

## 2007-08 NYSAA Fall Training

### Guided Practice #3 WORKSHEET – Verifying Evidence

**Review the attached verifying evidence examples and answer the following questions for each example.**

#### **Example A**

Using the information provided on the evidence and planning document provided, complete the verifying evidence label.

#### **Example B**

Review the assessment task and the verifying evidence. Does the evidence clearly show the assessment task that the student demonstrated?

Does this piece of evidence support the assessment task as written?

Could the LSET have included additional information on the verifying evidence to make it more clear to a scorer how the assessment task was conducted with the student?

#### **Example C**

Review the assessment task and the verifying evidence. Does the evidence clearly show the assessment task that the student demonstrated?

Does this piece of evidence support the assessment task as written?

Could the LSET have included additional information on the verifying evidence to make it more clear to a scorer how the assessment task was conducted with the student?

Is there an AGLI that better aligns to the assessment task and the verifying evidence that the LSET should chose?

#### **Example D**

Does the Data Collection Sheet (DCS) meet the requirements outlined in the Administration Manual?

- Are there at least three dates of student performance documented?
- Do all of the dates documented on the DCS have to be transcribed to Data Summary Sheet (DSS)?
- For the date(s) transcribed to the DSS, is supporting evidence present and valid?
- Were the calculations for the levels of accuracy and independence correctly recorded on the DCS?

- Are the AGLI and assessment task documented on the DCS the same as the AGLI and assessment task recorded on the DSS?
- Were staff initials included on the DCS?
- Are the steps outlined on the DCS clear? Do they demonstrate what the student did to complete the task?

**Example E**

Does the DCS meet the requirements outlined in the Administration Manual?

- Are there at least three dates of student performance documented?
- For the dates transcribed to the DSS, is supporting evidence present and valid?
- Were the calculations for the levels of accuracy and independence correctly recorded on the DCS?
- Are the AGLI and assessment task documented on the DCS the same as the AGLI and assessment task recorded on the DSS?
- Were staff initials been included on the DCS?
- Are the steps outlined on the DCS clear? Do they demonstrate what the student did to complete the assessment task?

Is there a second piece of verifying evidence for the other date on the DSS that requires evidence?

Are all of the required elements complete?

Were the calculations for the levels of accuracy and independence correct?

**High School**

**2007-08 NYSAA Administration Planning Tool**  
**Grade Level Assessed: High School**  
**(Birth Date: September 1, 1989 - August 31, 1990)**

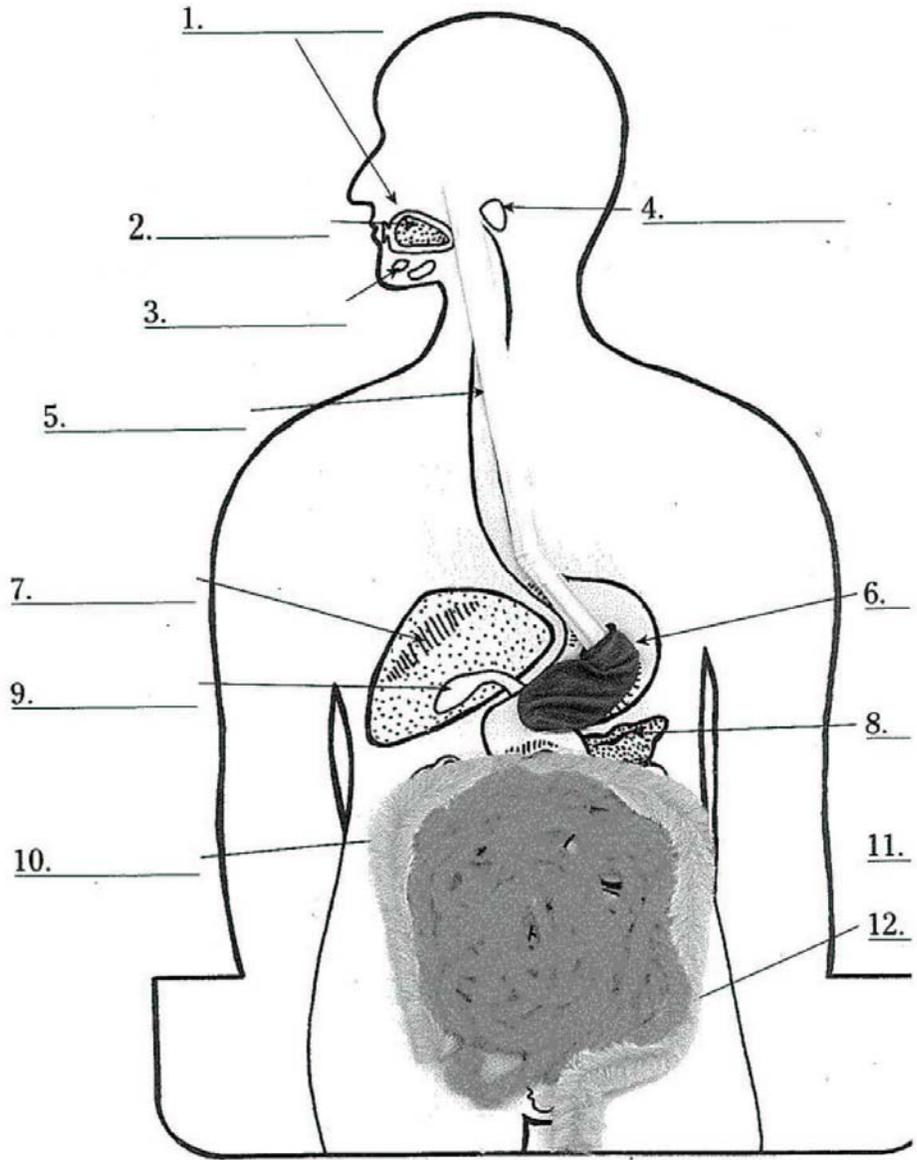
Student Name: Jamal XXXXX DOB: 11-14-89

	Required Components	Choice Components	AGLI Codes
ELA*	<b>Key Ideas</b> Comparable SAT11109A Reading <i>sports info. instead of entertainment info.</i>	<b>Standards**</b> <input checked="" type="checkbox"/> 1 - Reading for information and understanding, <b>OR</b> <input type="checkbox"/> 3 - Reading for critical analysis and evaluation	<b>Reading AGLI Code</b> 11109
	<b>AND</b> Writing SAT23103	<input type="checkbox"/> 1 - Writing for information and understanding, <b>OR</b> <input checked="" type="checkbox"/> 3 - Writing for critical analysis and evaluation	<b>Writing AGLI Code</b> 23103
Mathematics*	<b>Strands</b> Algebra SAT42102	<b>Bands</b> <input type="checkbox"/> Variables and Expressions, <b>OR</b> <input checked="" type="checkbox"/> Equations and Inequities	<b>Algebra AGLI Code</b> 42102
	<b>AND</b> Statistics and Probability <i>The student will create a bar graph based on given data about types of pets.</i>	<input checked="" type="checkbox"/> Organization and Display of Data, <b>OR</b> <input type="checkbox"/> Analysis of Data	<b>Statistics and Probability AGLI Code</b> 52103
Science*	<b>Standards</b> comparable SAT21107A 4 - Living Environment <i>The student will identify parts of the digestive system by completing a model.</i>	<b>Key Ideas**</b> <input checked="" type="checkbox"/> 1 - Similarities/differences between living and non-living things, <b>OR</b> <input type="checkbox"/> 7 - Human decisions/activities impact	<b>Living Environment AGLI Code</b> 21107
	4 - Physical Setting/Earth Science SAT32208	<input type="checkbox"/> 1 - Relative motion and perspective, <b>OR</b> <input checked="" type="checkbox"/> 2 - Interactions among components of air, water and land	<b>Physical Setting/Earth Science AGLI Code</b> 32208
Social Studies*	<b>Standards</b> 1 - US and NYS History SAT14202	<b>Units**</b> <input type="checkbox"/> 2 - Constitutional Foundations, <b>OR</b> <input checked="" type="checkbox"/> 7(B)- World in Uncertain Times (1980-Present)	<b>US and NYS History AGLI Code</b> 14202
	<b>AND</b> 2 - World History SAT21111	<input checked="" type="checkbox"/> 5 - Age of Revolution, <b>OR</b> <input type="checkbox"/> 8 - Global Connections and Interactions	<b>World History AGLI Code</b> 21111

\*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.

1/29/08  
5/10+  
0 prompts

# Digestive System

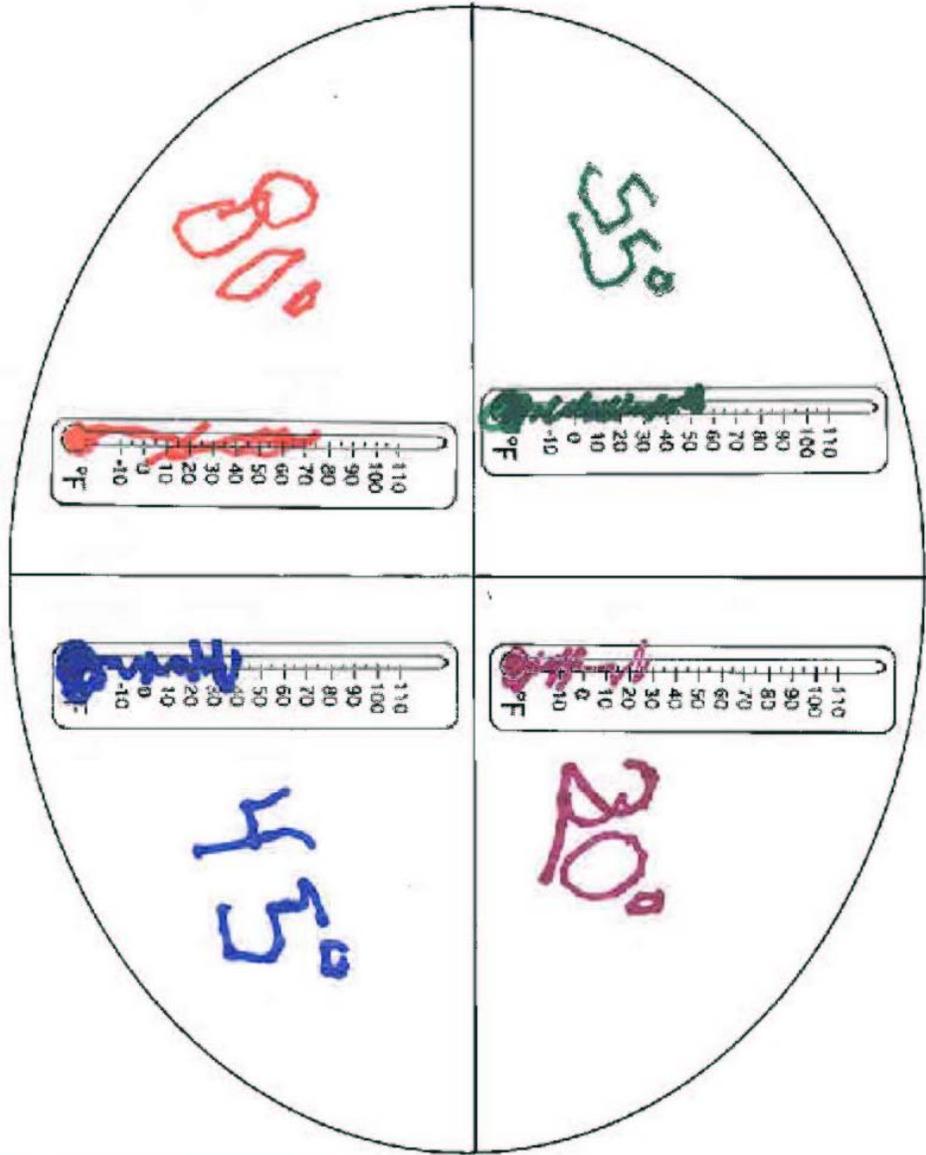


- |                |              |                 |        |
|----------------|--------------|-----------------|--------|
| 1. Oral Cavity | 4. Glands    | 7. Liver        | 10. La |
| 2. Tongue      | 5. Esophagus | 8. Pancreas     | 11. Sn |
| 3. Glands      | 6. Stomach   | 9. Gall Bladder | 12. Re |

Name: Jackie Date: Dec 13

Science  
Chapter 3  
Weather

Record the temperature shown on the thermometer for each quadrant shown below.



Content Area: Science  
 AGLL Text: recognize that seasons change over the course of a year (#31104)  
 Task: Student will recognize seasonal changes in temperature over the course a year.  
 Accuracy: 100%  
 Independence: 100%

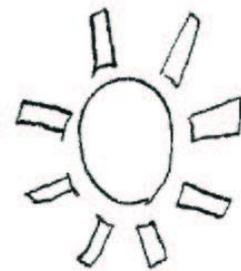
Name Nathan

Question: Can some matter change forms?

Hypothesis:  
What do you think will happen to this ice cream?

It will melt

Is it still ice cream?  
Yes



Observations:

Name of Matter	Is it a solid or liquid?	How do you make a change in the form of matter?	Is it now a solid or liquid?
Candle	Solid	add heat	Liquid
Chocolate Chips	Solid	add heat	Liquid
Raw Egg (scrambled)	Liquid	Cook it <sup>(add heat)</sup>	Solid
Sugar Cube	Solid	add liquid	Liquid
Water	Liquid	Freeze it	solid
Butter	Solid		
Ice cube	Solid		

**2007-08 NYSAA Verifying Evidence Label**

Date Student Performance: 1 / 17 / 08  
 Student Name: Nathan XXXXX

ELA  Mathematics  Science  Social Studies

AGLI text: Implement the steps of a simple investigation (12303)

Task: Nathan will complete a scientific experiment to investigate changes in the states of matter.

Accuracy: 100 % Independence: 100 %

**2007-08 NYSAA  
DATA SUMMARY SHEET**
**Grade 6—ELA  
(cont'd)**
**6**
**Student's Name:** Jamie XXXX **Date of Birth:** 12-13-95

**School Name:** Somewhere School

**2<sup>nd</sup> ELA Required Component: Key Idea - Writing**

Choice Component (select one):

- Standard 1:** Students will read, write, listen and speak for **information and understanding.**
- Standard 2:** Students will read, write, listen and speak for **literary response and expression.**

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

AGLI Code: 2 1 1 0 5

AGLI Text: Create pictures, symbols, objects, etc. to communicate information

Assessment task:

The student will create a picture related to an informational text by placing photos related to the topic on a graphic organizer.

The following is helpful to scorers when determining connection to grade level content:

- This assessment task is the **same** as one listed as SAT \_\_\_\_\_ in the NYSAA Frameworks.
- This assessment task is **comparable** to one listed as SAT 21105 in the NYSAA Frameworks.
- This is an **original assessment task** developed by LSET.

Student Performance (record the last three dates of documented data in chronological order)	Date 1: 1-14-08		Date 2: 1-28-08		Date 3: 2-4-08	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	100	4	100	4	100	4
Level of Independence	0	1	100	4	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 LAST TWO DATES of student performance documented on this Data Summary Sheet.**

### 2007-08 NYSAA Data Collection Sheet for Multi-Step Task

**Student Name:** Jamie XXXXX **Content Area:**  ELA  Science  Mathematics  Social Studies

**AGLI text:** Create pictures, symbols, objects, etc. to communicate information

**Assessment task:** The student will create a picture related to an informational text by placing photos related to the topic on a graphic organizer.

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

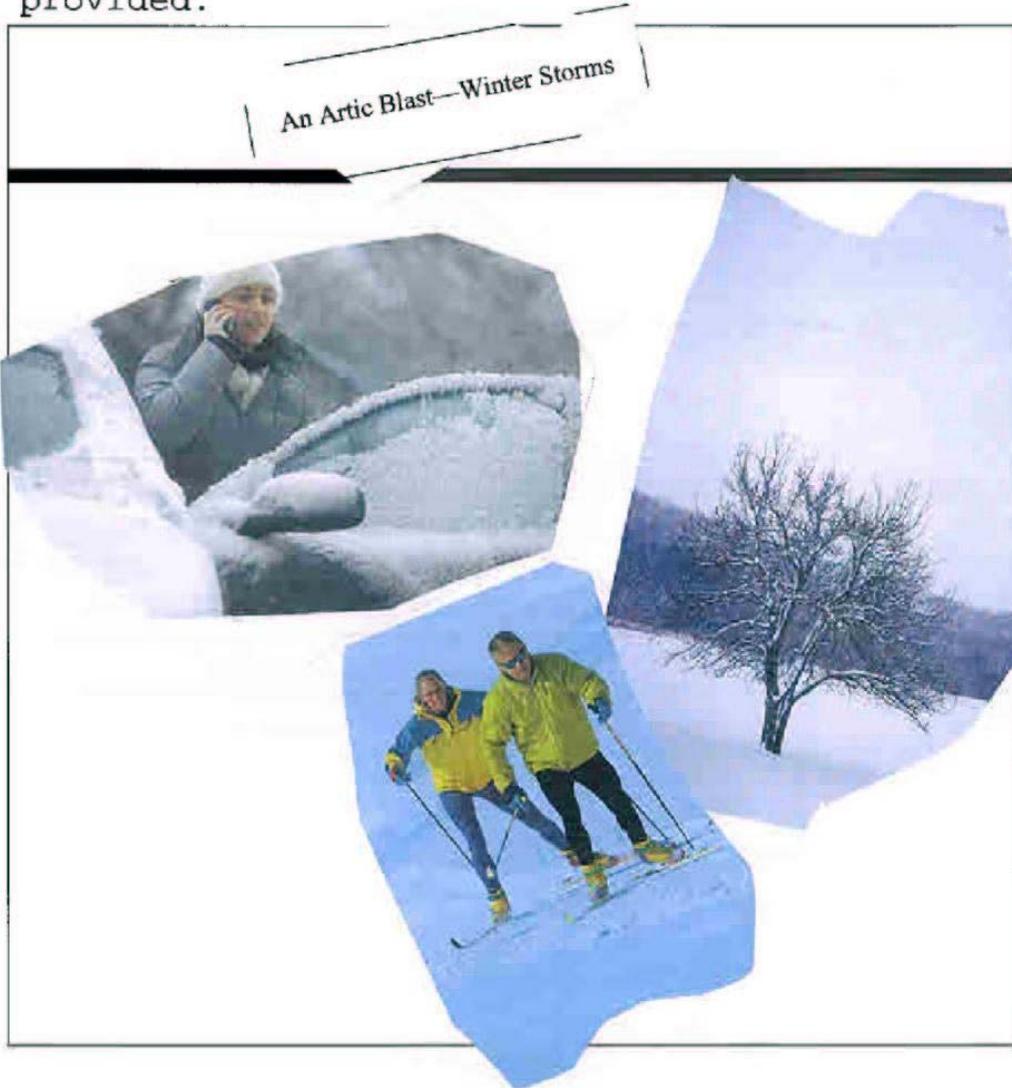
Step Description	Date 12/17		Date 1/7		Date 1/14		Date 1/28		Date 2/4		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
① Student attends to a selection of photos	+	-	+	+	+	-	+	+	+	+		
② Student selects correct photos.	-	-	+	+	+	-	+	+	+	+		
③ Student places photos to create graphic.	-	-	+	+	+	-	+	+	+	+		
<b>Total +’s</b>	1	0	3	3	3	0	3	3	3	3		
<b>Total Steps</b>	3	3	3	3	3	3	3	3	3	3		
<b>Fraction</b>	1/3	0/3	3/3	3/3	3/3	0/3	3/3	3/3	3/3	3/3		
<b>Percent (%)</b>	33%	0%	100%	100%	100%	0%	100%	100%	100%	100%		
<b>Staff Initials (Req'd)</b>	KB		KB		AN		KB		AN			
<b>Setting</b>	L		C		C		L		L			
<b>STAFF KEY (REQUIRED)</b>	Name: Kim XXXXX	Initials: KB	Name: Audrey XXXXX	Initials: AN	Name: XXXXX	Initials: KB	Name: XXXXX	Initials: AN	Name: XXXXX	Initials: KB	<b>SETTING KEY</b> (C) Classroom (F) Cafeteria (L) Library (G) Gym (O) Other specify	

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

NAME: Kylie

DATE: 1-28-08

Paste photos related to topic in boxes provided.



## 2007-08 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.**

### LSET completes this section:

Student Name: <u>Jamie XXXXX</u>	Date of Student Performance: <u>2 / 4 / 08</u>
<input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	
AGLI text: <u>Create pictures, symbols, objects, etc. to communicate information</u>	
Assessment task: <u>The student will create a picture related to an informational text by placing photos related to the topic on a graphic organizer.</u>	
Accuracy: <u>100</u> % Independence: <u>100</u> %	

### Observer\* completes this section:

Observer Name: Betty XXXXX

Observer Title/Position (REQUIRED):

Teacher  
 Administrator  
 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.**

<u>Betty XXXXX</u> <b>OBSERVER SIGNATURE</b> (cannot be the same person collecting data)	<u>2-4-08</u> <b>DATE</b> (must be same date of student performance noted above)
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\*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.)**

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

**2007-08 NYSAA  
DATA SUMMARY SHEET**
**Grade 8—  
MATHEMATICS  
(cont'd)**
**8**

<b>Student's Name:</b> Kiernan XXXXX	<b>Date of Birth:</b> 6-24-94
<b>School Name:</b> Somewhere School	

**2<sup>nd</sup> Mathematics Required Component: Strand - Algebra**

Choice Component (select one):

- Band:** Variables and Expressions  
 **Band:** Patterns, Relations and Functions

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

 AGLI Code:  4  3  1  0  8

AGLI Text:

When given a repeating number and/or shape pattern, extend the pattern

Assessment task:

Kiernan will extend a repeating shape pattern.

*The following is helpful to scorers when determining connection to grade level content:*

- This assessment task is the **same** as one listed as SAT \_\_\_\_\_ in the NYSAA Frameworks.  
 This assessment task is **comparable** to one listed as SAT \_\_\_\_\_ in the NYSAA Frameworks.  
 This is an **original assessment task** developed by LSET.

Student Performance (record the last three dates of documented data in chronological order)	Date 1: 1/7/08		Date 2: 1/8/08		Date 3: 1/11/08	
	%	Rating	%	Rating	%	Rating
<b>Level of Accuracy</b>	100	4	100	4	100	4
<b>Level of Independence</b>	0	1	100	4	100	4
<b>Scoring Rubric</b>	<b>Level</b>	<b>100% - 80%</b>	<b>79% - 60%</b>	<b>59% - 30%</b>	<b>29% - 0%</b>	
	<b>Rating</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	

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

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

**2007-08 NYSAA Data Collection Sheet for Multi-Step Task**

Student Name: Hiernan XXXXX Content Area:  ELA  Science  Mathematics  Social Studies

AGLI text: When given a repeating number and/or shape pattern, extend the pattern. Assessment task: Hiernan will extend a repeating shape pattern.

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

Step Description	Date													
	Acc +/-	Ind +/-												
<u>Extend Pattern 1</u>	+	-	+	+	+	+	+	+	+	+	+	+	+	+
<u>Extend Pattern 2</u>	+	-	+	-	+	+	+	+	+	+	+	+	+	+
<u>Create own pattern</u>	+	-	+	-	+	-	+	-	+	-	+	-	+	-
Total +'s	3	0	3	1	3	1	3	3	3	0	3	2	3	0
Total Steps	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Fraction	3/3	0/3	3/3	1/3	3/3	1/3	3/3	2/3	3/3	0/3	3/3	2/3	3/3	0/3
Percent (%)	100%	0%	100%	33%	100%	33%	100%	67%	100%	0%	100%	67%	100%	0%
Staff Initials (Req'd)	nm	nm	nm	PD										
Setting														

STAFF KEY (REQUIRED) Name: Hiernan XXXXX Initials: nm (C) Classroom (F) Cafeteria (L) Library (G) Gym (O) Other specify Math Work Center

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

Name *Kiernan*

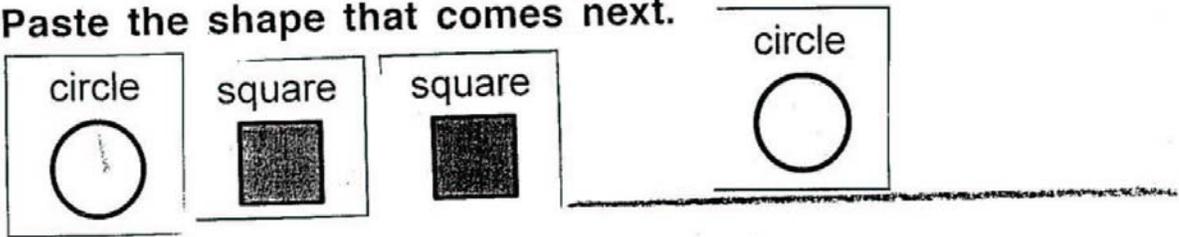
Date *1-8-08*

Ind-100  
Acc-100

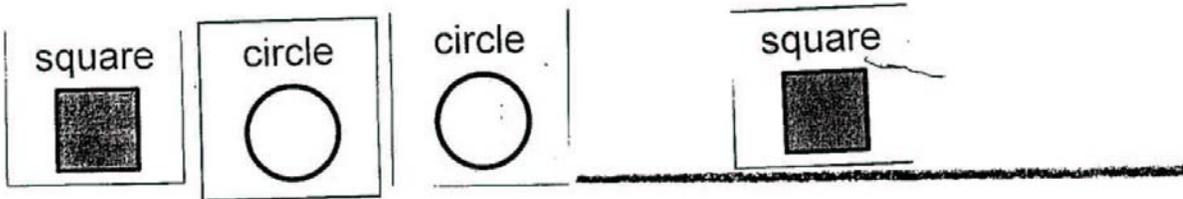
MATH- PATTERNS

Paste the shape that comes next.

circle square square circle

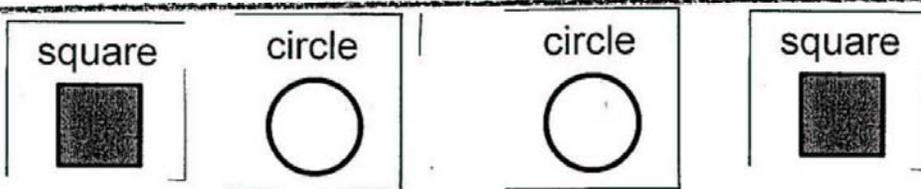


square circle circle square



Make a pattern with a  and  .

square circle circle square



**2007-08 NYSAA Verifying Evidence Label**

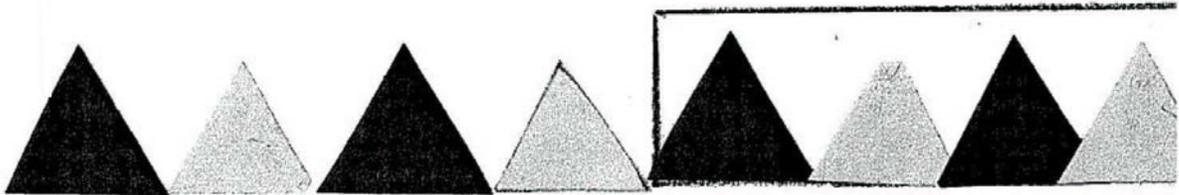
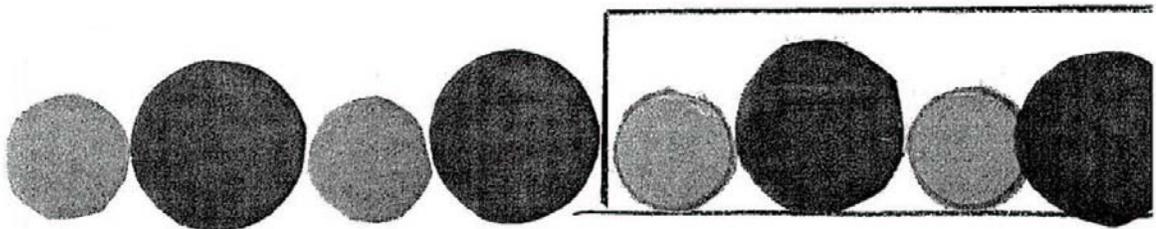
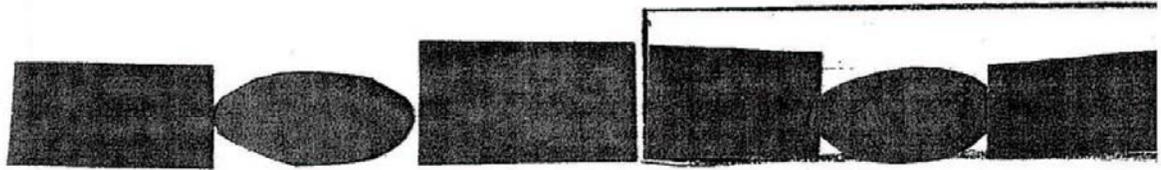
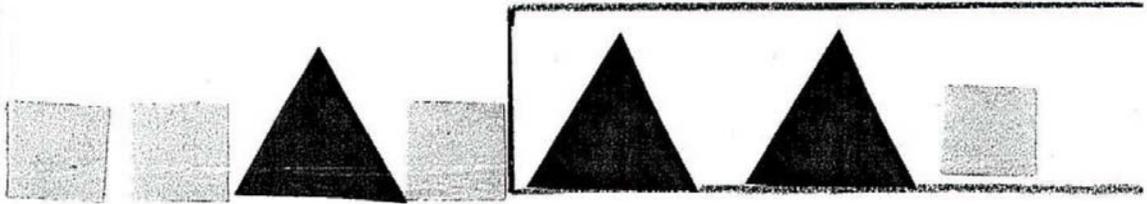
Date Student Performance: 1 / 8 / 08  
Student Name: Kiernan XXXXX  
 ELA  Mathematics  Science  Social Studies  
AGLI text: When given a repeating  
number and/or shape  
pattern, extend the  
pattern.  
Task: Kiernan will extend  
a repeating shape  
pattern.  
Accuracy: 100 % Independence: 100 %

Ind-100  
Acc -

Name: Kiernan Date: 1-11-08

Math/Patterns

Paste the shape that comes next.



**2007-08 NYSAA Verifying Evidence Label**Date Student Performance: 1/11/08Student Name: Kiernan XXXXX ELA  Mathematics  Science  Social StudiesAGLI text: When given a  
repeating number and/or  
shape pattern, extend  
the patternTask: Kiernan will extend  
a repeating shape  
pattern.Accuracy: 100% Independence: 100%

## 2007-08 NYSAA Fall Training

### TRAINER NOTES: Guided Practice #3 – Verifying Evidence

#### **Example A (Verifying Evidence Label, Digestive System Worksheet)**

Participants are asked to complete a verifying evidence label using the information provided on a piece of evidence and in a planning document for a sample student. Trainers should review with participants where the information comes from and how it must be recorded on the VE label. Trainers should stress the need to double check the documentation of data on the verifying evidence, the VE label and the Data Summary Sheet. The completed label is shown below.

**2007-08 NYSAA Verifying Evidence Label**

Date Student Performance: 01 / 29 / 08  
Student Name: Jamal XXXXX  
 ELA  Mathematics  Science  Social Studies  
AGLI text: Recognize that humans have organs that are connected.  
  
Task: Student will identify parts of the digestive system by completing a model.  
  
Accuracy: 50 % Independence: 100 %

#### **Example B (Seasons Worksheet)**

Participants were asked to review a student work product and answer the following questions. Trainers should facilitate a discussion to emphasize that while this piece of evidence was accepted at scoring, it did cause a great deal of discussion because it was unclear how the temperatures related to the seasons outlined in the AGLI. Adding some basic information would have negated any need for discussion about the connection between the verifying evidence and the assessment task.

Review the assessment task and the verifying evidence. Does the evidence clearly show the assessment task that the student demonstrated? **Not clearly. As shown, the assessment task and verifying evidence leave room for interpretation and speculation on the part of the scorer. There are four quadrants that could correspond to the four seasons, however it is not clear if this is the intent. Stress that scorers do not know our students and that we need to be very clear in the information we provide for the assessment.**

Does this piece of evidence support the assessment task as written? **Again, not clearly.**

Could the LSET have included additional information on the verifying evidence to make it more clear to a scorer how the assessment task was conducted with the student? **There are a couple of options (participants may come up with more!)**

- 1) The student could put labels on the four quadrants (spring, summer, winter and fall; OR record the months for each season in each quadrant.)**
- 2) The LSET could notate how the assessment task was presented. For example "During class discussion, we reviewed how temperatures typically change over the seasons. John then completed the thermometer worksheet to show this."**

### **Example C (Investigation – States of Matter Worksheet)**

*Participants were asked to review a student work product and answer the following questions. Trainers should facilitate a discussion to emphasize that while this piece of evidence was accepted at scoring, it did cause a great deal of discussion because it was unclear how the worksheet of hypothesis and observations related to implementing the steps of an investigation as it was outlined in the AGLI. Choosing a different AGLI would have negated any need for discussion about the connection between the verifying evidence and the assessment task.*

*Note: The assessment task could also be written to include the verb phrase "implement the steps" rather than "complete". The assessment task, as written, is aligned to the AGLI.*

Review the assessment task and the verifying evidence. Does the evidence clearly show the assessment task that the student demonstrated? **Not clearly. As shown, the assessment task and verifying evidence leave room for interpretation and speculation on the part of the scorer. The worksheet shows the student answering questions about hypothesis and observations and it appears that is what the accuracy and independence calculations were based on. The student performance data should be based on the student completing the scientific experiment. Again, stress that scorers do not know our students. We need to be very clear in the information we provide for the assessment.**

Does this piece of evidence support the assessment task as written? **Again, not clearly. The task connects to the AGLI. The verifying evidence could connect, but you are not really seeing what the student actually demonstrated to complete the steps of the experiment. We do not know if the accuracy and independence scores recorded on the VE label are based on completing the steps of the experiment or the information on the worksheet.**

Could the LSET have included additional information on the verifying evidence to make it more clear to a scorer how the assessment task was conducted with the student? **Yes. The LSET could have included another box on the worksheet (maybe a check-box) for each step of the experiment. The LSET could have recorded the student's level of accuracy and level of independence for each step required in the states of water experiment.**

Is there an AGLI that better aligns to the assessment task and the verifying evidence that the LSET should choose? **This is a 4<sup>th</sup> grade AGLI in Standard 1, Key Idea 2. AGLI #12306 "report specific results of a simple investigation" would work better, however the assessment task would have to change to include the verb and direct object from AGLI.**

*Note: The LSET placed the VE label right over the student work, covering up some of the student responses. The VE label should not obstruct any student work. This label could go on the back.*

### **Example D (Data Collection Sheet with 2 pieces of supporting evidence)**

Does the Data Collection Sheet (DCS) meet the requirements outlined Administration Manual?

- Are there at least three dates of student performance documented? **Yes**
- Do all of the dates documented on DCS have to be transcribed to Data Summary Sheet (DSS)? **No. The LSET may submit the DCS as evidence for either one or both of the dates requiring verifying evidence.**
- For the date(s) transcribed to the DSS, is supporting evidence present and valid? **Two pieces of supporting evidence are present. The first piece of evidence is a student work product and it is NOT valid, due to it missing five of the seven required elements. Only the student name and the date of student performance are present. The LSET could have documented the other five required elements (content area, AGLI text, assessment task, level of accuracy, and level of independence) directly on the worksheet or by using a VE label. The second piece of supporting evidence is an OVF. This is filled in completely, making it valid. Note: Since this assessment task produces an actual work product, it is best practice to include the work product instead of the OVF.**

- Were the calculations for the levels of accuracy and independence correct? **Yes. There are three steps required and all calculations are based on this (e.g.,  $1/3=33\%$ ;  $2/3=67\%$ ;  $3/3=100\%$ ).**
- Are the AGLI and assessment task documented on the DCS the same as the AGLI and assessment task recorded on the DSS? **Yes, the AGLI text and assessment task are worded exactly the same across documents.**
- Were staff initials included on the DCS? **Yes. All data documented on the DCS has staff initials recorded.**
- Are the steps outlined on the DCS clear? Do they demonstrate what the student did to complete the task? **Yes. The steps show exactly what the student is required to do to complete the assessment task.**

**Example E (Data Collection Sheet with 1 piece of supporting evidence, 2<sup>nd</sup> piece of VE for 2<sup>nd</sup> date)**

Does the DCS meet the requirements outlined in the Administration Manual?

- Are there at least three dates of student performance documented? **Yes**
- For the date(s) transcribed to the DSS, is supporting evidence present and valid? **One piece of supporting evidence is present. It is a student work product and it is valid. It includes a VE label with all of the seven required elements completed. Only one date was transcribed to the DSS that would require supporting evidence. A second piece of supporting evidence is not needed.**
- Were the calculations for the levels of accuracy and independence correct? **Yes. There are three steps required and all calculations are based on this (e.g.,  $1/3=33\%$ ;  $2/3=67\%$ ;  $3/3=100\%$ ). Note: On 12-11-07, the staff calculation did not round-up and it is acceptable to do so. The staff crossed out the incorrect calculation, corrected it and initialed and dated the change.**
- Are the AGLI and assessment task documented on DCS the same as the AGLI and assessment task recorded on the DSS? **Yes. The AGLI text and assessment task are worded exactly the same across both documents.**
- Were staff initials included on the DCS? **No. Staff initials are not recorded for the last date of 1-8-08. This would need to be completed for the DCS to be considered valid as that date was transcribed to the Data Summary Sheet.**
- Are the steps outlined on the DCS clear? Do they demonstrate what the student did to complete the task? **Yes. The steps indicate that the student will need to extend two patterns and then create a pattern on his/her own. The supporting evidence for the DCS clearly shows the three steps.**

Is there a second piece of verifying evidence for the other date on the DSS that requires evidence? **Yes. The second piece of verifying evidence is a student work product dated 1-11-08.**

Are all of the required elements complete? **No. The VE label is missing one of the required elements (the content area is not marked). All of the other elements are filled-in on the VE label.**

Were the calculations for the levels of accuracy and independence correct? **No. Accuracy is calculated incorrectly. The first two patterns on the patterning worksheet are incorrect. The student did not extend the pattern correctly. In the first one, a small square should have come next, then a triangle; in the second one an oval should have come next, then a rectangle. The accuracy should be 50%, since the student got two patterns correct out of the four total patterns on the worksheet.**