

New York State Alternate Assessment

ADMINISTRATION MANUAL

2010–11



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The New York State Education Department
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THE UNIVERSITY OF THE STATE OF NEW YORK

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Introduction

This manual outlines the administration requirements for the New York State Alternate Assessment (NYSAA) for 2010–11. The administration period is October 4, 2010, to February 11, 2011. Teachers administering the NYSAA must carefully review and become familiar with the guidelines of the 2010–11 administration. These guidelines are vital to successfully administering the assessment and help teachers prevent errors that can jeopardize student scores.

Age Ranges for the 2010–11 New York State Alternate Assessment

The NYSAA is a datafolio assessment that measures student progress in achieving the learning standards through Alternate Grade Level Indicators (AGLIs). All students in the following age ranges who are eligible to take the NYSAA must be tested in 2010–11. Students with severe disabilities are assessed according to chronological ages aligned with grade levels as indicated below. Students should be tested only once at each grade and in all the content areas indicated for each grade. A misadministration occurs when a student, who was required to be assessed on the NYSAA, is not administered the assessment.

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	September 1, 2001—August 31, 2002	9
Grade 4 ELA, Mathematics, Science	September 1, 2000—August 31, 2001	10
Grade 5 ELA, Mathematics	September 1, 1999—August 31, 2000	11
Grade 6 ELA, Mathematics	September 1, 1998—August 31, 1999	12
Grade 7 ELA, Mathematics	September 1, 1997—August 31, 1998	13
Grade 8 ELA, Mathematics, Science	September 1, 1996—August 31, 1997	14
Secondary-Level ELA, Mathematics, Science, Social Studies	September 1, 1992—August 31, 1993	18*

***Note:** NYSAA-eligible students who do not meet the age criteria above and will be leaving school before they reach their eighteenth birthday must take the secondary-level NYSAA before they leave school (i.e., when they are 17 years old). NYSAA-eligible students with a birth date prior to September 1, 1992, who have not been assessed at the secondary-level must be assessed in 2010–11 before they leave school. Information regarding eligibility and participation criteria can be found on the Department's NYSAA Web site on the Important NYSAA Information link:

<http://www.emsc.nysed.gov/osa/nysaa/home.shtml>

Reporting Irregularities and/or Misadministrations

Pursuant to Section 102.3 of the Regulations of the Commissioner of Education, "Building principals are responsible for administering department examinations and maintaining the integrity of examination content and programs, in accordance with directions and procedures established by the commissioner." Accordingly, the building principal is responsible for all aspects of the school's test administration, including the administration of the New York State Alternate Assessment (NYSAA) and the building principal must take appropriate measures both to prevent, as much as possible, and to investigate all security breaches, irregularities, and misadministrations associated with the administration and scoring of the test.

In addition, the principal must promptly report such events in writing to the Office of State Assessment by faxing a description of the incident to 518-474-1989. The fax must be written on school letterhead and signed by the building principal. The report must include the name, grade and subject of the test, a brief description of the incident that caused the misadministration, and the name of the student affected.

Examples of security breaches, testing irregularities, and misadministrations of the NYSAA may include, but are not limited to, the situations listed below.

- A student with a severe disability, who was required to be assessed on NYSAA, was not assessed during the NYSAA administration period.
- A datafolio was lost prior to scoring, or prior to the submission of the scan sheet to the RIC or large city scan center.
- Cheating occurred during administration or during scoring.

NYSAA Materials and Support

In the fall, every school district in New York State receives a master set of NYSAA administration materials. These materials are the primary resources and provide guidelines for administering the NYSAA. Training programs and ongoing technical assistance are provided to each district by a regional network of Alternate Assessment Training Network (AATN) Specialists. Collegial Reviews of “datafolios-in-progress” are required throughout the administration period to help teachers complete quality, scorable datafolios (see page 25 for more information about Collegial Review). Keep in mind that a Collegial Review does not guarantee that the datafolio will be scored. It is the responsibility of the teacher to make sure that all datafolio requirements are followed. For further information and assistance, contact your local AATN Specialist or the Regional Lead Trainer (RLT) in your area. Regional Lead Trainers are a free resource to all districts, schools, and teachers.

NYSAA Regional Lead Trainers (RLTs) 2010–11

Region Coverage	Regional Lead Trainer	Telephone/E-mail
NYC (non-District 75)	Ronald Miller	RonM138@yahoo.com (917) 957-1946
NYC (District 75)	Susan Weinick	sweinick@gmail.com (516) 503-3521
NYC and Long Island Support	Robert Bedford	drbedford@aol.com (516) 567-5780
NYC and Albany south to NYC Support	Janet Stravitz	janetstravitz@aol.com (845) 634-3624
Long Island and New Paltz/Poughkeepsie South to NYC Support (Does not include NYC)	Patricia Tweedy	TweedyConsulting@verizon.net (516) 384-2943
Chautauqua/Cattaraugus/Allegany/ Steuben/Chemung/Schuylers/Tioga/Erie Counties	Kathryn Locke	Kathryn_locke@STEV.net (607) 295-7955 (607) 765-1033 cell
Orleans/Genesee/Wyoming/Monroe/ Livingston/Wayne/Ontario/Yates/ Seneca Counties	Virginia Singer	rsinger1@rochester.rr.com (585) 705-0163
Albany/Washington Counties north to Canadian border	Kathleen Burns	kkaburns51@aol.com (518) 383-1550
Cayuga County north to Jefferson/St Lawrence Counties and east to Schoharie/Broome/Tioga	Linda Rohlin	lrohlin@caybores.org (315) 253-0361

District and building administrators and colleagues experienced with the NYSAA may also be able to answer your questions.

Eligibility and Participation Criteria

Definition of a Student with a Severe Disability (Section 100.1 of the Regulations of the Commissioner of Education)

“Students with severe disabilities” refers to students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education and/or social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. Students with severe disabilities may experience severe speech, language, and/or perceptual-cognitive impairments and challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports, and assistive technology devices.

NYSAA Eligibility

The process of determining eligibility begins with the Committee on Special Education (CSE). The CSE determines on an individual basis whether the student will participate in:

- the State's general assessment with or without accommodations;
- the State's alternate assessment with or without accommodations; or
- a combination of the State's general assessment for some content areas and the State's alternate assessment for other content areas.

The CSE ensures that decisions regarding participation in the State testing program are not based on:

- category of disability,
- language differences,
- excessive or extended absences, or
- cultural or environmental factors.

The CSE ensures that each student has a personalized system of communication that addresses his/her needs regarding disability, culture, and native language so the student can demonstrate his/her present level of performance.

Tests and other assessment procedures are conducted according to the requirements of section 200.4(b)(6) of the Regulations of the Commissioner of Education and section 300.320(a)(6) of the Code of Federal Regulations.

NYSAA Participation Criteria

Only students with severe cognitive disabilities are eligible for NYSAA. The CSE determines whether a student with a severe cognitive disability is eligible to take the NYSAA based on the following criteria:

- the student has a severe cognitive disability and significant deficits in communication/ language and significant deficits in adaptive behavior; **and**
- the student requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across natural environments (home, school, community, and/or workplace); **and**
- the student requires educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention.

For information see <http://www.emsc.nysed.gov/osa/nysaa/home.shtml>.

Section One: Steps for Administering the 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 the 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>	
	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.

STEP 1 Confirm Students to be Assessed; Prepare to Administer the NYSAA

Review the IEP

In preparation for administering the NYSAA, the teachers and instructional team members:

- Determine which students will be assessed.
 - Review each student’s Individualized Education Program (IEPs) to confirm which students the CSE identified for participation in the NYSAA.
 - Use the Age Range Chart (see page 4) to confirm that the student meets the age criteria for participation in the 2010–11 NYSAA.
 - Determine the appropriate content areas that need to be assessed at each student’s grade level using the Age Range Chart.
- Review the current IEP. Pay particular attention to sections denoting present levels of performance, annual goals and objectives, supports and adaptive equipment needed, program and testing accommodations, and assistive technology.
- Review the student’s latest progress reports, including report cards, previous NYSAA scores, and any other evaluative information.
- Use IEP information and the core curriculum to make an informed selection of AGLIs and assessment tasks that are challenging and appropriate for the student.
- Select the NYSAA Planning Tool appropriate to the student’s grade level based on the student’s date of birth (Appendix E) to assist with organizing and tracking information for a student datafolio for steps 2 through 5.

STEP 2 Determine Required Components

Review Test Blueprints

Test Blueprints (Appendix H) are provided for each assessed content area. Each blueprint outlines the required and choice components for each grade.

The top table in each blueprint reflects the required components. Each content area contains two required components. An “X” marks the required components for each grade within a content area.

REQUIRED COMPONENTS							
Two ELA Key Ideas Must be Assessed at each Grade Level							
Required Key Ideas Vary by Grade as Marked by an X							
ELA Key Idea	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*	---	---	---	---	---	---	---

For example, the required ELA components for grade 7 are the key ideas of Reading and Listening.

STEP 3	Determine Choice Components
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Review Test Blueprints

The bottom table in each blueprint reflects the choice components. There are two choice components for each required component. An “X” marks the choice components within the required component.

CHOICE COMPONENTS								
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								
Choose One 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						

For example, a teacher uses the student’s assessed grade level as grade 3 and selects either Standard 2 or Standard 4 from Key Idea Reading *and* selects either Standard 2 or Standard 4 from Key Idea Listening.

STEP 4	Select two Alternate Grade Level Indicators per content area
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Review the NYSAA Frameworks

Teachers review the performance indicators of the NYSAA Frameworks for each assessed content area. Steps for selecting AGLIs are outlined below.

Locate Grade Level Expectations

Once the required and choice components are determined, locate the grade level expectations in the NYSAA Frameworks.

Review the Essences

Review the essences to understand the big ideas taught and assessed at that grade.

Review and select an AGLI

Once teachers have an understanding of the essences for the selected choice components, they review the corresponding AGLIs. AGLIs are presented across a spectrum of complexity from least to most complex. Teachers select the AGLIs most appropriate for a student. The vocabulary contained in the AGLI relates specifically to the knowledge, skills, and understanding being assessed and needs to be used in the assessment task and verifying evidence. Many terms from the AGLIs are defined in the content area glossaries. Teachers should use the glossary to ensure the AGLI is being assessed properly.

Start from the most complex level and work backwards to select the appropriate AGLI.

Select one AGLI from each choice component that is:

- from the student's assessed grade based on the NYSAA Age Range Chart;
- challenging for the student;
- appropriate for the student's current level of academic performance; and
- based on the core curriculum taught in the current school year.

AGLI Details (“and,” “or,” “and/or” statements and plurals) that Must be Considered when Modifying or Developing an Assessment Task

Some AGLIs contain “and,” “or,” and “and/or” statements.

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 or choose one of the more appropriate parts of the AGLI for the student

- Some AGLIs are plural. If the AGLI is plural, the task must also reflect the plural components in the AGLI.
- Some AGLIs have parentheses around an ending “s”. If there are parentheses around the “s”, 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.

An Example to Assist with Steps 2 through 4:

Student's date of birth: January 5, 2001 (student will reach age 10 between September 1, 2010, and August 31, 2011)

Assessed grade level: Grade 4

Assessed content areas: ELA, mathematics, and science

- Review the introduction to the Frameworks (Appendix H)
- Review the Test Blueprint for ELA
- The blueprint indicates that students in Grade 4 must be assessed in ELA Key Ideas of Reading and Writing

- Key Idea-Reading, Standard 2 or 4
- Key Idea-Writing, Standard 1 or 2
- The choice is between
Reading Standard 2 or Standard 4
and
Writing Standard 1 or Standard 2
- Select the standards under Reading and Writing. Review the AGLIs to determine the entry point. Start at the most complex level and work backwards to the point that is most appropriate for the student.
- After reviewing the AGLIs, essences, and grade level indicators, the teacher decides to assess the student using the AGLI “identify important character(s) and/or event(s) in story(s) read or read aloud by others (12106)” from Standard 2 within the Key Idea of Reading for the first Required Component for ELA. The teacher selects the AGLI “create picture(s), symbol(s), object(s), etc. to communicate information (21104)” from Standard 1 within the Key Idea of Writing as being appropriate for use as the second AGLI within the ELA Required Component for the student.

STEP 5	Select an Assessment Task for each AGLI
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Assessment Task

An assessment task describes the student action being assessed.

Sample Assessment Tasks (SAT) aligned to specific AGLIs are provided in the Frameworks. For example SAT12230 aligns with AGLI 12230. This coding shows the alignment between the SAT and the corresponding AGLI.

Assessment tasks must:

- describe student performance for a single activity that takes place in one day,
- be observable and measurable,
- meet the intent of the AGLI, including the vocabulary from the AGLI, and document both Accuracy and Independence based on 100 percent performance levels. Do not include qualifier information in the assessment task (e.g., four out of five trials, with verbal prompts, , with assistance). Doing so will affect the student’s reportable score.

Selecting or Writing an Assessment Task

Select sample assessment tasks only after first reviewing and understanding the corresponding AGLI. The connection between the AGLI and the assessment task must be clearly evident.

Review the language of the AGLI to be sure that the task description clearly:

- states the knowledge, skills, and understanding the student will demonstrate,
- identifies the task to be assessed, and
- aligns with the AGLI and in turn the core curriculum.

Task Details (“and,” “or,” “and/or” statements and plurals) that Must be Considered for Verifying Evidence

Some sample assessment tasks and teacher created tasks may contain an “and,” “or,” or “and/or” statement to reflect the statements or various components within an AGLI.

If the task contains...	Then the teacher...
“and”	Must include all parts of the task in the verifying evidence (in total)
“or”	May show one of the two or more elements most appropriate for the student in the verifying evidence
“and/or”	May show all the elements from the task or show one or more of the more appropriate parts of the task in the verifying evidence

- Some AGLIs have plural components that must be reflected in the assessment task. Therefore, plural components included in an assessment task must then be demonstrated in the verifying evidence (in total).
- Some AGLIs have parentheses around an ending ‘s’, which allows the teacher the option of having the assessment task knowledge, skills, and understanding being assessed be singular or plural. This also applies to what is demonstrated in the verifying evidence. If the assessment task has parentheses around the ‘s’ the teacher may demonstrate the plural component in the verifying evidence (in total) or demonstrate only the singular component in the verifying evidence.

Assessment Task Options

Teachers may:

- Select a Sample Assessment Task from the NYSAA Frameworks. For an assessment task to be considered the “same,” it is taken directly from the Frameworks with no changes or edits;
- Modify an assessment task so that it is comparable to a Sample Assessment Task listed in the NYSAA Frameworks. A modified Sample Assessment Task is edited from what is written in the Frameworks to reflect the student’s specific needs, abilities, and/or mode of communication; or
- Create an original assessment task.

Example of Selecting or Writing an Assessment Task for an AGLI	
Grade 4 Science AGLI11203 “identify similarities among objects or events”	
“Same” as sample assessment task in Frameworks	The student will identify by indicating what the similarities are in a given set of objects or events.
“Comparable” from sample assessment task in Frameworks	The student will identify by selecting word cards that indicate what the similarities are in given sets of objects or events.
“Comparable” from sample assessment task in Frameworks	The student will identify similarities in a given set of science objects by telling what the similarities are.
“Original” assessment task	The student will identify similarities among events by circling two similar events and writing three statements about their similarities.

Writing and Original Assessment Task

To demonstrate the alignment to the AGLI when writing an original assessment task, the teacher should include:

- the verb or verb phrase from the AGLI; and
- the direct object(s) from the AGLI.

Steps on how to create an original assessment task:

1. Identify and underline the verb or verb phrase in the selected AGLI with a single line. The verb or verb phrase is the action word(s) that comes after “The student will ...”
2. Identify and underline the direct object(s) in the selected AGLI with a double line. The direct object is a noun that comes after the verb and answers the question “What?”

Write the task by incorporating the verb and the direct object or their equivalents from the AGLI.

In the examples below, the tasks are aligned with the AGLIs. The underlined words (verb and direct object) in the task could be:

- the **same** as those in the AGLI,
- an **example** or **type** of those in the AGLI; or
- an **extension** of what is written in the AGLI, e.g., “will identify *by selecting...*”

AGLI - ELA, Grade 3 <u>attend to and respond to</u> (verb phrase) <u>environmental sound(s)</u> (direct object) in the story AGLI Code 32106	Task The student will <u>attend to and respond to</u> (verb phrase) <u>the environmental sound(s)</u> (direct object) each time they occur in the story.
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AGLI - Mathematics, Grade 8 <u>identify</u> (verb) <u>shapes that contain angles</u> (direct object) AGLI Code 31103	Task Given a circle and a square, the student will <u>identify by selecting</u> (verb phrase) <u>the shapes with angles</u> (direct object).
--	---

AGLI - Science, Grade 4 <u>implement</u> (verb) <u>the steps</u> (direct object) of a simple investigation AGLI Code 12303	Task The student will <u>perform</u> (verb) <u>the steps</u> (direct object) of a scientific investigation.
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AGLI - Social Studies, high school <u>recognize</u> (verb) <u>work done on farms</u> (direct object) AGLI Code 21108	Task The student will <u>recognize</u> (verb) <u>pictures of people working on farms</u> (direct object) by selecting pictures of people working on farms.
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Always, refer to the essences and the grade level indicators to confirm that the intent of the AGLI, including both the verb/verb phrase and direct object(s), is captured in the assessment task as written. An assessment tasks may include additional skills than just what is included in the AGLI, but it must assess the intent of the AGLI and cannot assess less than what is stated in the AGLI.

Important Considerations when Determining an Assessment Task

Consider the following items in the student’s IEP:

- present levels of performance,
- annual goals and objectives,
- test accommodations,
- supports and adaptive equipment, and
- assistive technology.

Select an assessment task appropriate to the student's learning modalities, abilities and strengths, and communication system. Information about how the student will communicate or demonstrate their responses for the assessment should go after the verb or at the end of the assessment task. Include only information about what is being assessed.

STEP 6 Prepare to Collect Data

Preparing to Collect Data

Before beginning to collect student performance data, consider what materials, equipment, support, and staff are available or needed.

When preparing for data collection, analyze the task by asking:

- What is the expected outcome of the task?
- How is the outcome of the task best documented?
- What is the best way to give the student an opportunity to demonstrate his/her knowledge, skills, and understanding?

Conduct a task analysis to determine the sequence and steps for the assessment task. List the steps that are specific to the task being assessed. Avoid including steps that are unrelated to what is being assessed, such as pre- or prerequisite steps (e.g., gathering materials for a task, putting materials for a task away)

Analyze the student's communication and behavior to learn how best to motivate the student. Students who are motivated and participate in meaningful activities are more likely to engage in the assessment task. Encourage independence by providing ample opportunity and reinforcement for approximations.

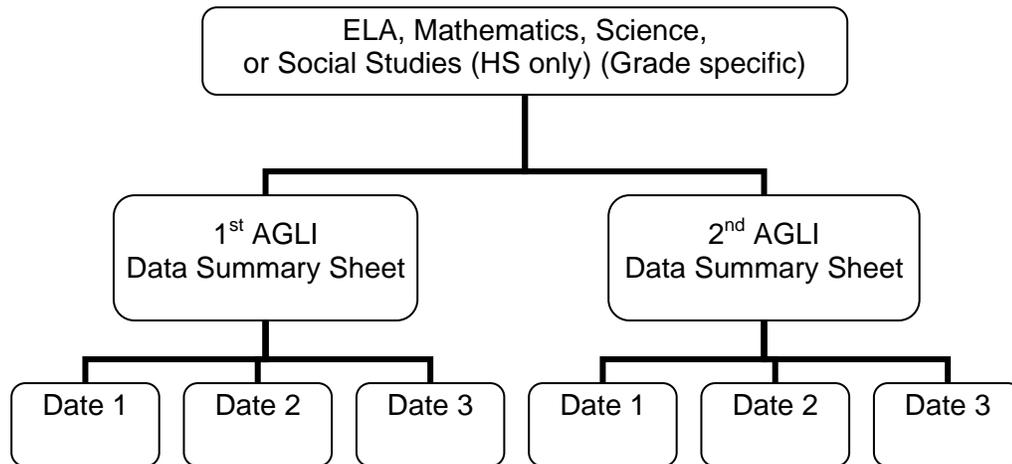
Verifying Evidence

Two pieces of verifying evidence (VE) are required for each assessed AGLI. Verifying evidence is documentation provided to confirm the student's performance of the assessed knowledge, skills, and understanding. Together, the pieces must confirm the student performance data from two of the three dates recorded on the Data Summary Sheet.

The assessment task indicates what the student will demonstrate and this must be reflected in the verifying evidence. Remember, if the task contains an "and" statement and/or is plural then the verifying evidence (in total) must meet the "and" and/or plural indicated. In total means that between the two required pieces of verifying evidence the task is demonstrated. Teachers should ask themselves: "Does the verifying evidence show what the assessment task outlined as the student action?" and "Does the verifying evidence include the vocabulary from the assessment task?"

All verifying evidence and documentation must be original and dated within the specified administration period (October 4, 2010, to February 11, 2011). Photocopies, correction fluid or tape, "white-out," or "black-out" of any kind in whole or in part used on any NYSAA forms may disqualify the student from receiving a reportable score.

For ELA, the assessment task must be conducted in English and all verifying evidence must be submitted in English. It is acceptable to conduct the task and submit verifying evidence for mathematics, science, and social studies in languages other than English.



Two AGLIs are completed for each content area. Select one AGLI within the choice component for each of the required components. Submit verifying evidence for any two of the three dates. Dates recorded are the **last** three dates of student performance.

Notation on Verifying Evidence

A notation should clarify for an outside person any information about the task, (e.g., how it took place, materials used, choices presented), 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.

Types of Verifying Evidence

Verifying evidence may include:

- an original student work product,
- a videotape or audiotape clip,
- a sequence of captioned, dated photographs and/or
- an original Data Collection Sheet with supporting evidence.

All verifying evidence must have the seven required elements documented. These seven elements can be recorded directly on the evidence or on a VE label. For further information on required elements see Step 8.

Original Student Work Product

Valid work samples submitted as verifying evidence:

- must be an original student work product;
- include worksheets, completed projects, computer or interactive whiteboard (e.g., SMART board) print-outs, charts*, graphs* or other similar products the student created during the assessment task; and
- may have multiple pages. Clearly number each page to ensure proper review and scoring (e.g., page 1 of 3, page 2 of 3, page 3 of 3).

Carefully review and modify any preprinted information (e.g., directions on a worksheet, pictures, diagrams) to ensure that the information does not conflict with the task being assessed or guide the student to the correct answer (i.e., template) prior to giving the worksheet to the student to complete. This applies to both commercial worksheets and worksheets printed out from a teacher Web site. Directions that are discrepant with the assessment task or guide the student to the correct answer may disqualify the student from receiving a reportable score.

***Note:** Work products completed over multiple days (e.g., weekly or monthly calendars or charts) can only be submitted as one piece of evidence for the **last** date documented on the chart or calendar.

Sequence of Captioned and Dated Photographs

Valid photographic evidence requirements:

- A sequence of at least three photographs (more than three photographs may be included, but fewer than three will not be scorable).
- A caption for each photograph. Captions are a sentence or two describing the student's action(s) for each photograph.
- Photographs taken on the same date that document one assessment task.
- Only steps demonstrating the student performing the specified assessment task are scorable. Do not include prerequisite or post-activity steps in a sequence. The sequence must show the steps involved in completing the assessment task. A photograph of the finished "product" may be included in the minimum sequence of three.
- A teacher must record on the evidence an overall score for the Level of Accuracy and for the Level of Independence.

Video- or Audiotape Clips

Valid videotape and audiotape evidence includes:

- only one videotape and audiotape per datafolio. Tapes or cassettes may contain multiple clips as evidence for the assessed AGLIs.
- clips no longer than 90 seconds. Clips must show the student performing the task and should not include prerequisite or post-activity steps or preparation.
- clips arranged by content area and documented on the Video-/Audiotape Clip Summary Form. Secure the summary form to the tape case with a rubber band to assist scorers in locating and reviewing clips.

Recorded Markers for Video and Audio Clips

All videotape and audiotape evidence must contain recorded markers—one at the beginning of the clip and one at the end of the clip. The first marker must include:

- Student name,
- Date of student performance,
- Content area,
- AGLI text, and
- Assessment task.

When the assessment task is complete, record a second marker at the end of the clip indicating:

- Level of Accuracy, and
- Level of Independence.

Note: A VE label attached to the tape or tape box does not fulfill the requirement for a recorded marker. If the required elements are not recorded at the beginning and the end of the clip, the evidence may not be scorable.

Securing Videotapes and Audiotapes

Each tape must be labeled with the student's name, teacher's name, and school's name. Attach the tape securely to the datafolio with a plastic sleeve, binder clip, or envelope.

Guidelines for Photographic, Videotape, and Audiotape Evidence

When preparing to collect video, audio, or photographic evidence:

- Ask a colleague to operate the camera or recorder while you assess the student.
- Consider videotaping, audiotaping, and/or photographing regularly. The novelty of taping or photographing could disrupt classroom routine or distract students, resulting in an inaccurate record. The camera and operator should be as unobtrusive as possible.
- If an automatic date and/or time stamp is functioning on the camera or recorder, be sure that the date is accurate and does not contradict the date of student performance documented in the datafolio. If the dates are discrepant, the evidence may not be scorable.

Informed Consent for Photographing, Video-/Audiotape Recording — Student (Required for all photographic, video or audio evidence)

The student's parent/family/guardian must sign the Informed Consent for Photographing and Video-/Audiotape Recording form (Appendix D) within the administration period. The signed form is kept on file by the district and is not included in the datafolio.

- Do not take photographs or tape recordings unless you obtain prior written permission.
- Adhere to local school policy regarding permission for photographing or taping students.

Informed Consent for Incidental Photographing, Video-/Audiotape Recording — Peers

If a tape or photograph depicts the student's peers, each peer's parent/family/guardian must sign an Informed Consent for Incidental Photographing, Video- or Audiotape Recording form during the administration period. The signed form is kept on file by the district. Do not include the consent form in the datafolio.

Images of peers may not be "blacked out" or "faces covered." Cropping the image to exclude peers is acceptable.

Original Data Collection Sheet (DCS)

A Data Collection Sheet submitted as verifying evidence:

- may be considered verifying evidence for one or two of the three dates recorded on the Data Summary Sheet.
- must include a minimum of three dates of student performance data within the specified administration period (October 4, 2010, to February 11, 2011).
- may have one, two, or three dates of student performance data that is transcribed to the Data Summary Sheet. The data transcribed must be the last (most recent) date(s) of student performance.
- must contain the seven required elements and for each date on which data is collected the step, time segment, or trial information, the Levels of Accuracy and Independence, and the initials of the staff person collecting data must be included. Only the person recording or documenting the plus or minus Level of Accuracy and Level of Independence should have his/her initials under each date that he/she recorded data. **Note:** An incomplete Data Collection Sheet may disqualify the student from receiving a reportable score.
- requires submission of supporting evidence. There may be up to two pieces of supporting evidence included that confirms data recorded on a Data Collection Sheet. Supporting evidence is another type of verifying evidence (student work, photographs, videotape, or audiotape) or an Observer Verification Form (OVF) for the date(s) transcribed to the Data Summary Sheet. For further information on supporting evidence see page 18.

Tasks may be documented as multi-step, time-segmented, or discrete trial learning (see Data Collection Sheet templates in Appendix D). Please refer to Step 7 for information on calculating the Level of Accuracy and Level of Independence percentages.

- A multi-step Data Collection Sheet is used for assessment tasks that can be task analyzed and broken into multiple smaller steps. This allows the student more opportunities for success in demonstrating the task. It can also be used when an assessment task is a single step. In a multi-step assessment task, the teacher identifies the number of steps required to complete the assessment task. Each step must be briefly described in the “Step” column. For each step conducted a plus or minus must be recorded for the Level of Accuracy and Level of Independence. The Steps information is required and should give an outside person a clear understanding of what the student action was for a particular step.
- A time-segment Data Collection Sheet is recommended for an assessment task that involves collecting student performance over a period of time. For example, if the AGLI is assessing the student attending to text read aloud, the teacher measures a single step task that can be broken up into increments to allow the student more opportunities for success in demonstrating his/her attending skills. In a time-segmented assessment task, the teacher divides the activity into equal time segments. The length of each time segment must be recorded on a time-segment Data Collection Sheet. Each applicable time segment must have a plus or minus recorded for the Level of Accuracy and Level of Independence. The time-segment information is required and should give an outside person a clear understanding of the length of time for each segment.
- A discrete trial Data Collection Sheet is recommended when a task is conducted over multiple trials. Usually, the task is broken into smaller skills and these sub-skills are taught individually through repeated trials. This Data Collection Sheet could also be used for a single step activity conducted over multiple trials. The trial information must briefly describe the skill or sub-skills being assessed and should include a number for each skill or sub-skill. For example, if the AGLI is assessing a student on using a letter and a number to locate areas on a map, the teacher could describe the sub-skills as 1. locate library, 2. locate gym, 3. locate cafeteria. Each trial conducted must include the skill or sub-skill number and a plus or minus recorded for the Level of Accuracy and Level of Independence. The trial information is required and should give an outside person a clear understanding of what the student action was for a particular trial.
- Teachers may also create or use an existing Data Collection Sheet that is adapted to an individual student’s needs. However, these Data Collection Sheets must include the seven required elements and meet all of the same requirements described previously.

Supporting Evidence Submitted with a Data Collection Sheet

Supporting evidence is required whenever a Data Collection Sheet is submitted as verifying evidence. Since a Data Collection Sheet can be considered verifying evidence for either one or two of the three dates of student performance, the supporting evidence must confirm student performance on the same date(s) transcribed to the Data Summary Sheet from the Data Collection Sheet.

All requirements for verifying evidence apply to supporting evidence submitted with a Data Collection Sheet.

Supporting evidence can be:

- an Original student work product,
- a Sequence of captioned, dated photographs,
- a Videotape or audiotape clip, or
- an Observer Verification Form.

Observer Verification Form

The Observer Verification Form is designed to strengthen the procedural validity of the assessment. An independent person (someone other than the person collecting the data)

observes the student performing the assessment task with a member of the instructional team, affirming that the assessment task occurred.

When submitting an Observer Verification Form as supporting evidence with a Data Collection Sheet, remember:

- The Observer Verification Form cannot stand alone as verifying evidence and it must be attached to the Data Collection Sheet.
- A teacher cannot submit Observer Verification Forms with other types of verifying evidence (e.g., student work products, photographs, video).
- The top section of the Observer Verification Form, which contains the seven required elements, must be completed in full.
- Only one date of recorded observation may be submitted per Observer Verification Form. The date of the assessment task documented in the top section of the Observer Verification Form must be the same date on which the student performed the task as recorded on the Data Collection Sheet.
- An observer must be a certified and/or licensed teacher, administrator, school psychologist, or related service provider. The observer must indicate his/her title or position on the Observer Verification Form.
- Observers cannot be supplementary school personnel. Supplementary school personnel refers to a teacher's aide or a teaching assistant, as described in section 80-5.6 of the Regulations of the Commissioner of Education.
- The person collecting the student performance data and completing the Data Collection Sheet cannot sign the Observer Verification Form. The observer does not interact with the student or collect any student performance data while observing. He or she is acting as an observer simply to verify that the assessment task took place as is recorded on the Data Collection Sheet for that date. During scoring, the Scorer will confirm this requirement by reviewing the name and initials of the staff member listed on the Data Collection Sheet and comparing that information with the signature on the Observer Verification Form.
- The observer must sign and date the Observer Verification Form to certify the assessment task was conducted in his/her presence. The date of the observer signature must be the same date that the assessment task was performed.
- Always, double check to make sure that the observer's name and signature match and that the date of the signature is the same as the date recorded on the top of the Observer Verification Form and that these dates match the date the assessment task was performed as indicated on the Data Collection Sheet.

Only the Observer Verification Form found in Appendix D of the 2010–11 NYSAA Administration Manual will be accepted.

STEP 7 **Conduct Assessment Task**

Assessing Student Performance

When assessing student performance for NYSAA, teachers should:

- Provide initial directions and materials;
- Use the student's preferred mode of communication;
- Provide supports, adaptations, test accommodations, and adaptive equipment or assistive technology as specified in the IEP;
- Ensure that all documents, including the Observer Verification Form, are available at the time the task is completed or on the same day the task is conducted. If, for example, a teacher plans to submit a Data Collection Sheet as evidence along with an Observer Verification Form as supporting evidence, be sure that the independent observer is present

before the assessment task begins and that the Observer Verification Form is ready to be completed and signed on the same day the assessment task is completed; and

- Conduct the task at school or a school sponsored activity. Homework or work done outside the setting of a school activity will not be accepted unless the student receives special education programs and services at home, in a hospital, or other facility (as indicated on the Student Page submitted in the datafolio).

Recording Performance Data

When recording student performance data:

- Determine who will conduct the task and collect data;
- Determine how the performance percentages will be calculated for a specific task. It is possible to assign weights to responses or items, use a partial credit method, or to develop a rubric for student performance. Any time a teacher rates a response in a manner other than the obvious correct/incorrect (e.g., they give partial credit for parts of the answer) then they should include a notation to explain the percentage calculation to an outside reviewer (see Notation page 16). This also applies to determining the Level of Independence. If the method of determining the Level of Independence is not clear from the evidence presented (e.g., there are four problems but a Level of Independence is documented at 60% instead of the obvious 25%, 50%, 75%, or 100%), then a notation should be included to explain this calculation to an outside reviewer (see Notation page 16);
- Record all data of student work during or immediately following student performance;
- Student performance can be recorded on the actual verifying evidence as a fraction and/or a percentage. Student performance, recorded on the Data Summary Sheet as the Level of Accuracy and Level of Independence, is recorded as a percentage;
- Record the student's performance on the same assessment task on at least three separate dates. Transcribe the **last** three dates of student performance data to the Data Summary Sheet (DSS) for the assessed content area and AGLI; and
- Complete the remaining required elements for the verifying evidence. (see Step 8)

Precautions when Recording Performance Data

- All datafolio contents, except student work, must be typed or handwritten.
- Using a pencil to complete documentation is acceptable. However, it is recommended that teachers use permanent ink, so that if they make a mistake, they are not tempted to erase the mistake.
- If teachers make a mistake or error while recording student performance data or required element information on evidence and/or VE label, they should manually cross out, correct, **and** initial the error. Do not erase or use correction fluid.
- Photocopies, correction fluid, erasures, or "black out" will not be accepted. Teachers must not make changes in this manner on the Data Summary Sheet, verifying evidence (student work products, written information related to video tapes, audio tapes, and photograph captions, information recorded on Data Collection Sheets (DCS), and Observer Verification Forms), and/or the VE label. The use of photocopies, correction fluid, erasures, or "black out" will result in the student not receiving a reportable score.
- If students make mistakes or errors on an original student work product, they may self-correct by erasing the mistake or error. They must not use correction fluid or "black out" the mistake or error.

Determining the Level of Accuracy

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

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 percentage calculation of .5 or above.

Determining Level of Independence

Independence is a key measure of student performance for the 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 or items in the task.

Independence Example:

Student completes a 6 step task with prompts on 2 steps

$$4/6 = .66667 \times 100\% = 66.7\% \text{ rounded up to } 67\% = \text{Level 3}$$

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.

It does not matter if the student needs one or more prompts during one step or one item. What matters is if each step or each problem is done with prompts (0% independence) or without prompts (100% independence).

Natural or Initial Directions

Natural cues refer to a set of initial directions provided before a student begins to perform an assessment task. A natural cue or initial set of directions:

- should not be considered a cue or a prompt;
- does not affect the Level of Independence documented; and
- is presented in a format best suited for the student's mode of communication and abilities.

Cues or Prompts

Cues or prompts are not initial directions and affect the Level of Independence score. Cues and prompts are:

- given to increase the likelihood that the student will give the correct or desired response;
- not considered part of the test accommodations; and
- a product of the learning style and/or physical and sensory abilities of the student (i.e., physical, visual, verbal, auditory, sensory).

To decrease a student's need for cues or prompts to perform an assessment task, the teacher should:

- structure tasks, environments, and materials in ways that enable the student to perform as independently and as accurately as possible; and
- increase the student's independence by decreasing the frequency of cues or prompts over time.

Test Accommodations

The CSE determines which test accommodations are required based on the student's documented needs. Test accommodations:

- are consistent with the student's IEP;
- are designed to allow the student to demonstrate his/her knowledge, skills, and understanding with greater independence;
- do not change the level of the assessment, the construct of the assessment, or the criteria of the assessment task;
- are provided to the student during instruction and not just for assessment;
- are documented on the NYSAA Student Page by checking the box next to the allowable test accommodations; indicate the specific test accommodation on the lines provided on the student page.

Test accommodations that change the level of assessment, the construct of the assessment, or the criteria of the assessment task should be reflected in the documented student performance.

Test accommodations provide for:

- Flexibility in scheduling/timing (extended time to complete the assessment; e.g., double time);
- Flexibility in setting (the assessment to be administered in conditions or a location with minimal distraction; e.g., change room to one with minimal visual distraction or noise);
- Method of presentation (aids or adaptive technology; e.g., talking word processor);
- Method of response (amanuensis -scribe);
- Braille; and/or
- Other (calculator).

For more information on test accommodations, refer to *Test Access and Accommodations for Students with Disabilities: Policy and Tools to Guide Decision-Making and Implementation (May 2006)* manual at

<http://www.emsc.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>.

Frequently asked questions about test accommodations and the NYSAA can be found at <http://www.emsc.nysed.gov/osa/nysaa/home.shtml>.

Distinguishing Between Cues, Prompts, and Test Accommodations

Examples of cues or prompts:

- The student receives purposeful physical guidance or restriction of movement during the assessment to obtain a desired response.
- The student receives "hints" or additional details, or is immediately told that a response is incorrect.
- A fatigued or frustrated student receives additional cues to complete parts of the assessment task, or is prompted to remain focused.
- The student is redirected or refocused (verbally or physically).
- Templates or other formats are provided that give or lead the student to the answer. For example, the verifying evidence is a sequencing worksheet that contains three boxes that state First, Next, Last; the student response choices are pictures that contain the words First, Next, Last. The verifying evidence is a number line where the student must provide missing numbers, but the correct number is provided as a shaded or dotted number in the spot and the student has to put a sticker of the number on the spot.
- Manipulatives or strategies that change the construct of what is being assessed. For example, use of calculators or arithmetic tables for AGLIs that are assessing computation skills and do not state or allow for the use of a strategy.

STEP 8

Complete Verifying Evidence (VE) Documentation

Types of Evidence

Each datafolio contains multiple types of evidence

- Verifying evidence (VE)
- Supporting evidence (when a DCS is submitted as verifying evidence)

Required Elements for ALL Evidence

Record the required elements for verifying evidence either directly on the verifying evidence or on a VE label attached to the evidence.

The seven required elements are...

- student name
- date of student performance
- content area
- AGLI text
- assessment task
- Level of Accuracy
- Level of Independence

Note: Failure to record all required elements on the verifying evidence and/or supporting evidence may disqualify the student from receiving a reportable score.

Evidence Selection and Order

After completing the assessment task:

- Select two pieces of verifying evidence which confirm student performance data for two of the three dates on which the task was conducted during the administration period.

Note: Two pieces of verifying evidence are required for each AGLI.

- If a Data Collection Sheet is submitted as verifying evidence, the teacher must also select supporting evidence for the date(s) which confirm student performance data recorded for two of the three dates on which the task was conducted during the administration period.

Place each piece of verifying evidence directly behind the corresponding DSS.

- If the verifying evidence is a Data Collection Sheet, include the required supporting evidence for the date(s) transcribed to the DSS. Supporting evidence should be placed directly behind the Data Collection Sheet it is supporting.

Note: Scorers will only review the first two pieces of verifying evidence following the DSS. Do not submit extra evidence. This rule should not be confused with the requirement for “supporting evidence” submitted with a Data Collection Sheet or a single piece of verifying evidence that contains multiple pages.

Verifying Evidence Labels

The seven required elements must be recorded either directly on the verifying evidence or on a VE label affixed to the verifying evidence. See Appendix D for a template. The template prints on 3.33" x 4" self adhesive labels.

Place the VE label so that no student work or information is obstructed. Labels can be placed on the back of the evidence. If the label obscures any part of the student work or information, this may disqualify the student from receiving a reportable score. Refer to the Precautions when Recording Performance Data on page 20 when there is an error in documentation on a VE label.

STEP 9 Complete Data Summary Sheet

Complete the Data Summary Sheet

A DSS is required for each AGLI being assessed. The teacher must:

- complete the student information, check the choice components box, and indicate the AGLI code, AGLI text, and the assessment task;
- transcribe the last three dates of documented student performance data to the DSS. Record dates in chronological order with the most recent date in the right hand column;
- record Levels of Accuracy and Independence as percentages; and
- convert percentages to corresponding rubric ratings using the scoring rubric located on the DSS.

Note: An incomplete or missing DSS may disqualify the student from receiving a reportable score.

Transcribing Performance Data to the DSS:						
Student Performance (record the last three dates of documented data in chronological order)	Date 1: 1/5/11		Date 2: 1/6/11		Date 3: 1/7/11	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	75	3	80	4	90	4
Level of Independence	70	3	80	4	100	4
Scoring Rubric	Level	100% - 80%	79% - 60%	59% - 30%	29% - 0%	
	Rating	4	3	2	1	

Document the last three, most recent dates of student performance. Submit verifying evidence for only two of the three dates.

STEP 10 Complete Steps 6–9 for Each Content Area to be Assessed

STEP 11 Assemble the Datafolio

Datafolio Binder

All assessment documents are secured in a ½" to 1" thick three-ring binder or other fastened folder.

Binders and folders should have a pocket on the inside front cover to hold demographic and scoring documents during the scoring process.

Required Datafolio Elements

Place all items within the datafolio in order, according to the NYSAA Table of Contents (See Appendix D).

- NYSAA Student Page
- Table of Contents

Include the following documents for each content area assessed. ELA should come first, then mathematics, then science, then social studies (HS only) as applicable for the grade assessed. The AGLIs within each content area should be organized by Required Components.

First Required Component—AGLI 1:

- Data Summary Sheet for this AGLI; and
- Two pieces of verifying evidence
 - If either piece of verifying evidence is a Data Collection Sheet (DCS), place supporting evidence directly behind the DCS.

Second Required Component—AGLI 2:

- Data Summary Sheet for this AGLI; and
- Two pieces of verifying evidence
 - If either piece of verifying evidence is a Data Collection Sheet (DCS), place supporting evidence directly behind the DCS.

Place pages in order following the format above. Number each page sequentially. Page numbering can be done in any manner that is organized (e.g., handwritten on pages, using stickers on pages, using stickers on plastic sleeves). When evidence is a Data Collection Sheet and supporting evidence, the page numbering should still be written sequentially (for example, if the Data Collection Sheet is page 10, and the supporting evidence is two OVFs, then OVF one would be page 11 and OVF two would be page 12).

Collegial Review

Collegial Review is required for each student datafolio. Collegial Review requires a colleague or administrator who is familiar with the NYSAA, but is not the student's teacher, to review the student's datafolio contents. Reviewers should be:

- familiar with the current alternate assessment;
- have attended training in the fall of 2010 and/or
- be experienced and qualified as a scorer in spring 2009.

The Department recommends the use of the Checklist of Things to Remember (Appendix F). There are two checklists that are tools to assist teachers while administering the NYSAA and during the reviews. The first checklist is the Checklist for Teachers Administering the NYSAA and is for teachers to use during the NYSAA process. The second checklist is the Checklist for Collegial Reviews and is for teachers to use during Collegial Reviews, since it has space for feedback and recommendations.

It is recommended that Collegial Reviews take place during the planning phase, at a mid-point during administration, and prior to the end of administration. Having multiple reviews will allow Reviewers to give feedback to the teacher about whether the appropriate connections have been made between the AGLIs and the assessment tasks and between the assessment tasks and the verifying evidence. All documents should be reviewed to confirm that they meet all procedural requirements. Collegial Review helps ensure, but does not guarantee, that a datafolio meets the procedural requirements in order to be scorable.

Indicate the month in which the last Collegial Review was conducted on the datafolio at the bottom of the Student Page.

Final Checklist

To ensure the datafolio is ready for scoring, use the Checklist of Things to Remember (Appendix F). This checklist will assist the teacher in making sure that all required parts of the datafolio are included and are complete.

Note: Failure to complete all of the required documents as specified in this manual may disqualify the student from receiving a reportable score.

STEP 12 Submit the Datafolio for Scoring

Submit the Datafolio for Scoring

Datafolios for all students, whether attending in or out-of-district placements must be completed and submitted to building administrators by the close of business on February 11, 2011. No work or changes can be made to the datafolio after February 11, 2011.

The deadline for datafolios to be received by the district of residence for out-of-district placements is February 18, 2011.

The deadline for all datafolios (in and out-of-district placements) to be received by the regional Score Site Coordinator is February 25, 2011.

Scoring Datafolios and Reporting Results

Building administrators forward datafolios to the designated Score Site Coordinator for each BOCES or Big Five City school district. Score Site Coordinators store datafolios at a regional scoring center. NYSAA datafolios are scored at a regional location by qualified Scorers during the scoring period. Student results will be made available to school districts in late summer or early fall 2011. Each school district provides parents with a copy of the NYSAA Student Report.

STEP 13 Complete the On-line Teacher Survey

Teacher On-line Survey

The Department conducts the teacher survey annually to obtain feedback on important questions related to the NYSAA. The survey is available on-line beginning the last day of the administration period (February 11, 2011) and will remain on-line until the end of May 2011. Teachers are encouraged to complete the survey as close to the end of the administration period as possible to ensure that the responses reflect their experiences with the NYSAA.

The survey can be found at: <http://iservices.measuredprogress.org/NYSAASurvey.asp>

Section Two: Scoring Criteria

This section provides information on how scores are determined and documented for each student.

NYSAA Scoring Dimensions

NYSAA datafolios are scored using two dimensions:

- Connection to Grade Level Content

The connection to grade level content dimension is met when

- the assessment task is clearly aligned with the AGLI, and
- the verifying evidence submitted is aligned with the assessment task.

Both of the connections must be clearly evident for the AGLI to be scored.

- Performance

- Level of Accuracy
- Level of Independence

Both the Level of Accuracy and Level of Independence are components of the Performance dimension and are calculated as a percentage (0%–100%) and then rated on a scale of 1, 2, 3, or 4.

Avoiding Errors that Prevent a Datafolio from Receiving a Reportable Score

Note: This list does not include every error or omission that may result in a content area not receiving a reportable score.

To prevent errors:

- Choose AGLIs, as required and outlined in the NYSAA Test Blueprints (Appendix H), from the appropriate grade level according to the student's birth date (page 4 of this manual).
- Assess one AGLI for one choice component for each required component as outlined in the NYSAA Test Blueprints.
- Use only the 2010–11 forms in this manual (Appendix D).
- Do not use correction fluid/tape or "black-out" on images or on written or typed information in the datafolio.
- Do not submit photocopies (either in part or whole) in place of original materials. Photocopies of any portion of the datafolio will result in a no score rating for the date, AGLI, or content area for which the photocopies are submitted.
- Do not erase mistakes. Cross out, correct, AND initial each mistake.
- Be sure assessment tasks are observable and measurable and do not include a criterion in the assessment task.
- Submit verifying evidence that clearly connects to the assessment task as described.
- Do not omit required datafolio components or submit incomplete documentation.
- Be sure to accurately transcribe the last three dates of student performance data to the Data Summary Sheet.
- Be sure to document all seven required elements on the Data Summary Sheet, verifying evidence (either on the actual evidence itself or a VE label), and supporting evidence.
- Be sure to include the two pieces of required verifying evidence for two of the three dates of student performance for each assessed AGLI.
- Submit verifying evidence that confirms the data on the Data Summary Sheet.
- Submit the required supporting evidence when submitting a Data Collection Sheet.
- Submit a valid Observer Verification Form per the guidelines on page 19 of this manual.

- Submit photographs (a minimum of three) that are sequential and include a written caption describing the action for each photograph. Submit only photographs taken on the same date.
- Include at least three dates on the Data Collection Sheet.
- Do not submit a Data Collection Sheet or Data Summary Sheet with dates that are outside the administration period.
- Do not submit discrepant documentation. Information on the verifying evidence, VE label, and Data Summary Sheet must agree.

NYSAA SCORING RUBRIC

For each content area at each grade, two AGLIs must be assessed on at least three dates within the administration period. Charted below are the two Required Components for each grade and content area. (Reference the NYSAA Frameworks in Appendix H.)

Content	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
ELA	<ul style="list-style-type: none"> • Key Idea Reading • Key Idea Listening 	<ul style="list-style-type: none"> • Key Idea Reading • Key Idea Writing 	<ul style="list-style-type: none"> • Key Idea Reading • Key Idea Listening 	<ul style="list-style-type: none"> • Key Idea Reading • Key Idea Writing 	<ul style="list-style-type: none"> • Key Idea Reading • Key Idea Listening 	<ul style="list-style-type: none"> • Key Idea Reading • Key Idea Writing 	<ul style="list-style-type: none"> • Key Idea Reading • Key Idea Writing
Mathematics	<ul style="list-style-type: none"> • Strand Number Sense & Operations • Strand Measurement 	<ul style="list-style-type: none"> • Strand Number Sense & Operations • Strand Measurement 	<ul style="list-style-type: none"> • Strand Number Sense & Operations • Strand Geometry 	<ul style="list-style-type: none"> • Strand Number Sense & Operations • Strand Algebra 	<ul style="list-style-type: none"> • Strand Number Sense & Operations • Strand Statistics & Probability 	<ul style="list-style-type: none"> • Strand Geometry • Strand Algebra 	<ul style="list-style-type: none"> • Strand Algebra • Strand Statistics & Probability
Science		<ul style="list-style-type: none"> • Standard 1 Scientific Inquiry • Standard 4 Living Environment & Physical Setting/ Earth Science 				<ul style="list-style-type: none"> • Standard 1 Scientific Inquiry • Standard 4 Living Environment & Physical Setting/ Earth Science 	<ul style="list-style-type: none"> • Standard 4 Living Environment • Standard 4 Physical Setting/ Earth Science
Social Studies							<ul style="list-style-type: none"> • Standard 1 US History • Standard 2 Global History

CONNECTION TO GRADE LEVEL CONTENT + PERFORMANCE = RATING

Connection to Grade Level Content = AGLIs are the expansion of the academic content for students with severe cognitive disabilities. The assessment task must connect to the AGLI AND the verifying evidence must demonstrate the task. If these connections are not clear, the AGLI will not be scored.

Performance = Level of Accuracy + Level of Independence

RATING	4	3	2	1	No Score (NS)
Level of Accuracy	The student demonstrates skills based on AGLIs with an average of 80-100% Accuracy.	The student demonstrates skills based on AGLIs with an average of 60-79% Accuracy.	The student demonstrates skills based on AGLIs with an average of 30-59% Accuracy.	The student demonstrates skills based on AGLIs with an average of 0-29% Accuracy.	Required evidence of student performance was not submitted OR Scorer was unable to determine a score based on the submitted evidence.
Level of Independence	The student seldom requires cues or prompts when demonstrating skills based on the documented AGLIs. (80-100% Independence)	The student requires limited cues or prompts to demonstrate skills based on the documented AGLIs. (60-79% Independence)	The student requires extensive cues or prompts to demonstrate skills based on the documented AGLIs. (30-59% Independence)	The student requires constant cues or prompts to demonstrate skills based on the documented AGLIs. (0-29% Independence)	Required evidence of student performance was not submitted OR Scorer was unable to determine a score based on the submitted evidence.

Section Three: Effective Practices

Educators, members of the CSE, and special education administrators may find this information helpful as they prepare to meet the requirements for administering the NYSAA.

Guidelines for Ethical Generation of Student Performance Data

Each student is the primary author of his/her NYSAA datafolio. Students with severe cognitive disabilities often require supports in order to generate datafolio work products. The best datafolio work combines high-quality instruction with valid and reliable assessment procedures.

The NYSAA datafolio is an official, scorable document of the NYS Testing Program. As such, the building Principal is responsible for all aspects of the school's administration of the NYSAA. It is designed to be shared and discussed with the student's parent/family/guardian, instructional team, and the CSE. Its primary values are to inform parents of their child's learning, plan for instruction that is based on the core curriculum, and provide data for CSE decision-making. Follow the guidelines below to ensure the ethical generation of student work.

- All teachers should describe the student's strengths and needs in positive terms.
- Student privacy is a right. Only the student should disclose confidential information (e.g., type of disability).
- All student work should be authentic. Presenting evidence that the student did not produce, or using assistive technology that is not indicated in the student's IEP or used in the regular course of instruction, is not allowed. Only original student work and original documentation of student work is acceptable for scoring.
- Teachers and instructional team members must collect and organize NYSAA evidence and compile entries within the designated NYSAA administration period. The dates for the NYSAA administration period are October 4, 2010, through February 11, 2011.
- No further work, edits, additions, changes, etc. can be done to a datafolio after the close of the administration period on February 11, 2011.
- Be familiar with the NYS Core Curriculum and AGLIs.
- Develop standards-based instructional activities and materials.
- Inform and engage families in discussions about the core curriculum, AGLIs, and the NYSAA.
- Develop an assessment timeline within the NYSAA administration period, taking into account the number of students being assessed in the classroom, as well as students' individual learning rates and instructional needs. Plan enough time to compile and review datafolios before the last day of the administration period. Participate in collegial review sessions.
- Hold high expectations for all students. Provide a wide range of instruction and opportunities for growth. Use age-appropriate instructional materials and assessment strategies and develop learning tasks that promote increased independence.
- Use test accommodations and assistive technology as required and documented on the IEP.
- Provide opportunities for students to practice and demonstrate their knowledge, skills, and understanding across multiple settings.

Considerations for Collecting Evidence

Collecting student work products for students who cannot write with or hold a pencil, pen, crayon, or marker can be very challenging when preparing to assess some tasks. The following suggestions and practices were provided by teachers during previous NYSAA administrations.

- Students may complete work samples using a computer. The material can be printed, a VE label affixed to the back of the material, and submitted as a student work product.
 - Students may select answers using a "touch screen."

- Students may select answers using “switch interface” or an input device (e.g., adapted keyboard, IntelliKeys™, or scanning with stop/select switch).
- Students may produce a map, a diagram, a drawing, or other artwork using graphics software.
- Students may photograph selected items with a digital camera or create materials using an image scanner.
- If students can point to or touch a selection they may make marks on paper to select answers or make choices.
 - Place a rubber fingertip on student’s finger and place water paint or another washable non-toxic coloring material in a dish. The student dips his/her finger into the coloring agent and makes a mark on the paper when touching a selected answer.
 - The student can indicate a selection with a self-inking stamp, a special symbol, or with a stamp and inepad.
 - The student can apply self-adhesive labels with a check or a mark to indicate a selection.
- If the student can make a selection verbally or by eye gaze, the person assessing the student may record the item and/or answer selected.