

# 2011-12 NYSAA Fall Administration Training

## Guided Practice #3 WORKSHEETS

<b>GP 3</b>	Guided Practice #3	<b>Guided Practice</b>
	Connection Progression	

Review the attached information and answer the following questions for each example.

### Example A – Tanisha’s Grade 4 Science Entry

Review the information provided on the Data Summary Sheet. Use the NYSAA Age Range chart on page 4 of the NYSAA Administration Manual and the Frameworks to answer the following questions. Fill in the table below, which is part of the Checklist of Things to Remember.

		2 <sup>nd</sup> AGLI	
		Yes	No
AGLI from Grade Level	AGLI selected from grade per student’s DOB		
	Code & text recorded exactly as in Frameworks		
	AGLI from Required Component (2 <sup>nd</sup> DSS says “cont’d.” & AGLI is from Required Component 2)		
		2 <sup>nd</sup> AGLI	
		Yes	No
Task connects to AGLI	Task clearly connects to AGLI		
	Task includes any plurals, AND, OR, or AND/OR statements in AGLI		
	Written simply without cues, prompts, levels of assistance, or a criterion		
		2 <sup>nd</sup> AGLI	
		Yes	No
Submit <b>TWO</b> pieces of VE for each AGLI, dated within administration period (or DCS with minimum 3 dates within administration period in chronological order, including SE)			
VE connects to task	<b>Each</b> piece of VE clearly connects to task		
	VE demonstrates any plurals, AND, OR, or AND/OR statements in task		
	VE demonstrates the student was assessed using vocabulary from the task and AGLI		
	Will someone who does not know the student understand what the assessment task was? Matches student action in task.		

<b>NYSAA DATA SUMMARY SHEET</b>	<b>Grade 4 - SCIENCE (cont'd)</b>	<b>4</b>
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Student Name: <b>Tanisha</b> [REDACTED]	Date of Birth: <b>08/07/2002</b>
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School Name: [REDACTED]
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<p><b>2nd Science Required Component: Standard 4 - Living Environment and Physical Setting/Earth Science</b></p> <p>Choice Component (select one):</p> <p><input checked="" type="radio"/> <b>Standard 4 - Living Environment, Key Idea 3: Change in organisms over time</b></p> <p><input type="radio"/> <b>Standard 4 - Physical Setting/Earth Science, Key Idea 2: Interactions among components of air, water and land</b></p>
<p>Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)</p> <p>AGLI Code: <b>22105</b></p>
<p>AGLI Text: <b>distinguish between plants and animals</b></p>
<p>Assessment task: <b>The student will distinguish between plants and animals.</b></p>

<p><i>The SAT and page information below is not required, however it is helpful for scoring:</i></p> <p><input checked="" type="radio"/> This assessment task is the <b>same</b> as SAT# <u>02105A</u> on page _____ in the NYSAA Frameworks.</p> <p><input type="radio"/> This assessment task is <b>comparable</b> to SAT# _____ on page _____ in the NYSAA Frameworks.</p> <p><input type="radio"/> This is an <b>original assessment task</b> developed by the teacher.</p>
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Student Performance (record the last three dates of documented data in chronological order)	Date 1: 10/7/2011		Date 2: 10/14/2011		Date 3: 11/22/2011	
	%	Rating	%	Rating	%	Rating
<b>Level of Accuracy</b>	100	4	100	4	100	4
<b>Level of Independence</b>	100	4	67	3	100	4
Scoring Rubric	Level	100%-80%	79%-60%	59%-30%	29%-0%	
	Rating	4	3	2	1	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, Level of Accuracy, and Level of Independence. Failure to record all required elements on both the Data Summary Sheet and the verifying evidence may disqualify the student from receiving a reportable score.

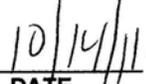
Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

NYSAA ProFile 2012

<b>NYSAA Data Collection Sheet for Multi-Step Task</b>										
Student Name: <b>Tanisha</b> [REDACTED]					Content Area: <b>Science</b>					
AGLI text: <b>distinguish between plants and animals</b>					Assessment task: <b>The student will distinguish between plants and animals.</b>					
ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response INDEPENDENCE KEY: (+) Independent (-) Prompted										
Describe each Step of the Assessment Task:	Date 10/6/2011		Date 10/7/2011		Date 10/14/2011		Date		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
Student will observe 5 different photographs of plants and animals.	+	+	+	+	+	+				
Student will place plant photos under plant column on a class graph.	+	-	+	+	+	-				
Student will place animal photos in the animal column on a class graph.	+	+	+	+	+	+				
Total +'s	3	2	3	3	3	2				
Total Steps	3	3	3	3	3	3				
Fraction	3/3	2/3	3/3	3/3	3/3	2/3				
Percent (%)	100	67	100	100	100	67				
(REQUIRED FOR EACH DATE WITH DATA) Fill in Staff Initials of Person Recording the Data for Each Date	AC		AC		AC					
Staff Key (REQUIRED) Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above	Initials: AC Initials: Initials: Initials:		Name: A [REDACTED] C [REDACTED] Name: Name: Name:							
<b>NOTE: Data Collection Sheet cannot stand alone, supporting evidence is required. Includes minimum of three dates. Complete in full, including staff initials for each date.</b>										

<b>NYSAA Observer Verification Form</b>
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.

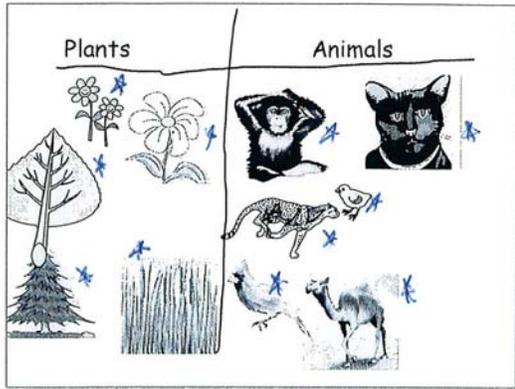
<b>Teacher completes this section:</b>	
Student Name: <b>Tanisha</b> [REDACTED]	Date of Student Performance: <b>10/14/2011</b>
Content Area: <b>Science</b>	
AGLI text: <b>distinguish between plants and animals</b>	
Assessment task: <b>The student will distinguish between plants and animals.</b>	
Accuracy: <b>100%</b> Independence: <b>67%</b>	

<b>Observer* completes this section:</b>	
Observer Name: <b>A</b> [REDACTED] <b>P</b> [REDACTED]	
Observer Title/Position (REQUIRED):	
<input checked="" type="radio"/> <b>Teacher</b> <input type="radio"/> Administrator <input type="radio"/> Related Service Provider <input type="radio"/> Occupational Therapist <input type="radio"/> Physical Therapist <input type="radio"/> Speech & Language Therapist <input type="radio"/> Certified Occupational Therapy Assistant <input type="radio"/> Physical Therapist Assistant <input type="radio"/> Nurse <input type="radio"/> Other certified or licensed professional:	
<b>I hereby certify the assessment task documented was conducted in my presence.</b>	
 <hr style="width: 100%;"/> <b>OBSERVER SIGNATURE</b> (cannot be the same person collecting data)	 <hr style="width: 100%;"/> <b>DATE</b> (must be same date of student performance noted above)
<small>*An Observer must be a certified and/ or licensed teacher, administrator, school psychologist or related service provider, not <b>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.)</b></small>	

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

Untitled.notebook

November 22, 2011



Nov 22-3:02 PM

100% accuracy  
100% independent

\* = correct  
P = prompt

Used smart board  
to distinguish plants  
from animals.

11/22/11

NYSAA Verifying Evidence Label	
Date Student Performance:	11/22/2011
Student Name:	Tanisha [redacted]
Content Area:	Science
AGLI Text:	distinguish between plants and animals
Task:	The student will distinguish between plants and animals.
Accuracy:	100%
Independence:	100%

**Example B – Mathematics Task Connects to AGLI**

Use your Frameworks, review the assessment task on each Data Summary Sheet excerpt.

<p>Grade 7 Mathematics (RC #1, CC#2 page 31)</p>	<p><b>1st Mathematics Required Component: Strand - Number Sense and Operations</b>                  Choice Component (select one):  <input type="radio"/> Band: Number Theory  <input checked="" type="radio"/> Band: Operations</p>
	<p>Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)                  AGLI Code: <b>13104</b></p>
	<p>AGLI Text: <b>identify a whole and its parts</b></p>
	<p>Assessment task: <b>The student will identify a whole object upon request by turning her head towards the whole object.</b></p>

<p>Grade 8 Mathematics (RC #2, CC#1 page 32)</p>	<p><b>2<sup>nd</sup> Mathematics Required Component: Strand - Algebra</b>                  Choice Component (select one):  <input checked="" type="checkbox"/> Band: Variables and Expressions  <input type="checkbox"/> Band: Patterns, Relations and Functions</p>
	<p>Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)                  AGLI Code: <u>4</u> <u>1</u> <u>1</u> <u>0</u> <u>4</u>                  AGLI Text: <i>compare numerals using the symbols (=, &gt;, &lt;, or ≠) related to the terms (equal to, greater than, less than, or not equal).</i></p>
	<p>Assessment task: <i>write the greater than (&gt;) or less than (&lt;) sign to indicate the relationship between two numerals (from 1-100).</i></p>

1.) The Grade 7 Mathematics AGLI 13104 has an AND statement. Does the assessment task meet the AND requirement and therefore, connect to the AGLI? If no, how could the assessment task be written so that it aligns to the AGLI? \_\_\_\_\_

2.) The Grade 8 Mathematics AGLI 41104 has plurals (numerals, symbols, terms). Does the assessment task meet the plural requirement and therefore, connect to the AGLI? \_\_\_\_\_  
 The assessment task could be written more clearly; provide an example of an assessment task that clearly aligns. \_\_\_\_\_

**Example C – Joyce’s High School Mathematics VE connects to Task**

Use your Frameworks, review the assessment task and pieces of verifying evidence.

Name: *Joyce* [redacted] Date: *12-13-11*  
 Content Area: Math

**AGLI: compare numerals using the symbols (=, >, <, or ≠) related to the terms (equal to, greater than, less than or not equal)**

**Task: The student will compare numerals using symbols =, >, <, or ≠ (related to the terms equal to, greater than, less than or not equal) by selecting or writing the symbol between each two given numerals.**

**2 = 2**

Accuracy: *100%* Independence: *100%*

Name: *Joyce* [redacted] Date: *Jan. 11, 2012*  
 Content Area: Math

**AGLI: compare numerals using the symbols (=, >, <, or ≠) related to the terms (equal to, greater than, less than or not equal)**

**Task: The student will compare numerals using symbols =, >, <, or ≠ (related to the terms equal to, greater than, less than or not equal) by selecting or writing the symbol between each two given numerals.**

**2 = 2**

Accuracy: *100%* Independence: *100%*

1.) The High School Mathematics AGLI 41106 (page 26) and assessment task (SAT41106 page 28) have plurals (numerals, symbols, terms). Does the verifying evidence meet the plural requirement and therefore, connect to the assessment task? \_\_\_\_\_

2.) What should be done to assess the student on comparing numerals using the symbols (=, >, <, or ≠) related to the terms (equal to, greater than, less than or not equal) in a way that aligns to the assessment task? \_\_\_\_\_

**Example D – ELA VE connects to Task**

Use your Frameworks, review the assessment task and verifying evidence for each student.

NYSAA Data Collection Sheet for Documenting a Task by Time Segments											
Student Name: <b>Karter</b>						Content Area: <b>ELA</b>					
AGLI text: attend to various genres as they are read aloud (e.g., poetry, prose, fiction, nonfiction, drama, etc.)						Assessment task: The student will attend to various genres as they are read aloud (e.g., poetry, prose, fiction, nonfiction, drama, etc.) to the class.					
ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response INDEPENDENCE KEY: (+) Independent (-) Prompted											
Length of Time for each Segment 10 Sec.	Date 10/18/2011		Date 11/9/2011		Date 11/15/2011		Date		Date		
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	
Segment 1	+	+	+	+	+	+					
Segment 2	+	+	-	-	+	+					
Segment 3	-	+	-	-	-	+					
Segment 4	-	+	-	-	-	+					
Segment 5	-	+	-	-	-	+					
Segment 6	+	+			-	+					
Total +'s	3	6	1	1	2	6					
Total Segments	6	6	5	5	6	6					
Fraction	3/6	6/6	1/5	1/5	2/6	6/6					
Percent (%)	50	100	20	20	33	100					
(REQUIRED FOR EACH DATE WITH DATA) Fill in Staff Initials of Person Recording the Data for Each Date	GL		DG		KS						
Staff Key (REQUIRED) Record the Initials and Corresponding Names of Staff Recording Data to Provide Key for Initials Recorded Above	Initials: DG Initials: KS Initials: GL Initials:		Name: D G Name: K S Name: G L Name:								
NOTE: Data Collection Sheet cannot stand alone, supporting evidence is required. Includes minimum of three dates. Complete in full, including staff initials for each date.											

10/18 - fiction - The Biggest Pumpkin Ever  
 11/9 - poetry - The Mayflower  
 11/15 - non-fiction - Thanksgiving on Plymouth Plantation

Grade 3 ELA  
 (RC # 1, CC # 1 page 3)

NYSAA Data Collection Sheet for Documenting a Task by Time Segments											
Student Name: <b>Nigel</b>						Content Area: <b>ELA</b>					
AGLI text: attend to different genres that are read aloud						Assessment task: The student will attend to stories from different genres read aloud during library class.					
ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response INDEPENDENCE KEY: (+) Independent (-) Prompted											
Length of Time for each Segment 30 Sec.	Date F 10/4/2011		Date P 10/13/2011		Date NF 10/14/2011		Date FA 10/18/2011		Date F 10/19/2011		
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	
Segment 1	+	+	+	+	+	-	+	+	-	+	
Segment 2	+	+	+	+	+	-	+	+	+	+	
Segment 3	+	+	+	+	+	-	+	-	+	+	
Segment 4	-	+	+	-	+	-	-	-	+	+	
Segment 5	+	+	-	-	+	-	-	-	+	-	
Total +'s	4	5	4	3	5	0	3	2	4	4	
Total Segments	5	5	5	5	5	5	5	5	5	5	
Fraction	4/5	5/5	4/5	3/5	5/5	0/5	3/5	2/5	4/5	4/5	
Percent (%)	80	100	80	60	100	0	60	40	80	80	
(REQUIRED FOR EACH DATE WITH DATA) Fill in Staff Initials of Person Recording the Data for Each Date	Avt		Avt		Avt		Avt		Avt		
Staff Key (REQUIRED) Record the Initials and Corresponding Names of Staff Recording Data to Provide Key for Initials Recorded Above	Initials: AVG Initials: Initials:		Name: A V Name: Name: Name:								
NOTE: Data Collection Sheet cannot stand alone, supporting evidence is required. Includes minimum of three dates. Complete in full, including staff initials for each date.											

Key:  
 F- Fiction  
 NF- Non-Fiction  
 P- Poetry  
 FA- Fantasy

Grade 7 ELA  
 (RC # 2, CC # 2 page 21)

1.) Does the verifying evidence for Karter and Nigel connect to the assessment task documented on the evidence? Do you know what genre was read for each date of assessment? \_\_\_\_\_

2.) Is the steps/time-segment information clear in what is being expected of both Karter and Nigel? \_\_\_\_\_

**Example E – Angela’s Grade 3 ELA VE connects to Task**

Use your Frameworks, review the assessment task and pieces of verifying evidence.

Name Angela Date 11/15/11 *100% acc. 100% ind.*

**The Old Woman and the Red Pumpkin**

1.) Circle the pictures of the characters in the story.

giraffe bear zebra tiger Old Woman jackal

2.) The events in the story are:

- An old woman goes to visit her granddaughter and is threatened to be eaten by animals.
- The old woman tricks the animals by hiding in a pumpkin and rolling through the forest.
- When the animals begin fighting over her, she escapes and returns home.

**NYSAA Verifying Evidence Label**

Date of Student Performance: 11 / 15 / 11

Student Name: Angela

ELA  Mathematics  Science  Social Studies (HS only)

AGLI text: identify important characters and/or events in stories read aloud

Task: The student will identify important characters and/or events in stories read aloud.

Accuracy: 100 % Independence: 100 %

Name Angela Date 11/17/11 *100% acc. 100% ind.*

**“The Old Woman and the Red Pumpkin”**

1.) Circle the pictures of the characters in the story.

zebra bear tiger jackal giraffe Old Woman

2.) The events in the story are:

An old woman goes to visit her granddaughter and is threatened to be eaten by animals.

The old woman tricks the animals by hiding in a pumpkin and rolling through the forest.

When the animals begin fighting over her, she escapes and returns home.

**NYSAA Verifying Evidence Label**

Date of Student Performance: 11 / 17 / 11

Student Name: Angela

ELA  Mathematics  Science  Social Studies (HS only)

AGLI text: identify important characters and/or events in stories read aloud

Task: The student will identify important characters and/or events in stories read aloud.

Accuracy: 100 % Independence: 100 %

1.) The Grade 3 ELA AGLI 32204 (page 12) and assessment task (SAT32204 page 14) have plurals (characters, events, stories). Does the verifying evidence meet the plural requirement and therefore, connect to the assessment task? \_\_\_\_\_

2.) What should be done to assess the student on identifying important characters and/or events in stories read aloud in a way that aligns to the assessment task? \_\_\_\_\_

**Example F – Grade 7 ELA AGLI 32107 (page 21) VE connects to Task**

Use your Frameworks, review the assessment task and piece of verifying evidence.

Name Dongwoo Date 11/29/11  $I = b/b = 100$   
 $A = b/b = 100$

\*ANSWERS were pointed to from choices on a board & then written for him. He also pointed to answers in the book.

Answer each question about the story.

1. What is the title of the book?  
Buzz's Backpack Adventure.
2. Who is the author?  
Apple Jordan
3. Who are the characters?  
Andy, Buzz
4. What is the setting?  
Andy's house and School.
5. What is the plot?  
Buzz goes to school with Andy for Space Day. Buzz makes a mess and cleans it up.
6. How did you feel about the story?  
loved it!

NYSAA Verifying Evidence Label	
Date Student Performance:	<u>11/29/2011</u>
Student Name:	<u>Dongwoo</u>
Content Area:	<u>ELA</u>
AGLI Text:	<u>identify story elements (e.g., character, plot, setting, etc.)</u>
Task:	<u>The student will identify story elements by responding to questions about a story read aloud.</u>
Accuracy:	<u>100%</u>
Independence:	<u>100%</u>

**review page**

1. WHAT is this paper about ?
2. WHO started the Big Apple Circus ?  
Self-corrected
3. WHAT did filmmakers follow for one year ?
4. WHAT are all of the shows under ?
5. WHERE do Big Apple clowns visit children ?

NYSAA Verifying Evidence Label	
Date of Student Performance:	<u>1/12/11</u>
Student Name:	<u>Brennan</u>
<input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)	
AGLI text:	<u>identify story elements (e.g., character, plot, setting, etc.)</u>
Task:	<u>The student will identify story elements by responding to questions or detail statements about a story read aloud.</u>
Accuracy:	<u>100%</u>
Independence:	<u>100%</u>

1.) Does the verifying evidence for Dongwoo connect to the assessment task documented on the VE label? \_\_\_\_\_  
 Does the verifying evidence for Brennan connect to the assessment task documented on the VE label? \_\_\_\_\_

2.) If AGLI 41102 (respond to speaker (e.g., yes or no questions, choice decisions, etc.) [page 16]) was the AGLI chosen to assess Brennan, could this worksheet be used? If so, give an example of a notation that would make it clear to an outside person the Brennan was being assessed on responding to a speaker. \_\_\_\_\_