

New York State Alternate Assessment 2010-11 Administration Training

September 2010

New Teacher Overview



University of the
State of New York
State Education
Department

Purpose of Training Segment

- Intended for
 - Teachers new to administering NYSAA or
 - Teachers who have limited experience with NYSAA
- Provides an overview of the NYSAA administration process
- All teachers must review the 2010-11 Administration Manual (September 2010)

NYSAA Steps Chart

Administration Manual, Page 7

Section One: Steps for Administering NYSAA

This section helps teachers select Alternate Grade Level Indicators (AGLIs), identify appropriate assessment tasks, and complete the requirements for documenting student performance data for NYSAA datafolios.

Steps for Completing a NYSAA Datafolio*

Administration Period: October 4, 2010 – February 11, 2011

Note: Teachers are required to participate in Collegial Reviews of NYSAA student datafolios during the administration period. See page 25 for more information on Collegial Review.

	Step 1:	Confirm students to be assessed; Prepare to administer NYSAA, Confirm Date of Birth criteria	
FOR EACH CONTENT AREA ELA, Math, Science, & Social Studies (HS only)**	Step 2:	Determine Required Components using Test Blueprints	
	Step 3:	Determine Choice Components using Test Blueprints	
	Step 4:	Select two AGLIs per content area	
	Step 5:	Select an assessment task for each AGLI	
	<i>← Recommended Collegial Review Point</i>		
	FIRST AGLI - 1st Required Component	Step 6:	Prepare to collect data
		Step 7:	Conduct assessment task
		Step 8:	Complete Verifying Evidence (VE) documentation
	<i>← Recommended Collegial Review Point</i>		
	Step 9:	Complete Data Summary Sheet	
	SECOND AGLI - 2nd Required Component	Step 6:	Prepare to collect data
		Step 7:	Conduct assessment task
		Step 8:	Complete Verifying Evidence (VE) documentation
<i>← Recommended Collegial Review Point</i>			
Step 9:	Complete Data Summary Sheet		
Step 10:	Complete steps 6-9 for each content area to be assessed		
Step 11:	Assemble the datafolio according to the standardized procedures described in this Administration Manual		
<i>← Recommended Collegial Review Point</i>			
Step 12:	Submit the datafolio to the building administrator no later than close of business February 11, 2011 . The building administrator will forward datafolios to the regional Score Site Coordinator. No further work, edits, additions, changes, etc. can be done to a student datafolio after February 11 th .		
Step 13:	Complete the on-line Teacher Survey http://iservices.measuredprogress.org/NYSAASurvey.asp		

* Beginning with the 2010–11 Administration, the Parent/Family/Guardian Survey is no longer a requirement.

** Beginning with the 2010-11 Administration, the social studies content area is no longer assessed at Grade 5 and Grade 8.

Introduction – Steps 1, 2, and 3

- **Step 1:** Determine students to be assessed using
 - Individual Education Program (IEP)
 - Student’s date of birth and NYSAA Age Range Chart
 - Grade and content areas assessed
- **Step 2:** Review NYSAA Test Blueprints – Required Components
- **Step 3:** Review NYSAA Test Blueprints – Choice Components

When are students assessed?

Teachers

- Work with students during regular instruction
- Provide an instructional period where skills are introduced
- Collect performance data on three separate dates within the administration period for a specific assessment task

NYSAA Administration Period



- Administration begins on October 4, 2010
- Administration ends on February 11, 2011
- All datafolios must be completed and turned in to building administrators by February 11, 2011
 - No further work, edits, additions, changes, etc. can be done to a datafolio after February 11th

NYSAA Performance Data

- **Level of Accuracy** – the number of correct responses
- **Level of Independence** – the number of steps/items that did not require prompts or cues

Age Ranges for Testing on NYSAA in 2010–11

Assessment	Birth Date	Reaches age given between September 1, 2010 and August 31, 2011
Grade 3 ELA, Mathematics	Sept. 1, 2001—Aug. 31, 2002	9
Grade 4 ELA, Mathematics, Science	Sept. 1, 2000—Aug. 31, 2001	10
Grade 5 ELA, Mathematics	Sept. 1, 1999—Aug. 31, 2000	11
Grade 6 ELA, Mathematics	Sept. 1, 1998—Aug. 31, 1999	12
Grade 7 ELA, Mathematics	Sept. 1, 1997—Aug. 31, 1998	13
Grade 8 ELA, Mathematics, Science	Sept. 1, 1996—Aug. 31, 1997	14
Secondary-Level ELA, Mathematics, Science, Social Studies	Sept. 1, 1992—Aug. 31, 1993	18*

Confirm IEP Information

- Student's date of birth
- NYSAA designated as assessment
- Test Accommodations
- Goals and objectives

Step 2 : Determine Required Components using Test Blueprints

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

REQUIRED COMPONENT							
Two ELA Key Ideas Must be Assessed at each Grade Level Required Key Ideas Vary by Grade as Marked by an X in the Chart Below							
ELA Key Idea ¹	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Reading	X	X	X	X	X	X	X
Writing		X		X			X
Listening	X		X		X		
Speaking*	---	---	---	---	---	---	---

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

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

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

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

**NYSAA Test Blueprint - Mathematics
Effective with 2006-07 Administration**

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

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

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

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

**NYSAA Test Blueprint - Science
Effective with 2006-07 Administration**

REQUIRED COMPONENT			
Two Standards must be Assessed at each Grade Level as Marked by an X in the Chart Below.			
Science Standards	Grade 4	Grade 8	High School
1 - Scientific Inquiry	X	X	
4 - Living Environment			X
4 - Physical Setting/ Earth Science	X	X	X

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

Standards	Key Idea	Grade 4	Grade 8	High School*
1 - Scientific Inquiry	1- Develop explanations of natural phenomena	X		
	2- Testing proposed explanations	X	X	
	3- Observations made while testing		X	
4- Living Environment	1- Similarities/differences between living and nonliving things.			X
	3- Changes in organisms over time	X		
	5- Dynamic equilibrium		X	
4- Physical Setting/ Earth Science	7- Human decisions/activities impact			X
	1- Relative motion and perspective			X
	2- Interactions among components of air, water and land	X		X
	3- Particle properties determine observable characteristics of matter and its reactivity		X	

*Note: at the high school level, choices are made within one Standard, i.e., Standard 4. One choice is drawn from the two designated within the Living Environment section of the curriculum and the other choice is drawn from the two designated within the Physical Setting/Earth Science section of the curriculum. See the Core Curricula for Science at <http://www.emsc.nysed.gov/cia/cores.htm#science>.

NYSAA Test Blueprints (cont'd)

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

REQUIRED COMPONENT							
Two ELA Key Ideas Must be Assessed at each Grade Level							
Required Key Ideas Vary by Grade as Marked by an X in the Chart Below							
ELA Key Idea ¹	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Reading	X	X	X	X	X	X	X
Writing		X		X		X	X
Listening	X		X		X		
Speaking*	---	---	---	---	---	---	---

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

NYSAA Test Blueprints (cont'd)

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

Recap – Steps 1, 2, 3

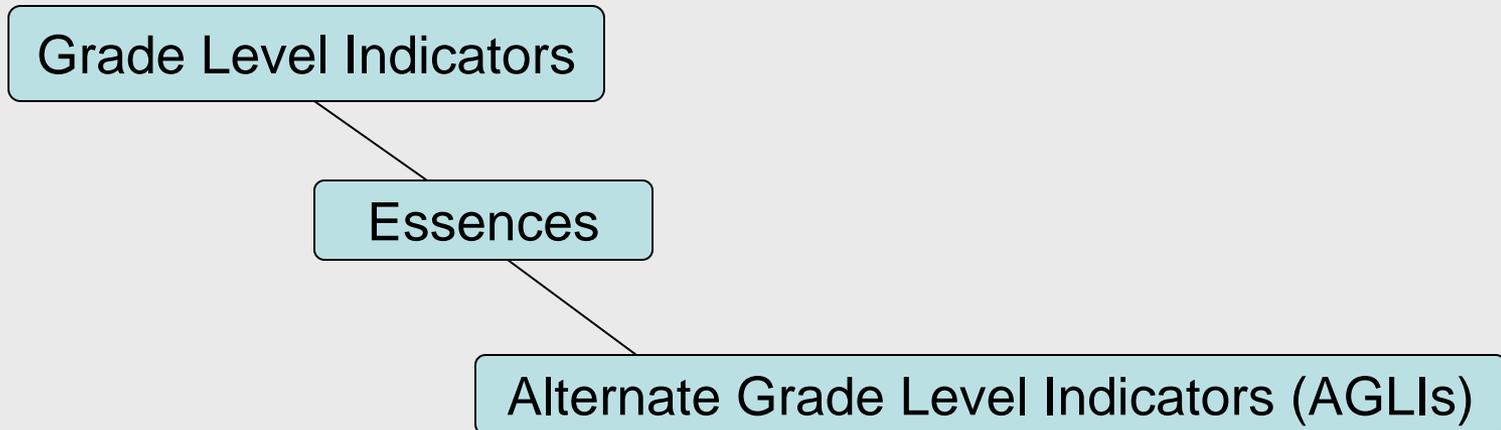
- NYSAA administration period
- **Step 1:** Determine students to be assessed using
 - Individual Education Program (IEP)
 - Student’s date of birth and NYSAA Age Range Chart
 - Grade and content areas assessed
- **Step 2:** Review NYSAA Test Blueprints – Required Components
- **Step 3:** Review NYSAA Test Blueprints – Choice Components

One of my 8th graders...responded to each task I presented him with. His writing and length of attending has improved, and he seemed to be motivated by the challenge of the curriculum content...He did particularly well when I incorporated computer use into the task. He continued to amaze us with his work samples. His mother was extremely pleased with his performance.

-Teacher who administered 2009-10 NYSAA

Introduction – Steps 4 and 5

- **Step 4:** Select two AGLIs per content area
- **Step 5:** Select an assessment task for each AGLI
- The NYSAA Frameworks flow:



4th Grade ELA Assessment

CHOICE COMPONENT

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

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

Alternate Grade Level Indicators (AGLIs)

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

AGLIs**ELA – Grade 4****Required Component 1**—Key Idea: Reading**Choice Component 1**—Standard 2: Students will read, write, listen, and speak for **literary response and expression**.**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*****POSSIBLE ENTRY POINTS for Reading-Standard 2**

Less Complex	◀.....◀.....◀.....▶.....▶.....▶	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> attend to or read literary text(s) (12101) attend to or read different genres (poetry, prose, fiction, nonfiction, drama, etc.) (12105) identify important character(s) and/or event(s) in story(s) read or read aloud by others (12106) interact with part(s) of a story through familiar hand motion(s) and/or expression of emotion(s) (12104) 	<p>The student will:</p> <ul style="list-style-type: none"> read aloud with fluency (12201) identify the definition of story element terms (character, setting, etc.) (12207) recognize plot as the sequence of events or action of a narrative (12208) relate text to a personal experience (12204) recognize explicit motive(s) of character(s) (12205) answer comprehension questions about plot, character, and/or setting of text(s) (12209) 	<p>The student will:</p> <ul style="list-style-type: none"> select and read literature with fluency for comprehension (12307) recognize literary terms (e.g., plot, character, setting, etc.) as they apply to literary texts (12308) demonstrate that plot means the sequence of events or action of a narrative leading to a logical ending (12309) recognize explicit motives of characters (12304) identify favorite and/or least favorite part(s) of a story (12305) make prediction(s) about the ending of story (12306)

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., plot, character, setting, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

- identify important character(s) and/or event(s) in story(s) read or read aloud by others (12106)

NYSAA Planning Tool

Administration Manual, Appendix E

2010–11 NYSAA Administration Planning Tool Grade 4

Grade Level Assessed: Grade 4
(Birth Date: September 1, 2000—August 31, 2001)

Student Name:	Date of Birth:
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	Required Components	Choice Components	AGLI Codes					
ELA*	Key Ideas Reading	Standards** <input type="checkbox"/> 2 – Reading for literary response and expression, OR <input type="checkbox"/> 4 – Reading for social interaction	Reading AGLI Code <table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table>					
<i>AND</i>								
	Writing	<input type="checkbox"/> 1 – Writing for information and understanding, OR <input type="checkbox"/> 2 – Writing for literary response and expression	Writing AGLI Code <table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table>					

	Required Components	Choice Components	AGLI Codes					
Mathematics*	Strands Number Sense and Operations	Bands** <input type="checkbox"/> Number Systems, OR <input type="checkbox"/> Operations	Number Sense and Operations AGLI Code <table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table>					
<i>AND</i>								
	Measurement	<input type="checkbox"/> Units of Measurement, OR <input type="checkbox"/> Units/Estimation	Measurement AGLI Code <table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table>					

	Required Components	Choice Components	AGLI Codes					
Science*	Standards 1 – Scientific Inquiry	Key Ideas** <input type="checkbox"/> 1 – Develop explanations of natural phenomena, OR <input type="checkbox"/> 2 – Testing proposed explanations	Scientific Inquiry AGLI Code <table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table>					
<i>AND</i>								
	4 – Living Environment and Physical Setting/Earth Science	<input type="checkbox"/> 3 – Changes in organisms over time, OR <input type="checkbox"/> 2 – Interactions among components of air, water and land	Living Environment OR Physical Setting/Earth Science AGLI Code <table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table>					

*Some text on this document may be abbreviated. Complete text is found in the Test Blueprints of the NYSAA Frameworks.
**More information regarding Required and Choice Components for each content area is found in the NYSAA Frameworks.

AGLI Details

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

- Plural in AGLI: then the task must also reflect the plural components in the AGLI.
- Parentheses around “s” in AGLI: it means teachers have the option of having the assessment task specifics be singular or plural, depending on what is appropriate given the student’s knowledge, skills, and understanding.

Selecting an AGLI

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

SATs**ELA – Grade 4****Required Component 1**—Key Idea: Reading**Choice Component 1**—Standard 2: Students will read, write, listen, and speak for **literary response and expression**.**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT12101	The student will attend to or read literary texts during reading time.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student attending to the teacher reading different stories
SAT12105	The student will attend to or read different genres (poetry, prose, fiction, nonfiction, drama, etc.) when given a selection of genres.	<ul style="list-style-type: none"> Data Collection Sheet (time-segment) recording the genres and student performance on the amount of time the student attends during reading time
SAT12106A	The student will identify an important character from the text by choosing the picture of this character from multiple pictures. (Note: need to use vocabulary specific to character)	<ul style="list-style-type: none"> Student work product of pictures of important characters matched to specific texts read aloud
SAT12106B	The student will identify an important event in a text read aloud by choosing a picture of the event from multiple pictures. (Note: need to use vocabulary specific to event)	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying pictures of important events that occurred in texts read aloud
SAT12104	The student will interact with the repeated language of Gunniwolf (pit-a-pat, pit-a-pat, etc.) being read aloud by tapping a drum or table top with his/her hand.	<ul style="list-style-type: none"> Videotape of the student responding to the repeated language in a story by drumming at the appropriate parts
SAT12201	The student will read aloud with fluency various pieces of literature during reading time.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when reading fluently at an appropriate reading rate
SAT12207	The student will identify the definitions of story element terms (e.g., plot, character, or setting) by selecting the definition from a set of sentence cards and matching them with the term.	<ul style="list-style-type: none"> Student work product of the terms and the definitions pasted next to them Sequenced, captioned, dated photographs of the student drawing lines from the term to the definition on a worksheet
SAT12208	The student will recognize plot as a sequence of events or action in a narrative by placing pictures or sentence strips in the correct order based on the narrative when asked what was the plot of the story. (Note: need to use vocabulary specific to plot)	<ul style="list-style-type: none"> Student work product of ordered sentence strips or pictures showing the plot of a story read or read aloud

SAT Code Column

POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies Column

Sample Assessment Task Column

Assessment Tasks

Three options...

1. Use a Sample Assessment Task directly from Frameworks
2. Modify a Sample Assessment Task from the Frameworks
3. Create an original assessment task
 - Review any Sample Assessment Task for examples and important notes
 - Include the verb or verb phrase and direct object from AGLI

Modifying a Sample Task

- **Sample Assessment Task (SAT21201A):**

The student will take notes recording three or more important facts, pieces of data, or ideas presented in an informational text.

- **Comparable Task - Example 1:**

The student will take notes recording three or more important facts, pieces of data, or ideas presented in an informational text by pointing to word or phrase cards that represent facts, data, or ideas appropriate to the text.

Modifying a Sample Task (cont'd)

- **Sample Assessment Task (SAT21201A):**
The student will take notes recording three or more important facts, pieces of data, or ideas presented in an informational text.
- **Comparable Task - Example 2:**
The student will take notes recording two important facts, pieces of data, or ideas presented in an informational text.

Modifying a Sample Task (cont'd)

- **Sample Assessment Task (SAT21201A):**

The student will take notes recording three or more important facts, pieces of data, or ideas presented in an informational text.

- **Comparable Task - Example 3:**

The student will take notes recording three important facts presented in an informational text.

Hannah's 1st Required Component – Reading

AGLI: identify important character(s) and/or event(s) in story(s) read or read aloud by others (12106)

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT12106A	The student will identify an important character from the text by choosing the picture of this character from multiple pictures. (Note: need to use vocabulary specific to character)	•Student work product of pictures of important characters matched to specific texts read aloud

Hannah's 2nd Required Component – Writing

AGLI: arrange events in logical and sequential order (21103)

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT21103	The student will arrange three or more pictures that represent a sequence of events from a weekly current events article in chronological order. (e.g., weekly current events articles could come from the Internet, the newspaper, etc.)	<ul style="list-style-type: none">•Student work product showing pictures in chronological order•Sequenced, captioned, dated photographs of the student arranging pictures in chronological order

Task: comparable SAT21103 ...The student will arrange three or more pictures in chronological order that represent a sequence of events, after listening to a short passage.

Task and Verifying Evidence

- Assess a single task on at least three separate dates
- Collect data on task and record the student performance data for the last three dates
- Submit two pieces of verifying evidence that show what the student did
 - Submit evidence for any two of the three dates of student performance

Example AGLI and Task

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

Task: The student will identify character, plot, and setting in various stories.

Possible Evidence:

VE #1 – student work product where student circles character, plot, and setting

VE #2 – photographs showing the student selecting picture cards of character, plot, and setting

Hannah's Mathematics 1st Required Component – Number Sense and Operations

- **AGLI:**

recognize a whole and/or its parts (13105)

- **Sample Assessment Task (SAT13105A):**

The student will recognize a whole shape or object when given a whole and a half by indicating the whole upon request.

- **Modified Task:**

The student will recognize a whole face or part of a face when given pictures of whole faces and parts of faces.

AGLIs MATH – Grade 4

Required Component 2—Strand: Measurement
 Choice Component 1—Band: Units of Measurement
 ALTERNATE GRADE LEVEL INDICATORS (AGLIs)*
 POSSIBLE ENTRY POINTS for Measurement—Units of Measurement

Less Complex	
<p>The student will:</p> <ul style="list-style-type: none"> order objects according to their lengths (21101) recognize the difference in length between standard units of measurement (21102) compare two objects according to the attributes of mass (more mass/less mass) (21107) order three or more objects according to the attributes of mass (more mass/less mass) (21108) identify tools appropriate for measurement (21105) use standard and/or non-standard tool(s) for measurement (21109) 	<ul style="list-style-type: none"> identify the mass of objects measured in grams (21207) use a scale to measure the mass of objects and compare the mass of two or more objects measured in grams (21208) use appropriate tools to measure capacities (volume) and identify the amounts measured in standard units (21209) use appropriate tools to measure and compare the capacity (volume) of two or more amounts measured in standard units (21210)

● order objects according to their lengths (21101)

SAT21101A The student will order objects according to length from shortest to longest by placing objects under the numbers 1 through 3 (1 being the shortest, 3 being the longest).

● Student work product showing the objects the student ordered according to length (shortest to longest)

*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., length, mass, capacity, volume, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary, as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

SATs MATH – Grade 4

Required Component 2—Strand: Measurement
 Choice Component 1—Band: Units of Measurement
 SAMPLE ASSESSMENT TASKS (SATs)
 Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT21101A	The student will order objects according to length from shortest to longest by placing objects under the numbers 1 through 3 (1 being the shortest, 3 being the longest).	<ul style="list-style-type: none"> Student work product showing the objects the student ordered according to length (shortest to longest)

	smallest unit to largest. (e.g., inch, foot, yard)	
SAT21107	The student will compare two objects according to the attributes of mass by indicating which object has more mass or less mass.	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when comparing the mass of different sets of two objects Student work product showing objects and student marks indicating which object has more mass
SAT21108	The student will order three items that are significantly different in mass by placing objects from lightest to heaviest (or heaviest to lightest).	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student ordering items according to mass
SAT21105	The student will identify the appropriate measuring tool to measure a given series of items. (e.g., poster – ruler; car – scale; salt – measuring spoon, etc.)	<ul style="list-style-type: none"> Student work product of the items and appropriate measuring tools indicated or marked by the student
SAT21109A	The student will measure the desktop or workspace first using hand-spans and then using a ruler.	<ul style="list-style-type: none"> Data Collection Sheet (multi-step) recording student performance when measuring the desktop or workspace using non-standard and standard units of measurement
SAT21109B	The student will use a tool of measurement by standing on a scale when given the scale and told it is time to be weighed.	<ul style="list-style-type: none"> Videotape of the student using a scale to measure weight
SAT21109C	The student will use standard tools of measurement during cooking activities.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student using standard tools during a cooking activity

Recap – Steps 4 and 5

- **Step 4:** Select two AGLIs per content area
 - One from each Required Component
- **Step 5:** Select assessment task for each AGLI
 - Teachers may:
 - Use a Sample Assessment Task directly from Frameworks
 - Modify a Sample Assessment Task from Frameworks
 - Create an original assessment task
 - Do not use the POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies as the assessment task
 - Review the information on the Sample Assessment Task pages for ideas on assessment strategies, helpful examples and important notes

I love the fact that these AGLIs and tasks are related to NYS Learning Standards particularly because it gives me something concrete to show to regular education teachers...Also, high expectations yield results. I get many new ideas each year that I incorporate into my teaching.

-Teacher who administered 2009-10 NYSAA

Introduction – Steps 6, 7, and 8

- **Step 6:** Prepare to collect data
- **Step 7:** Conduct assessment task
- **Step 8:** Complete Verifying Evidence (VE) documentation

Data Collection

- Collect data
- Conduct the assessment task
- Document student performance data
- Consider all needs
 - Materials
 - Equipment
 - Supports
 - Staff

Four Types of Verifying Evidence

- Student work product
- Sequence of captioned and dated photographs
- Videotape or audiotape clip
- Data Collection Sheet with supporting evidence

See pages 14-19 of the Administration Manual for specific guidelines

Important Evidence Reminders

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

Seven Required Elements

For all evidence (Data Summary Sheet, verifying evidence, supporting evidence):

1. Student's name
2. Date of student performance
3. Content area
4. AGLI text (exactly as it is written in the Frameworks)
5. Assessment task
6. Level of Accuracy
7. Level of Independence

Recording Required Elements

Record the seven required elements either:

- Directly on the verifying evidence;
- On a verifying evidence label (VE label) affixed to the verifying evidence;
- Or for video- or audiotape evidence, required elements are recorded as markers on the clip.

NYSAA Verifying Evidence Label	
Date of Student Performance:	____/____/____
Student Name:	_____
<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)
AGLI text:	_____

Task:	_____

Accuracy:	_____ % Independence: _____ %

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.
 - “John was asked the questions listed on the worksheet about the story read aloud, was given three choice cards, and responded through eye gaze. Responses were recorded by staff.”

See page 15 of the Administration Manual

Performance Scores: Accuracy

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

Level of Accuracy Example:

20 correct responses out of 25 possible total responses

$$20/25 = .8 \times 100\% = 80\% \text{ accurate} = \text{Level 4}$$

Document both the percentage and the rating on the Data Summary Sheet. Note: Rounding up is acceptable for a calculation of .5 or above

Accuracy Rounding Example

Level of Accuracy:

4 correct responses out of 6 addition problems

$4/6 = .66667 \times 100\% = 66.667\%$, rounded to 67%
accurate = Level 3

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

Performance Scores: Independence

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

Level of Independence Example:

Student completes a 6 step task with prompts on 2 steps
 $4/6 = .66667 \times 100\% = 66.7\%$ rounded up to 67% = Level 3

Document both the percentage and the rating on the Data Summary Sheet. Note: Rounding up is acceptable for a percentage calculation of .5 or above

Independence Rounding Example

Level of Independence:

Student completes a 3 step task with prompts on
2 steps

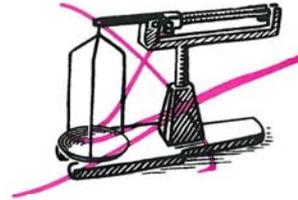
$$1/3 = .3333 \times 100\% = 33.33\% = 33\% = \text{Level 2}$$

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

Example: Scientific Tools

Name: ~~Ronny~~ [Redacted]
Date: ~~HL~~ Nov. 2, 10'
Content Area: Science
AGL: Identify tools needed in a simple investigation (12207)
Task: The student will identify tools needed to perform a simple investigation given the investigation procedures.

Directions: using the investigation procedures provided by the teacher mark the tools needed to perform the investigation



Accuracy - 100%
 Independence - 80%

	Beaker	Scale/Balance	Microscope
A	+	+	+
I	-	+	+

Example: Data Collection Sheet

NYSAA Data Collection Sheet for Multi-Step Task

Student Name: Marc [redacted] **Content Area:** ELA Mathematics
 Science Social Studies (HS only)

AGLI Text: identify story elements (eg., character, plot, setting, etc.) **Assessment task:** the student will identify story elements by responding to questions about a story read aloud.

ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response **INDEPENDENCE (Ind) KEY:** (+) Independent (-) Prompted

Describe each Step of the Assessment Task:	Date 10/27/2010		Date 10/13/2010		Date 10/15/2010		Date									
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
Who was the main character in the story?	+	+	+	+	+	-										
What was the plot of the story?	-	+	+	-	+	+										
What was the setting of the story?	+	-	+	-	+	-										
How did the story end?	-	+	-	-	+	+										
Total +'s	2	3	3	1	4	2										
Total Steps	4	4	4	4	4	4										
Fraction	2/4	3/4	3/4	1/4	4/4	2/4	/	/	/	/	/	/	/	/	/	/
Percent (%)	50%	75%	75%	25%	100%	50%	%	%	%	%	%	%	%	%	%	%
Staff Initials Recording Data for each Date from Key (req'd)	AG		AG		AG											

Staff Key (REQUIRED) Record the Initials and Corresponding Name of Staff Recording Data

1.) Initials: AG Name: Arita [redacted] 2.) Initials: _____ Name: _____
 3.) Initials: _____ Name: _____ 4.) Initials: _____ Name: _____

NOTE: Data Collection Sheet cannot stand alone, supporting evidence is required. Complete in full, including staff initials for each date.

Example: Observer Verification Form Signature

NYSAA Data Collection Sheet for Multi-Step Task

Student Name: Marc [redacted] Content Area: ELA Mathematics
 Science Social Studies (HS only)

AGLI Text: Identify story elements (e.g., Character, Plot, Setting, etc) Assessment task: the student will identify story elements by responding to questions about a story read aloud.

ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response INDEPENDENCE (Ind) KEY: (+) Independent (-) Prompted

Describe each Step of the Assessment Task:	Date 10/07/2010		Date 10/13/2010		Date 10/15/2010		Date		Date		Date		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
<u>Who uses the main character in the story?</u>	+	+	+	+	+	-								
<u>What is the plot of the story?</u>	-	+	+	-	+	+								
<u>What is the setting of the story?</u>	+	-	+	-	+	-								
<u>How did the story end?</u>	-	+	-	-	+	+								
Total +s	2	3	3	1	4	2								
Total Steps	4	4	4	4	4	4								
Fraction	2/4	3/4	3/4	1/4	4/4	2/4								
Percent (%)	50%	75%	75%	25%	100%	50%								
Staff Initials Recording Data for each Date from Key (Req'd)	AG		AG		AG									

Staff Key (REQUIRED) Record the Initials and Corresponding Name of Staff Recording Data
 1.) Initials: AG Name: Anita [redacted] 2.) Initials: _____ Name: _____
 3.) Initials: _____ Name: _____ 4.) Initials: _____ Name: _____

NOTE: Data Collection Sheet cannot stand alone, supporting evidence is required. Complete in full, including staff initials for each date.

NYSAA Observer Verification Form

Please Note: The Observer Verification Form is submitted with a Data Collection Sheet only. All information on this document must be completed in full or it will not be accepted as supporting evidence and will jeopardize the student receiving a reportable score.

Teacher completes this section:

Student Name: Marc [redacted] Date of Student Performance: 10/15/2010

ELA Mathematics Science Social Studies (HS only)

AGLI text: Identify story elements

Observer* completes this section:

Observer Name: Amy I [redacted]

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: _____ (title)

I hereby certify the assessment task was conducted in my presence.
[redacted] 10/15/2010
 OBSERVER SIGNATURE DATE
 (cannot be the same person collecting data) (must be same date of student performance noted above)

I hereby certify that the observer is 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.)

Staff Initials Recording Data for each Date from Key (Req'd)

AG	AG	AG						
----	----	----	--	--	--	--	--	--

Staff Key (REQUIRED) Record the Initials and Corresponding Name of Staff Recording Data
 1.) Initials: AG Name: Anita [redacted] 2.) Initials: _____ Name: _____
 3.) Initials: _____ Name: _____ 4.) Initials: _____ Name: _____

NOTE: Data Collection Sheet cannot stand alone, supporting evidence is required. Complete in full, including staff initials for each date.

Recap – Steps 6, 7, and 8

- Review the NYSAA Administration Manual (September 2010) carefully
- Plan before administering the assessment
- Review the verifying evidence guidelines (pages 14-19)
- Don't take short cuts – you will jeopardize the student receiving a reportable score

My student not only did an amazing job with the NYSAA, but she was able to tell other teachers and administrators about what she had learned. She took great pride in being able to explain specific items developed in the 1920's. She also likes to brag that she is from NY and is able to show you on a map where her state is!

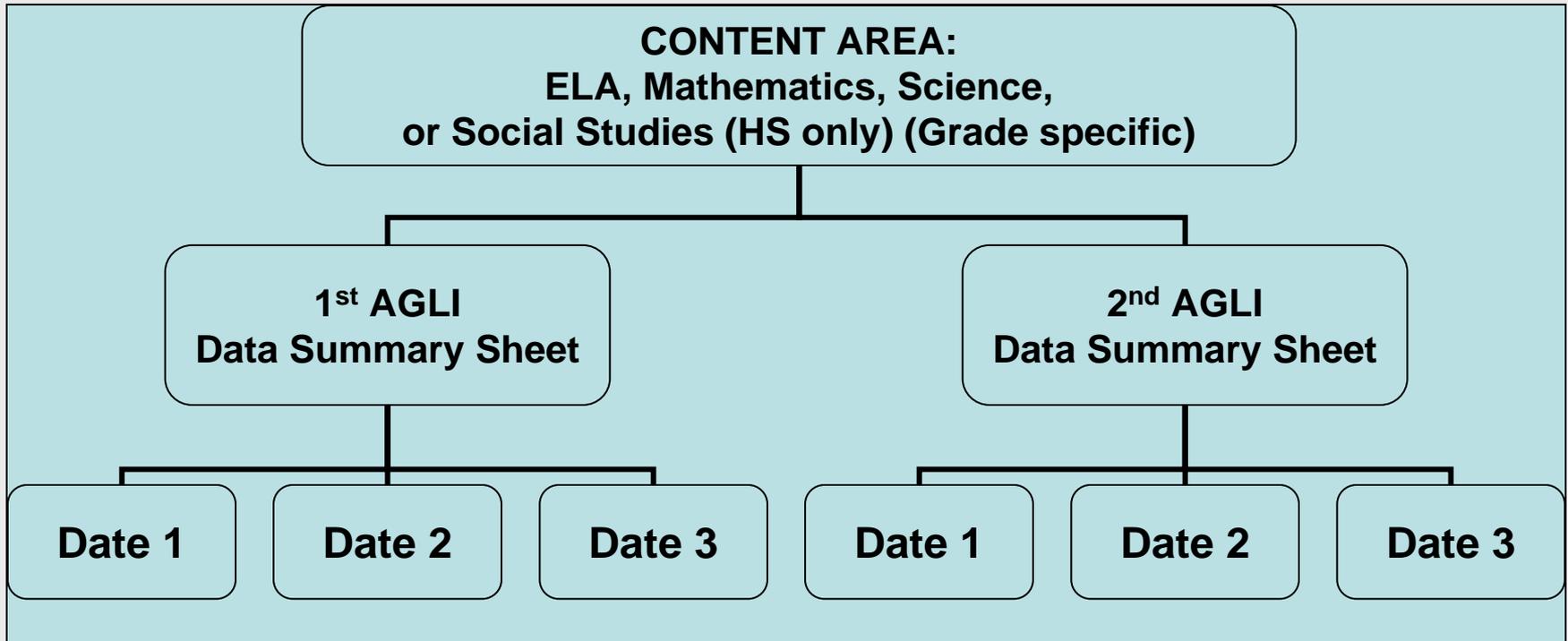
-Teacher who administered 2009-10 NYSAA

Introduction – Step 9

Step 9: Completing the Data Summary Sheet in full

- Demographic information
- Check the Choice Component box
- Record the AGLI code and text
- Record the assessment task
- Complete the performance data section

Data Collection Flow



- Transcribe the **last** three dates of student performance to the Data Summary Sheet
- Submit verifying evidence for any two of the three dates

Datafolio Order

1. **ELA**

- 1st Required Component AGLI
- 2nd Required Component AGLI

2. **Mathematics**

- 1st Required Component AGLI
- 2nd Required Component AGLI

3. **Science**, if applicable

- 1st Required Component AGLI
- 2nd Required Component AGLI

4. **Social Studies**, HS only

- 1st Required Component AGLI
- 2nd Required Component AGLI

Recap – Step 9

- Data Summary Sheets are grade and content specific
- Complete the Data Summary Sheet in full
 - Demographic information
 - Check the Choice Component box
 - Record the AGLI code and text
 - Record the assessment task
 - Complete the performance data section

Steps 10 – 13

- **Step 10:** Complete steps 6 - 9 for each content area to be assessed
- **Step 11:** Assemble the datafolio according to the standardized procedures
 - Using the Table of Contents and
 - Checklist of Things to Remember
- **Step 12:** Submit the datafolio to the building administrator by the close of business on February 11, 2011
- **Step 13:** Complete the on-line NYSAA Teacher Survey

Collegial Review

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



My student stepped up to the plate and wanted to do his very best at each task. It was great to see him learn and complete tasks that his parents didn't think were possible.

-Teacher who administered 2009-10 NYSAA