

2011-12 NYSAA Fall Administration Training

Guided Practices #1 and 2 WORKSHEETS

GP 1	Guided Practice #1: Steps 1-5	Guided Practice
	Part A: Grade Assessed	

Refer to the NYSAA Administration Manual page 4 for the NYSAA Age Range Chart to identify the grade level and content areas in which the student will be assessed.

Student #1:
Date of Birth: 1/22/1998 Student will reach age _____ between September 1, 2011 and August 31, 2012. Grade to be assessed _____ Content areas to be assessed <input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)
Student #2:
Date of Birth: 10/05/1996 Student will reach age _____ between September 1, 2011 and August 31, 2012. Grade to be assessed _____ Content areas to be assessed <input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)
Student #3:
Date of Birth 09/19/2002 Student will reach age _____ between September 1, 2011 and August 31, 2012. Grade to be assessed _____ Content areas to be assessed <input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)



Teachers stop here for review.

Complete the NYSAA Planning Tool for Alex Student below. Identify the Choice Components for ELA; select AGLIs for the other content area, as if you were Alex’s teacher.

2011–12 NYSAA Administration Planning Tool	Grade 3
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Grade Level Assessed: Grade 3
(Birth Date: September 1, 2002—August 31, 2003)

Student Name: Alex	Date of Birth: 06/09/2003
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	Required Components	Choice Components	AGLI Codes					
ELA*	Key Ideas Reading	Standards** <input type="checkbox"/> 2 – Reading for literary response and expression, OR <input type="checkbox"/> 4 – Reading for social interaction	Reading AGLI Code <table border="1" style="margin: auto;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> <td style="text-align: center;">3</td> </tr> </table>	1	2	2	0	3
	1	2	2	0	3			
<i>AND</i>		<input type="checkbox"/> 2 – Listening for literary response and expression, OR <input type="checkbox"/> 4 – Listening for social interaction	Listening AGLI Code <table border="1" style="margin: auto;"> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> <td style="text-align: center;">4</td> </tr> </table>	3	2	2	0	4
3	2	2	0	4				

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

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



Teachers stop here for review.

GP 2	Guided Practice #2: Steps 6-9	Guided Practice
	Part A: Completing Data Summary Sheets	
Using the NYSAA Planning Tool that you completed in Practice 1, the Student Page and verifying evidence provided, complete the Data Summary Sheets for Alex's ELA AGLIs.		

2011–12 NYSAA Student Page (1 of 2)

Student Information	
Last Name: <i>Student</i>	First Name: <i>Alex</i>
Date of Birth: <i>06/09/2003</i>	
Student ID# (assigned by school district): <i>00000</i>	
District of Residence: <i>ABC District</i>	
Name of School Student Attends: <i>Any Town Elementary School</i>	
Attending School City/State: <i>Any Town</i>	
Student most often receives instruction in the following setting (check one below): <input checked="" type="checkbox"/> School <input type="checkbox"/> Home <input type="checkbox"/> Hospital or <input type="checkbox"/> Other (specify): _____	

Administration Period for 2011–12 NYSAA: October 3, 2011–February 10, 2012

NYSAA Datafolio Submitted for the Following Grade: (check only one box based on the student's birth date)			
	Birth Date Range	NYSAA Level	Content Areas Assessed
<input checked="" type="checkbox"/>	September 1, 2002—August 31, 2003	Grade 3	ELA, Mathematics
<input type="checkbox"/>	September 1, 2001—August 31, 2002	Grade 4	ELA, Mathematics, Science
<input type="checkbox"/>	September 1, 2000—August 31, 2001	Grade 5	ELA, Mathematics
<input type="checkbox"/>	September 1, 1999—August 31, 2000	Grade 6	ELA, Mathematics
<input type="checkbox"/>	September 1, 1998—August 31, 1999	Grade 7	ELA, Mathematics
<input type="checkbox"/>	September 1, 1997—August 31, 1998	Grade 8	ELA, Mathematics, Science
<input type="checkbox"/>	September 1, 1993—August 31, 1994	Secondary	ELA, Mathematics, Science, Social Studies

Supports Required per IEP (check all that apply):		
	Type of Support	Details
<input type="checkbox"/>	Assistive technology	
<input type="checkbox"/>	Communication system	

Month in which the last Collegial Review of this datafolio was conducted:	<i>December</i>
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Testing Accommodations are listed on the next page.

2011–12 NYSAA Student Page (2 of 2): Testing Accommodations

Testing Accommodations Provided During Testing (check all that apply):				
Testing Accommodations	Content Area			
<input type="checkbox"/> Flexibility in scheduling/timing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Flexibility in setting	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Method of presentation (exclude Braille/large type and test read)	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Method of response	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Other (exclude use of calculator, abacus, and arithmetic tables, use of spell-check/grammar-check devices, and waiving of spelling, paragraphing and punctuation)	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Braille	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Large type	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Tests read *	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Use of calculator, abacus, or arithmetic tables **	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Use of spell-check/grammar-check devices ***	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Waiving of spelling, paragraphing, or punctuation ***	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
ELL Testing Accommodations	Content Area			
<input type="checkbox"/> Time extension	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Separate location	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Bilingual dictionary/glossary	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Oral translation	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Responses written in native language	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)
<input type="checkbox"/> Translated edition (selected tests)	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies (HS)

* Only an allowable testing accommodation for HS ELA or for Grade 3-8 ELA AGLIs that do not assess reading skills; is allowed for Grade 3-HS for mathematics, science, and social studies.

** Only an allowable testing accommodation for HS mathematics or for Grade 3-8 mathematics AGLIs that do not assess calculation skills; is allowed for Grade 3-HS ELA, science, and social studies.

*** Only an allowable testing accommodation for HS ELA or for Grade 3-8 ELA AGLIs that do not assess writing skills; is allowed for Grade 3-HS for mathematics, science, and social studies.

Student Name:	Date of Birth:
School Name:	

1st ELA Required Component: Key Idea - Reading
 Choice Component (select one):
 Standard 2: Students will read, write, listen, and speak for **literary response and expression.**
 Standard 4: Students will read, write, listen, and speak for **social interaction.**

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

Assessment task:

The SAT and page information below is not required, however it is helpful for scoring:

This assessment task is the **same** as SAT# _____ on page _____ in the NYSAA Frameworks.
 This assessment task is **comparable** to SAT# _____ on page _____ in the NYSAA Frameworks.
 This is an **original assessment task** developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)		Date 1:		Date 2:		Date 3: 10/21/11	
		%	Rating	%	Rating	%	Rating
Level of Accuracy						100	4
Level of Independence						75	3
Scoring Rubric	Level	100% - 80%	79% - 60%	59% - 30%	29% - 0%		
	Rating	4	3	2	1		

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, Level of Accuracy, and Level of Independence. Failure to record all required elements on both the Data Summary Sheet and the verifying evidence may disqualify the student from receiving a reportable score. Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

Weekly Reader- A Perfect Pumpkin

Student Alex

Date 10/12

Acc. $\frac{4}{4} = 100\%$
Ind. $\frac{4}{4} = 100\%$

1. What did they plant in the story?



Apples



Pumpkins



Corn

2. What did they do first?



Plant seeds



Dig a hole



Watch the pumpkin grow

3. When the seed started to grow, what did the plant have on it first?



4. Who won a prize for growing the biggest pumpkin?



The farmer



The teacher



The grocer

NYSAA Verifying Evidence Label

Date of Student Performance: 10 / 12 / 2011

Student Name: Alex Student

ELA Mathematics Science Social Studies (HS only)

AGLI text: answer questions about texts read or read aloud by others on a given worksheet.

Task: The student will answer questions about texts read or read aloud by others on a given worksheet.

Accuracy: 100 % Independence: 100 %

Alex was read the story **A Perfect Pumpkin** from the **Weekly Reader**. He was read the question and caption under the picture. He then independently circled his answer.

Student Alex Date 10-13

FIRE SAFETY

Accuracy 4/4-100%
Independence 4/4-100%

1. Firefighters help keep who safe?



People



Trucks



Clothes

2. What should people practice in case there was a fire?



Getting out of their car



Getting out of their house



Getting off their bike

3. What should you never touch?



Matches



Paper



Stuffed animal

4. To protect everyone in your house. What should every house in it?



A dog



A smoke alarm



kids

Alex was read the **Fire Safety** story from the **Weekly Reader**. He was read the question and caption under the picture. He then independently circled his answer.

NYSAA Verifying Evidence Label

Date of Student Performance: 10 / 13 / 2011

Student Name: Alex Student

ELA Mathematics Science Social Studies (HS only)

AGLI text: *answer questions about texts read or read aloud by others on a given worksheet.* _____

Task: *The student will answer questions about texts read or read aloud by others on a given worksheet.* _____

Accuracy: 100 % Independence: 100 %

Student Name:	Date of Birth:
School Name:	

2nd ELA Required Component: Key Idea - Listening
 Choice Component (select one):
 Standard 2: Students will read, write, listen, and speak for **literary response and expression.**
 Standard 4: Students will read, write, listen, and speak for **social interaction.**

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

Assessment task:

The SAT and page information below is not required, however it is helpful for scoring:

This assessment task is the **same** as SAT# _____ on page _____ in the NYSAA Frameworks.
 This assessment task is **comparable** to SAT# _____ on page _____ in the NYSAA Frameworks.
 This is an **original assessment task** developed by the teacher.

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

Verifying evidence (VE) must confirm the student’s name, date of student performance, content area, AGLI text, assessment task, Level of Accuracy, and Level of Independence. Failure to record all required elements on both the Data Summary Sheet and the verifying evidence may disqualify the student from receiving a reportable score. Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for **TWO OF THE THREE DATES** of student performance documented on this Data Summary Sheet.

NYSAA Data Collection Sheet for a Multi-Step Task

Student Name: Alex Student

Content Area: ELA Mathematics
 Science Social Studies (HS only)

AGLI Text: *Identify important characters and/or events in stories read aloud*
Identify important characters and/or events in stories read aloud given multiple choices.

Describe each Step of the Assessment Task:	ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response				INDEPENDENCE (Ind) KEY: (+) Independent (-) Prompted					
	Date 11/08/11		Date 11/15/11		Date 11/22/11		Date 11/29/11		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
*Who is the main character in the story? (character selected from 4 choices)	+	+	+	-	+	+	+	+		
*What is the main event in the story? (event selected from 4 choices)	+	-	+	+	+	+				
Total + 's	2	1	2	2	2	2	2	2	2	2
Total Steps	2	2	2	2	2	2	2	2	2	2
Fraction	2/2	1/2	2/2	1/2	2/2	1/2	2/2	2/2	100%	100%
Percent (%)	100%	50%	100%	50%	100%	50%	100%	100%	100%	100%
(REQUIRED FOR EACH DATE WITH DATA) Fill-in Staff Initials of Person Recording the Data for Each Date	AJ	AJ	AJ	AJ	AJ	AJ	AJ	AJ		

Staff Key (REQUIRED)
 Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above

Initials: AJ Name: Alex Student Initials: J Name: [Redacted]
 Initials: [Redacted] Name: [Redacted] Initials: [Redacted] Name: [Redacted]

NOTE: A Data Collection Sheet cannot stand alone, supporting evidence is required. Includes minimum of three dates. Complete in full, including staff initials for each date.

11/08/11 G0, D0G, G0! 11/15/11 The Hallo-wiener 11/22/11 The Great Pumpkin 11/29/11 At the Zoo

A - 100% (2/2)
I - 50% (1/2)

Name Alex

After the story is read aloud, The Hallo-wiener, please place a sticker on the correct answer or answers.

Who is the main character in the story?



Oscar *correct*



The Witch



Kermit the Frog



Superman

What is the main event in the story?



Easter egg hunt



Soccer Game



Oscar saves the day!

*correct
needed prompt
to stay on
task*



Kids yell trick or treat!

VE Label on Back

NYSAA Verifying Evidence Label

Date of Student Performance: 11 / 15 / 2011

Student Name: Alex Student

ELA Mathematics Science Social Studies (HS only)

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

Task: *The student will identify important
characters and/or events in stories read aloud
given multiple choices.* _____

Accuracy: 100 % Independence: 50 %

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 may disqualify the student from receiving a reportable score.

Teacher completes this section:

Student Name: Alex Student

Date of Student Performance: 11 / 22 / 11

ELA
 Mathematics
 Science
 Social Studies (HS only)

AGLI text:

identify important characters and/or events in stories read aloud

Assessment task:

The student will identify important characters and/or events in stories read aloud given multiple choices.

Accuracy: 100 % Independence: 50 %

Observer* completes this section:

Observer Name: R [redacted] W [redacted]

Observer Title/Position (REQUIRED):

- Teacher
 Administrator
 School Psychologist
 Related Service Provider: Occupational Therapist, Physical Therapist, Speech & Language Therapist, Certified Occupational Therapy Assistant, Physical Therapist Assistant
 Nurse
 Other certified or licensed professional: _____ (title)

I hereby certify the assessment task was conducted in my presence.

R [redacted] W [redacted]

Nov. 22, 11'

OBSERVER'S SIGNATURE

(cannot be the same person collecting data)

DATE

(must be same date of student performance noted above)

*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

Use your NYSAA Administration Manual and information from the training DVD to answer the following questions regarding NYSAA requirements.

1. How many pieces of verifying evidence are required? _____
2. If the assessment task contains an “and”, such as “addition and subtraction problems”, must both “addition” and “subtraction” be shown in the verifying evidence? Yes or No
3. If the assessment task contains an “and/or”, such as “addition and/or subtraction problems”, must both “addition” and “subtraction” be shown in the verifying evidence? Yes or No
4. If the assessment task is plural, such as “texts”, must the verifying evidence demonstrate the plural by showing or notating the different texts that were used? Yes or No
5. What are the four types of verifying evidence? _____

6. Which type of evidence requires supporting evidence? _____
7. Name the two student performance data percentages that must be documented on the Data Summary Sheet for the last three dates of student performance. _____

8. What are the seven required elements that must be recorded on verifying evidence?

9. Each of the four types of verifying evidence must meet individual criteria in order to be valid. Complete the table below for each type of verifying evidence. (Please note: Review the Administration Manual for all requirements specific to each type of verifying evidence.)

Student Work Product	Photograph	Video- or Audiotape clip	Data Collection Sheet

Choices (words may be used more than once)

Minimum of Three Photographs • Steps/Time-Segment/Trial Information • Recorded Markers • Minimum of Three Dates • Sequenced from a Single Date • Captioned • Initials of Staff Recording Data • No Prerequisite or Post-Activity Steps • Supporting Evidence • Clip Summary Sheet • Original • Informed Consent • 90 Seconds or Less • Seven Required Elements

10. What is the administration period for 2011-12? _____