6/8 = 75% acc.

Geometric Shapes

Determine two characteristics for each geometric shape on the coordinate grids.

Super Teacher Worksheets - www.superteacherworksheets.com

Shape 1: 5 angles

5 sides

Shape 2: 3 angles

3 sides the same

Shape 3: 4 angles the same

4 sides the same

Shape 4: round X

1 angle X

-2

NYSAA DATA SUMMARY SHEET	Grade HS	Extension
MATH		5

Student Name: Sasha Student	Date of Birth: 04/04/1996
School Name: Somewhere High School	

CCLS Code	Essence(s) of Cluster
S-ID Frameworks Page(s): 30	Use statistical methods to represent and interpret data on a graph (dot plots, histograms and box plots).

Extension (mark the Extension selected for this Standard)		
Less Complex		More Complex
<input type="radio"/> Identify given data on a graph. (91511)	<input checked="" type="radio"/> Create a histogram, dot plot, or box plot based on data. <i>(For example, student places data into a histogram. Note: data can be given or collected by the student.)</i> . (91521)	<input type="radio"/> Interpret data displayed on a histogram, dot plot, or box plots. <i>(For example, answer questions on two related graphs about the most common lunch choice.)</i> (91531)

Assessment Task (same Assessment Task used for both baseline and final administrations):
The student will create a histogram, dot plot, or box plot, based on data. (AT91521A)

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	10/15/2013	Date	2/6/2014
Level of Accuracy (74% or below)	50%	Level of Accuracy	72%
Was the student prompted?	YES	Was the student prompted?	YES

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. Indicated whether student was prompted (Yes/No). 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.**

NYSAA ProFile™ 2013-2014

Name: Sasha S.

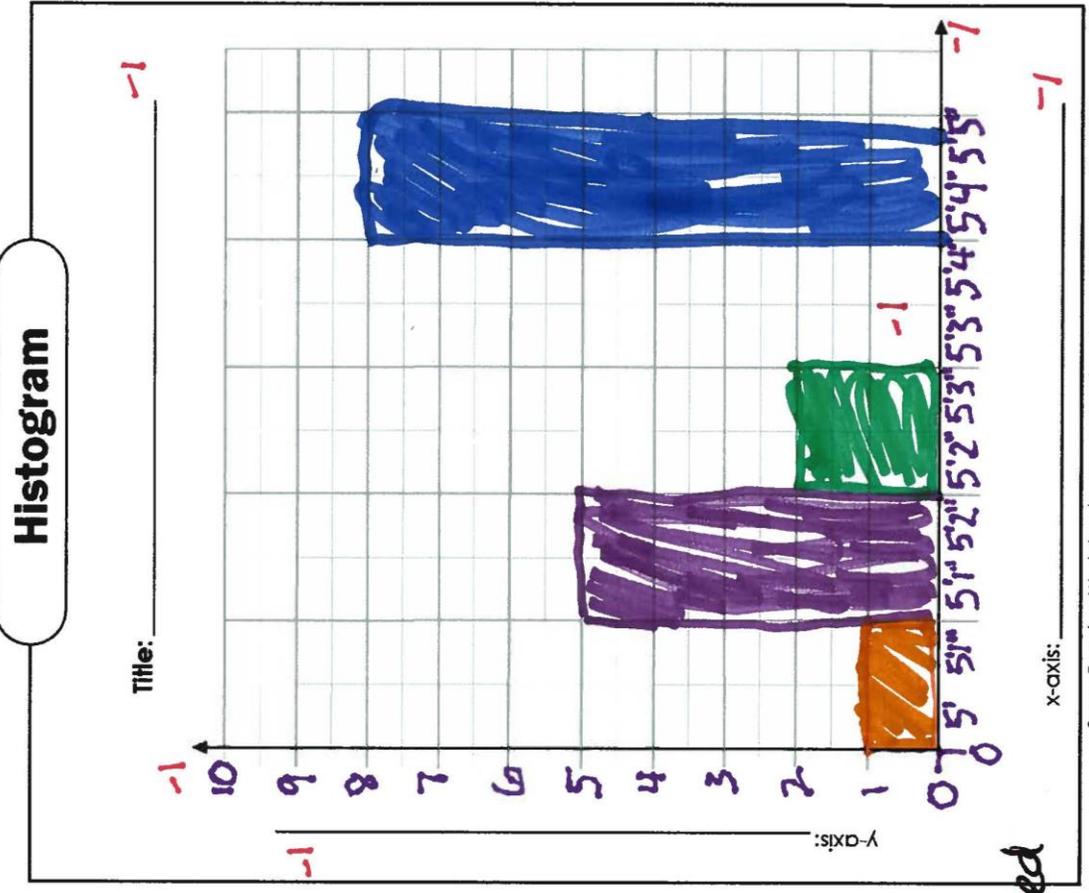
Date: Oct. 15, 2013

A survey was conducted to collect data on the heights of 9th graders. The data is provided below. Create a histogram to represent this data.

Survey Data:

- One student was between 5 feet and 5 feet, 1 inch tall.
- Five students were between 5 feet, 1 inches tall and 5 feet, 2 inches tall.
- Two students were between 5 feet, 2 inches tall and 5 feet, 3 inches tall.
- Four students were between 5 feet, 3 inches tall and 5 feet, 4 inches tall.
- Eight students were between 5 feet, 4 inches tall and 5 feet, 5 inches tall.

6/12 = 50% accurate
During task student was refocused several times
Items missed: labels x & y axis, title of graph, titles x & y axis, one data point = total 6 pts off



Name: Sasha S.

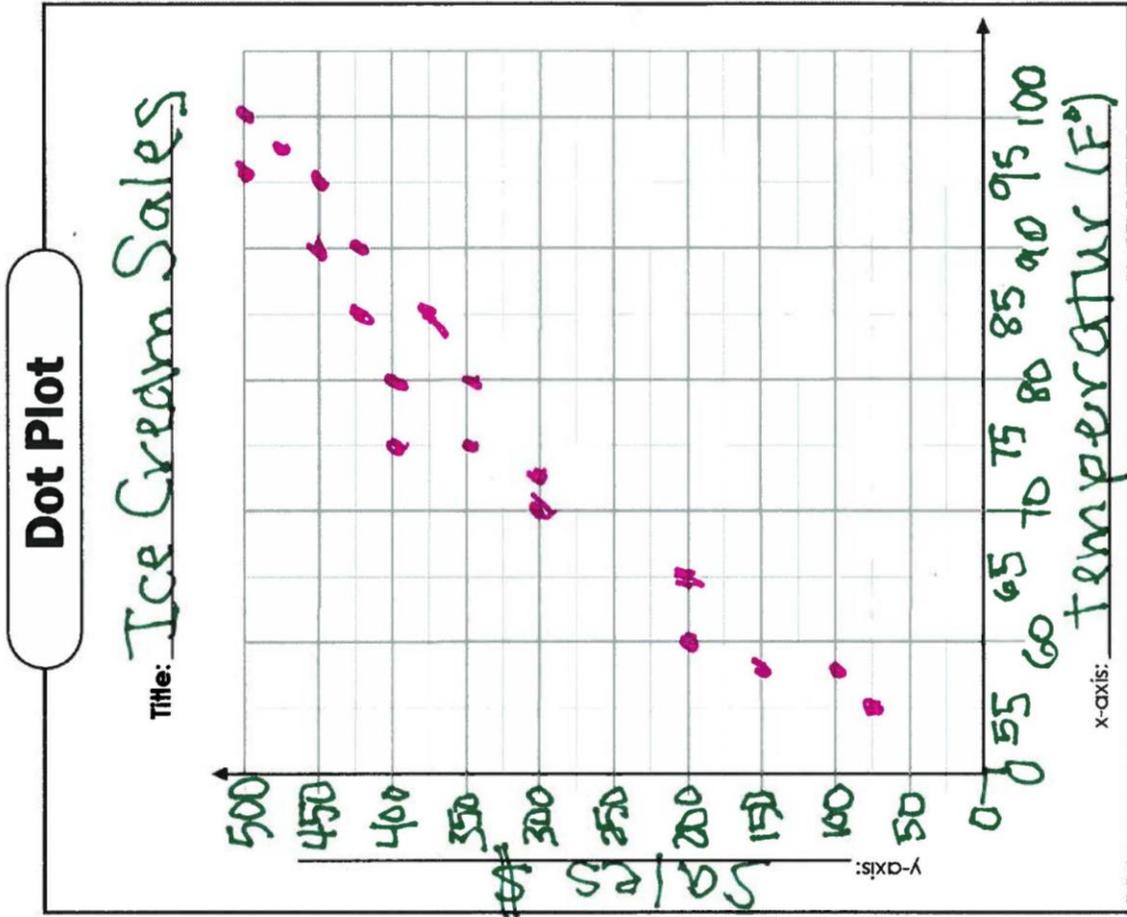
Over the course of one summer, data was collected on total ice cream sales each day and the high temperatures. The data is provided below. Create a dot plot to represent this data.

Good job!

Temperature	Sales
55°	\$75
56°	\$175
60°	\$200
63°	\$275
67°	\$200
70°	\$300
75°	\$350
77°	\$325
80°	\$350
83°	\$400
85°	\$425
87°	\$375
90°	\$425
92°	\$450
95°	\$450
96°	\$500
98°	\$475
100°	\$500
72°	\$325
58°	\$150

Date: 2/6/14

18/25 accurate = 72%



Super Teacher Worksheets - www.superteacherworksheets.com

Student was refocused during task.

NYSAA DATA SUMMARY SHEET	Grade HS <h1 style="margin: 0;">SCIENCE</h1>	AGLI <h1 style="margin: 0;">1</h1>
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Student Name: Sasha Student	Date of Birth: 04/04/1996
School Name: Somewhere High School	

CCLS Code	Essence(s) of Cluster
Standard 4, Key Idea 1 Frameworks Page(s): 36	<ul style="list-style-type: none"> • Understand that the interdependence of living and non-living things maintains the equilibrium (homeostasis) of the ecosystem. Disruption to the ecosystem will alter its stability • Understand that humans are complex organisms that are made up of different systems. Each system interacts to maintain a balanced internal environment. Cells have particular structures that perform specific jobs to maintain homeostasis. • Understand that one-celled organisms contain structures to maintain homeostasis

Extension (mark the Extension selected for this Standard)			
Less Complex More Complex			
The student will:	The student will: <ul style="list-style-type: none"> <input checked="" type="radio"/> identify a relationship within an ecosystem in which a living thing depends on a living and/or a non-living thing (92121) 	The student will:	
Assessment Task: The student will identify a relationship within an ecosystem in which a living thing depends on a living and/or a non-living thing. (AT92121)			
Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	11/11/2013	Date	1/28/2014
Level of Accuracy	50%	Level of Accuracy	83%
Was the student prompted?	NO	Was the student prompted?	NO

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. Indicated whether student was prompted (Yes/No). 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.**

NYSAA ProFile™ 2013-2014

Name: Sasha S.

Date: 11/11/13

-2 2/4 = 50%

RELATIONSHIPS IN A FOREST ECOSYSTEM

The forest ecosystem is made up of many living and non-living things. Use the picture below to help describe the relationships for the living and/or non-living things indicated.

1.) What is the relationship between...

 sun	 grass	water -1
--	--	-------------

2.) What is the relationship between...

 tree	 bird	home
---	---	------

3.) What is the relationship between...

 wolf	 deer	food
---	---	------

4.) What is the relationship between...

 soil	 tree	(no response) -1
---	---	---------------------

Name: Sasha S.

Date: Jan. 28, 2014

5/10 = 83%
accurate

RELATIONSHIPS IN A CORAL REEF ECOSYSTEM

The coral reef ecosystem is made up of many living and non-living things.
Identify the relationships between the living and/or non-living things indicated below.

1.) What is the relationship between...		
ocean water 	coral reef 	Keep wet -1
2.) What is the relationship between...		
large fish 	small fish 	food
3.) What is the relationship between...		
sun 	microscopic plankton	food
4.) What is the relationship between...		
calcium in the water	coral reef 	grow
5.) What is the relationship between...		
seaweed and plants 	sun 	food
6.) What is the relationship between...		
fish 	coral reef 	shelter

TEACHER's ANSWER KEYS – SCIENCE ASSESSMENT

Worksheet1, Ecosystem forest:

sun and water has a relationship with grass (nutrient/food source)

trees has/have a relationship with birds (provides home)

wolf has/have a relationship with deer (source of food)

soil has/have a relationship with tree (provides nutrients)

Worksheet 2, Ecosystem: Coral Reef:

Ocean water has a relationship with coral (waves keep coral clean of debris)

Large fish have a relationship with small fish (food source)

Sun has a relationship with microscopic plankton (food/nutrient source)

Coral reef has a relationship with calcium carbonate in sea water (grow/build)

Seaweed and plants has/have a relationship with water and sunlight (food/nutrients)

Small fish has/have a relationship with coral reef (shelter/home)

NYSAA DATA SUMMARY SHEET	Grade HS SCIENCE	AGLI 2
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Student Name: Sasha Student	Date of Birth: 04/04/1996
School Name: Somewhere High School	

CCLS Code	Essence(s) of Cluster
Standard 4, Key Idea 2 Frameworks Page(s): 40	<ul style="list-style-type: none"> • Recognize that the Earth's external sources of heat energy determine weather patterns, seasonal changes, and atmospheric conditions. Earth's internal heat determines the motion within layers of Earth. • Understand how internal forces create landforms that can be broken down by weathering and erosion • Understand how weather and climate are affected by solar radiation, ocean currents, and land masses

Extension (mark the Extension selected for this Standard)			
Less Complex		More Complex	
The student will:	The student will: <input checked="" type="radio"/> associate change in the amount of heat in the atmosphere with a change in season (93123)	The student will:	
Assessment Task: The student will associate a change in the amount of heat in the atmosphere with a change in season by making a chart matching the changes of heat in the atmosphere with the season most generally associated with it. (AT93123)			
Student Performance Data			
<i>Baseline Data Point</i>		<i>Final Data Point</i>	
Date	11/6/2013	Date	12/16/2013
Level of Accuracy	0%	Level of Accuracy	100%
Was the student prompted?	NO	Was the student prompted?	NO

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. Indicated whether student was prompted (Yes/No). 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for **BASELINE** and **FINAL** student performance documented on this Data Summary Sheet.**

Name: Sasha S.

Date: Nov. 6, 2013

**ASSOCIATE CONDITIONS IN THE ATMOSPHERE
AND CHANGES IN SEASON (Northern Hemisphere)**

Associate changes in the amount of heat in the atmosphere with changes in season. Draw a line between the season and the associated amount of heat in the atmosphere.

summer	atmospheric temperature is cooling
fall	atmospheric temperature is warming
winter	atmospheric temperature is warmest
spring	atmospheric temperature is coldest

0/4 = 0% accurate

Name: Sasha S.

Date: 12/10/13

**ASSOCIATE CONDITIONS IN THE ATMOSPHERE
AND CHANGES IN SEASON (Northern Hemisphere)**

Associate changes in the amount of heat in the atmosphere with changes in season. Draw a line between the season and the associated amount of heat in the atmosphere.

winter	atmospheric temperature is warming
fall	atmospheric temperature is warmest
spring	atmospheric temperature is cooling
summer	atmospheric temperature is coldest

4/4 = 100% accurate on final

<p>NYSAA DATA SUMMARY SHEET</p>	<p>Grade HS</p> <p>SOCIAL STUDIES</p>	<p>AGLI</p> <p>1</p>
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Student Name: Sasha Student	Date of Birth: 04/04/1996
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School Name: Somewhere High School

CCLS Code	Essence(s) of Cluster
<p>Standard 1, Unit 2 Frameworks Page(s): 49</p>	<ul style="list-style-type: none"> • Explain why all nations have established organized governments • Understand how the United States organized its government under a written constitution • Compare both the federal and state governmental powers and responsibilities as described in the United States Constitution • Identify the rights guaranteed to all United States citizens by the Constitution with special attention to the Bill of Rights • Explore the powers of the three branches of the federal and state governments • Discuss the importance of elections to the democratic process in the United States at the federal and state levels

Extension (mark the Extension selected for this Standard)

Less Complex More Complex

The student will:	The student will: <input checked="" type="radio"/> identify the three branches of government (91125)	The student will:
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Assessment Task:
The student will identify the executive, legislative, and judicial branches of government. (AT91125)

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	10/11/2013	Date	1/17/2014
Level of Accuracy	0%	Level of Accuracy	67%
Was the student prompted?	YES	Was the student prompted?	NO

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. Indicated whether student was prompted (Yes/No). 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for BASELINE and FINAL student performance documented on this Data Summary Sheet.**

NYSAA ProFile™ 2013-2014

Name: Sasha S. Date: Oct. 11

US GOVERNMENT



Student was prompted once to listen to choices in Branch #1

What are the three branches of government? Listen to or read the lists of words associated with the branches of government below. Identify the name of branch of government in each list.

Branch #1
President
White House
signs laws
Executive

-1

Branch #2
Judges
decides if laws are fair
Judicial
Supreme Court

-1

Branch #3
write laws
Legislative
Senate
House of Representatives

-1

0/3 = 0% accurate

Name: Sasha S.

Date: 1/17/14

2/3 correct = 67% accurate

US GOVERNMENT

Identify the three branches of government and write the name of each branch in the appropriate space below.

Executive



Headed by the president. The president carries out federal laws and recommends new ones, directs national defense and foreign policy, and performs ceremonial duties. Powers include directing government, commanding the Armed Forces, dealing with international powers, acting as chief law enforcement officer, and vetoing laws.

+1

Senate



Headed by Congress, which includes the House of Representatives and the Senate. The main task of these two bodies is to make the laws. Its powers include passing laws, originating spending bills (House), impeaching officials (Senate), and approving treaties (Senate).

-1

Judicial



Headed by the Supreme Court. Its powers include interpreting the Constitution, reviewing laws, and deciding cases involving states' rights.

+1

<p>NYSAA DATA SUMMARY SHEET</p>	<p>Grade HS</p> <p>SOCIAL STUDIES</p>	<p>AGLI</p> <p>2</p>
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Student Name: Sasha Student	Date of Birth: 04/04/1996
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School Name: Somewhere High School

CCLS Code	Essence(s) of Cluster
<p>Standard 2, Unit 8 Frameworks Page(s): 54</p>	<ul style="list-style-type: none"> • Identify the location of continents • Locate countries in Asia, Africa, and Latin America • Explore world population trends (where the trends occur, problems, etc) • Identify industrialized and developing nations • Discuss how ways of life differ among industrialized and developing nations • Recognize efforts to improve standards of living in 21st century developing and overpopulated nations • Understand the political, social, and economic causes of migration within and between selected nations

Extension (mark the Extension selected for this Standard)
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Less Complex More Complex		
The student will:	The student will: <ul style="list-style-type: none"> <input checked="" type="radio"/> differentiate between continents and/or countries (92122) 	The student will:

Assessment Task:
The student will differentiate between continents and/or countries from a map or globe by indicating them accordingly as requested. (AT92122)

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	10/10/2013	Date	1/23/2014
Level of Accuracy	60%	Level of Accuracy	79%
Was the student prompted?	YES	Was the student prompted?	YES

Verifying evidence (VE) must confirm the student's name, date of student performance, Level of Accuracy. Indicated whether student was prompted (Yes/No). 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 Extension or AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for **BASELINE** and **FINAL** student performance documented on this **Data Summary Sheet**.

Name: Sasha S.

Date: October 10, 2013



Global Connections & Interactions: COUNTRIES & CONTINENTS



Label the following countries with the letter indicated:

~~United States, A~~

~~Canada, B~~

Mexico, C **X**

~~Greenland, D~~ **X**

In what continent are these countries located? (circle one)

North America

South America

Europe

3/5 = 60% accurate

prompted / Refocused

prompted / Refocused

Name: Sasha S.

Date: 1/23/14

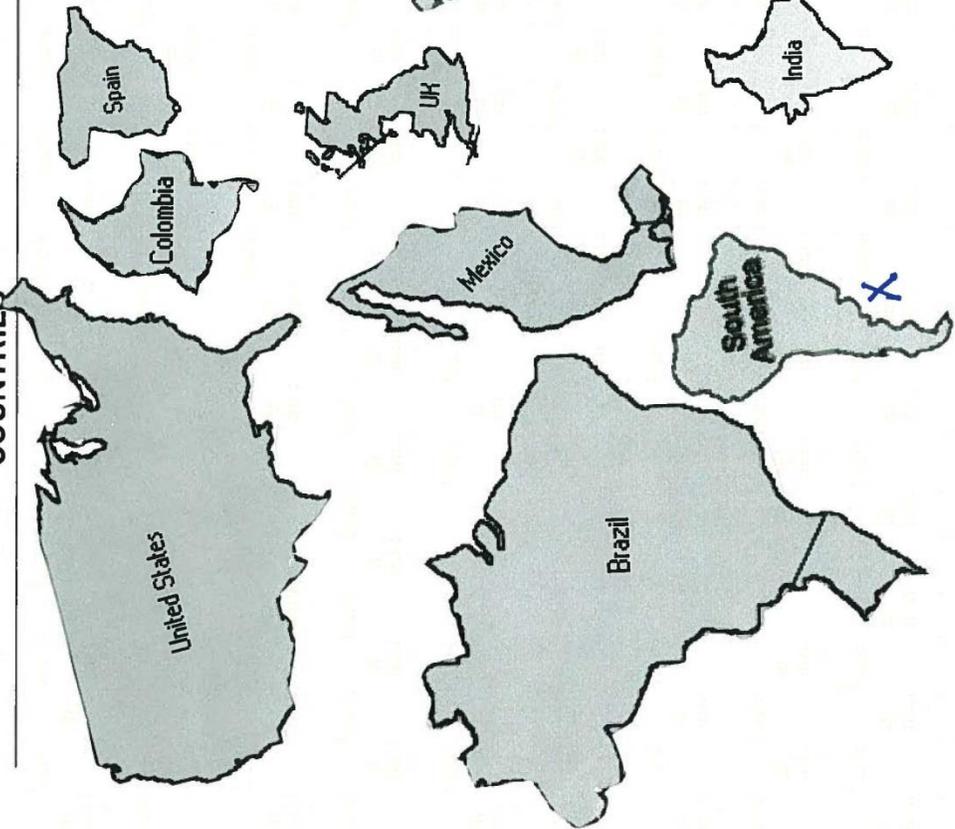


$11/14 = 79\%$
accurate

Global Connections & Interactions: COUNTRIES & CONTINENTS

DIRECTIONS: Complete the chart below placing the map pictures in the correct columns.

COUNTRIES



CONTINENTS

