

# Reference Sheet for Administrators

## NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA)

### Important Dates

October 4, 2010–February 11, 2011 - NYSAA Administration Period

March 14, 2011–May 5, 2011 - NYSAA Regional Scoring Period

### Age Ranges/Content Areas to be Assessed

NYSAA is a datafolio assessment that measures the progress of students with severe disabilities in achieving the learning standards through alternate grade level indicators. All students in the following age ranges who are eligible to take NYSAA must be tested in 2010-11. Students with disabilities participating in the NYSAA 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. **Please note: The table below has been revised since there no longer are any State Grades 5 and 8 Social Studies Tests.**

| <b>Age Ranges for Testing on the NYSAA in 2010–11</b>           |                                   |  |
|---|-----------------------------------|--|
| <b>Assessment</b>   | <b>Birth Date</b>                 | <b>Student's Age<br/>Between<br/>September 1, 2010<br/>and<br/>August 31, 2011</b> |
| Grade 3 ELA, Mathematics  | September 1, 2001—August 31, 2002 | 9  |
| Grade 4 ELA,<br>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,<br>Mathematics, Science                            | September 1, 1996—August 31, 1997 | 14   |
| Secondary-Level ELA,<br>Mathematics, Science,<br>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.

### **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 Assessment Policy, Development, and Administration 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 Administration Manual**

The NYSAA Administration Manual outlines the information that teachers need to know to prepare, administer and assemble the NYSAA datafolio. This Manual includes the following information:

- Introduction with Age and Participation Criteria
- Steps for Administering NYSAA including Information on the Amount of Data to be Collected
- Scoring Criteria
- Effective Practices
- Sample Datafolio
- NYSAA Planning Tool
- Checklist for Collegial Review
- Measured Progress' Profile™ Web-based Tool
- Glossary of Terms
- Forms Required to Administer NYSAA
- Resources for Teachers

The current Administration Manual is available on the Department's NYSAA website at: <http://www.p12.nysed.gov/osa/nysaa/nysaa-manual-11.html>

### **Collegial Review**

A collegial review is required for each datafolio. Collegial review is a facilitated process in which a teacher who has compiled a NYSAA datafolio has a colleague, peer, or administrator who is familiar with the requirements for the NYSAA review the student datafolio contents for errors, omissions, or needed revisions. A collegial review provides feedback to the teacher about whether all NYSAA requirements have been met, as indicated in the NYSAA Administration Manual. Collegial review helps ensure, but does not guarantee, that a datafolio meets the procedural requirements in order to receive a reportable score. After the collegial review is completed, administrators should ensure that the teacher who compiled the datafolio has made the appropriate changes. These reviews and revisions are a vital part of the administration process for NYSAA. The Department recommends the use of the *Checklist for Collegial Reviews* to guide the collegial reviews. The *Checklist* can be found in Appendix F of the Administration Manual.

### **Common Errors Found in NYSAA Datafolios**

Common errors include:

- The wrong grade level was assessed.
- The assessment task does not connect to the Alternate Grade Level Indicator (AGLI).
- The verifying evidence does not connect to the assessment task.
- All of the required elements are not documented on the verifying evidence.
- Less than two pieces of verifying evidence are submitted for an AGLI.
- Verifying evidence does not support the data documented on the Data Summary Sheet.
- Photographic evidence is not sequential, captioned, or from the same date.
- Data Collection Sheet evidence is not complete or incorrectly documented.
- Dates recorded on the Data Summary Sheet are outside the administration period.
- Calculation and transcription errors make the student's actual performance unclear.
- Data Summary Sheets or verifying evidence include information that is covered in white-out, or is blacked-out, erased, or photocopied.

### **Resources**

For the latest information about this assessment, please visit the Department's NYSAA website at: <http://www.p12.nysed.gov/osa/nysaa/>