

# 2011-12 New York State Alternate Assessment

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## Administration Training: New Teacher Overview

Office of Assessment Policy, Development and Administration



University of the  
State of New York  
State Education  
Department

# Purpose of Administration Training

- Provides an overview of the NYSAA administration process and prepares teachers to plan, administer, assemble, and submit student datafolios for scoring.
- Intended for teachers new to the NYSAA and those with limited NYSAA experience.
- All teachers must review the 2011-12 Administration Manual (September 2011).



# **New York State Alternate Assessment**

## **ADMINISTRATION MANUAL**

**2011–12**



**Developed by**

The New York State Education Department  
Office of Assessment Policy, Development and Administration  
Measured Progress, Inc.

**September 2011**

# **Appendix G: Introduction**

## **NYSAA Frameworks**

### **ADMINISTRATION MANUAL**

**New York State Alternate Assessment**  
(September 2011)

# NYSAA Web Site and Links

- **NYSAA Homepage:**

<http://www.p12.nysed.gov/apda/nysaa/>

- **Office of Assessment Policy, Development and Administration (APDA):**

<http://www.p12.nysed.gov/apda/>

- **Information and Reporting Services (IRS):**

<http://www.p12.nysed.gov/irs/>

# NYSAA Support and Technical Assistance

- Alternate Assessment Training Network (AATN) Specialists
  - Designated by each BOCES/Big 5 City School District
  - Provide administration training and technical support
  - Support scoring and scoring training
- Regional Lead Trainers (RLTs)
  - Sub-contracted by Measured Progress
  - Assigned geographic region to support
  - Support AATN Specialist training and provide technical assistance throughout administration and scoring
  - Contact information on page 5 of the Administration Manual

# NYSAA

# Steps Chart

## Administration Manual, Page 7

### 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 an NYSAA Datafolio

Administration Period: October 3, 2011–February 10, 2012

**Note:** Teachers are required to participate in Collegial Reviews of NYSAA student datafolios during the administration period. See page 28 for more information on Collegial Review.

	<b>Step 1:</b>	Confirm students to be assessed; Prepare to administer the NYSAA, confirm date of birth criteria	
FOR EACH CONTENT AREA ELA, Math, Science, and Social Studies (HS only)	<b>Step 2:</b>	Determine Required Components using Test Blueprints	
	<b>Step 3:</b>	Determine Choice Components using Test Blueprints	
	<b>Step 4:</b>	Select two AGLIs per content area	
	<b>Step 5:</b>	Select an assessment task for each AGLI	
	<i>← Recommended Collegial Review Point</i>		
	FIRST AGLI  1 <sup>st</sup> Required Component	<b>Step 6:</b>	Plan for evidence (verifying evidence and/or supporting evidence) that must be included for each AGLI
		<b>Step 7:</b>	Conduct assessment task
		<b>Step 8:</b>	Complete verifying evidence documentation
	<i>← Recommended Collegial Review Point</i>		
	<b>Step 9:</b>	Complete Data Summary Sheet	
SECOND AGLI  2 <sup>nd</sup> Required Component	<b>Step 6:</b>	Plan for evidence (verifying evidence and/or supporting evidence) that must be included for each AGLI	
	<b>Step 7:</b>	Conduct assessment task	
	<b>Step 8:</b>	Complete verifying evidence documentation	
	<i>← Recommended Collegial Review Point</i>		
<b>Step 9:</b>	Complete Data Summary Sheet		
<b>Step 10:</b>	Complete steps 6–9 for each content area to be assessed		
	<b>Step 11:</b>	Assemble the datafolio according to the standardized procedures described in this Administration Manual	
<i>← Recommended Collegial Review Point</i>			
	<b>Step 12:</b>	Submit the datafolio to the building administrator no later than close of business <b>February 10, 2012</b> . 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 10, 2012.	
	<b>Step 13:</b>	Complete the online teacher survey at <a href="http://iservices.measuredprogress.org/NYSAASurvey.asp">http://iservices.measuredprogress.org/NYSAASurvey.asp</a>	

# Introduction – Steps 1, 2, and 3

- **Step 1:** Determine students to be assessed using
  - Individual Education Program (IEP)
  - Student’s date of birth and the NYSAA Age Range Chart
    - Grade and content areas assessed
- **Step 2:** Review the NYSAA Test Blueprints – Required Components
- **Step 3:** Review the NYSAA Test Blueprints – Choice Components

# NYSAA Planning Tool

## Administration Manual, Appendix E

2011–12 NYSAA Administration Planning Tool **Grade 4**

Grade Level Assessed: Grade 4  
(Birth Date: September 1, 2001—August 31, 2002)

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

ELA*	Required Components	Choice Components	AGLI Codes
	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  _ _ _ _
<i>AND</i>			
Writing	<input type="checkbox"/> 1 – Writing for information and understanding, OR <input type="checkbox"/> 2 – Writing for literary response and expression	Writing AGLI Code  _ _ _ _	

Mathematics*	Required Components	Choice Components	AGLI Codes
	Strands Number Sense and Operations	Bands** <input type="checkbox"/> Number Systems, OR <input type="checkbox"/> Operations	Number Sense and Operations AGLI Code  _ _ _ _
<i>AND</i>			
Measurement	<input type="checkbox"/> Units of Measurement, OR <input type="checkbox"/> Units/Estimation	Measurement AGLI Code  _ _ _ _	

Science*	Required Components	Choice Components	AGLI Codes
	Standards 1 – Scientific Inquiry	Key Ideas** <input type="checkbox"/> 1 – Develop explanations of natural phenomena, OR <input type="checkbox"/> 2 – Testing proposed explanations	Scientific Inquiry AGLI Code  _ _ _ _
<i>AND</i>			
4 – Living Environment and Physical Setting/Earth Science	<input type="checkbox"/> 3 – Changes in organisms over time, OR <input type="checkbox"/> 2 – Interactions among components of air, water and land	Living Environment OR Physical Setting/Earth Science AGLI Code  _ _ _ _	

\*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.

# When are students assessed?

## Teachers

- Work with students during regular instruction
- Provide an instructional period where skills are introduced
- Collect performance data on three separate dates within the administration period for a specific assessment task

# NYSAA Administration Period



- Administration begins on October 3, 2011
- Administration ends on February 10, 2012
- All datafolios must be completed and turned in to building administrators by February 10, 2012
  - No further work, edits, additions, changes, etc. can be done to a datafolio after February 10<sup>th</sup>

# NYSAA Performance Data

- **Level of Accuracy** – the number of correct responses
- **Level of Independence** – the number of steps/items that did not require prompts or cues

# Age Ranges for Testing on NYSAA in 2011–12

<b>Assessment</b>	<b>Birth Date</b>	<b>Reaches age given between September 1, 2011 and August 31, 2012</b>
<b>Grade 3 ELA, Mathematics</b>	Sept. 1, 2002—Aug. 31, 2003	9
<b>Grade 4 ELA, Mathematics, Science</b>	Sept. 1, 2001—Aug. 31, 2002	10
<b>Grade 5 ELA, Mathematics</b>	Sept. 1, 2000—Aug. 31, 2001	11
<b>Grade 6 ELA, Mathematics</b>	Sept. 1, 1999—Aug. 31, 2000	12
<b>Grade 7 ELA, Mathematics</b>	Sept. 1, 1998—Aug. 31, 1999	13
<b>Grade 8 ELA, Mathematics, Science</b>	Sept. 1, 1997—Aug. 31, 1998	14
<b>Secondary-Level ELA, Mathematics, Science, Social Studies</b>	Sept. 1, 1993—Aug. 31, 1994	18*

# Confirm IEP Information

- Student's date of birth
- NYSAA designated as assessment
- Testing Accommodations
- Goals and objectives

# Step 2: Determine Required Components using Test Blueprints

**NYSAA Test Blueprint - English Language Arts (ELA)  
Effective with 2006-07 Administration**

REQUIRED COMPONENT						
Two ELA Key Ideas Must be Assessed at each Grade Level Required Key Ideas Vary by Grade as Marked by an X in the Chart Below						
ELA Key Idea <sup>1</sup>	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Reading	X	X	X	X	X	X
Writing		X		X		X
Listening	X		X		X	
Speaking*	---	---	---	---	---	---

\*Note: Speaking is not assessed on the general education State assessments.

CHOICE COMPONENT						
For Each Required Key Idea, There are Two Possible Standards From Which to Allowable Choices of Standard Vary by Grade as Marked by an X in the Chart Below Standard for Each Key Idea from Standards Marked with an X						
Standards	Key Idea	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
1	Reading			X	X	X
2	Reading	X	X	X	X	X
3	Reading					X
4	Reading	X	X			
1	Writing		X		X	X
2	Writing		X		X	
3	Writing					X
4	Writing					
1	Listening			X		X
2	Listening	X		X		X
3	Listening					
4	Listening	X				

<sup>1</sup>Key Ideas are defined on page 2 of the Introduction of the [English Language Arts Core Curriculum \(May 2006\)](#) receptive language skills of listening and reading and as the expressive language skills of writing and speaking

**NYSAA Test Blueprint - Mathematics  
Effective with 2006-07 Administration**

REQUIRED COMPONENT						
Two Mathematics Strands Must be Assessed at each Grade Level Required Strands Vary by Grade as Marked by an X in the Chart Below						
MATHEMATICS STRANDS	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Number Sense & Operations	X	X	X	X	X	
Measurement	X	X				
Geometry			X			X
Algebra				X		X
Statistics & Probability					X	

CHOICE COMPONENT						
For Each Required Strand, There are Two Possible Bands From Which to Draw Allowable Choices Within Bands Vary by Grade as Marked by an X in the Chart Below Each Required Strand, Choose 1 of the Bands Marked with an X						
Bands	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Number Sense &amp; Operations</b>						
Number Systems	X	X	X	X		
Number Theory					X	
Operations	X	X	X	X	X	
<b>Measurement</b>						
Units of Measurement	X	X				
Units/Estimation	X	X				
<b>Geometry</b>						
Geometric Relationships			X			X
Transformational Geometry						X
Coordinate Geometry			X			
<b>Algebra</b>						
Variables & Expressions				X		X
Equations & Inequalities				X		
Patterns, Relations & Functions						X
<b>Statistics &amp; Probability</b>						
Collection of Data					X	
Organization & Display of Data						
Analysis of Data					X	

See [Mathematics Core Curriculum \(March 2005\)](#) for further information.

**NYSAA Test Blueprint - Science  
Effective with 2006-07 Administration**

REQUIRED COMPONENT			
Two Standards must be Assessed at each Grade Level as Marked by an X in the Chart Below.			
Science Standards	Grade 4	Grade 8	High School
1 - Scientific Inquiry	X	X	
4 - Living Environment			X
4 - Physical Setting/ Earth Science	X	X	X

CHOICE COMPONENT				
For Each Required Standard, There are Two Possible Key Ideas From Which to Draw Key Ideas Vary by Grade as Marked by an X in the Chart Below Choose 1 Key Idea for each Standard from Key Ideas Marked with an X				
Standards	Key Idea	Grade 4	Grade 8	High School*
1 - Scientific Inquiry	1- Develop explanations of natural phenomena	X		
	2- Testing proposed explanations	X	X	
	3- Observations made while testing		X	
4- Living Environment	1- Similarities/differences between living and nonliving things.			X
	3- Changes in organisms over time	X		
	5- Dynamic equilibrium		X	
4- Physical Setting/ Earth Science	7- Human decisions/activities impact			X
	1- Relative motion and perspective			X
	2- Interactions among components of air, water and land	X		X
	3- Particle properties determine observable characteristics of matter and its reactivity		X	

\*Note: at the high school level, choices are made within one Standard, i.e., Standard 4. One choice is drawn from the two designated within the Living Environment section of the curriculum and the other choice is drawn from the two designated within the Physical Setting/Earth Science section of the curriculum. See the Core Curricula for Science at <http://www.emsc.nysed.gov/cial/cores.htm#science>.

# NYSAA Planning Tool

## Administration Manual, Appendix E

2011–12 NYSAA Administration Planning Tool **Grade 4**

Grade Level Assessed: Grade 4  
(Birth Date: September 1, 2001—August 31, 2002)

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

	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 [ ][ ][ ][ ][ ]
	<i>AND</i>		
	Writing	<input type="checkbox"/> 1 – Writing for information and understanding, OR <input type="checkbox"/> 2 – Writing for literary response and expression	Writing AGLI Code [ ][ ][ ][ ][ ]

	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 [ ][ ][ ][ ][ ]
	<i>AND</i>		
	Measurement	<input type="checkbox"/> Units of Measurement, OR <input type="checkbox"/> Units/Estimation	Measurement AGLI Code [ ][ ][ ][ ][ ]

	Required Components	Choice Components	AGLI Codes
Science*	Standards 1 – Scientific Inquiry	Key Ideas** <input type="checkbox"/> 1 – Develop explanations of natural phenomena, OR <input type="checkbox"/> 2 – Testing proposed explanations	Scientific Inquiry AGLI Code [ ][ ][ ][ ][ ]
	<i>AND</i>		
	4 – Living Environment and Physical Setting/Earth Science	<input type="checkbox"/> 3 – Changes in organisms over time, OR <input type="checkbox"/> 2 – Interactions among components of air, water and land	Living Environment OR Physical Setting/Earth Science AGLI Code [ ][ ][ ][ ][ ]

\*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.

# NYSAA Test Blueprints (cont'd)

## NYSAA Test Blueprint - English Language Arts (ELA) Effective with 2006-07 Administration

REQUIRED COMPONENT							
Two ELA Key Ideas Must be Assessed at each Grade Level							
Required Key Ideas Vary by Grade as Marked by an X in the Chart Below							
ELA Key Idea <sup>1</sup>	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*	---	---	---	---	---	---	---

\*Note: Speaking is not assessed on the general education State assessments.

# NYSAA Test Blueprints (cont'd)

CHOICE COMPONENT								
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 in the Chart Below Choose 1 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						

# Recap – Steps 1, 2, 3

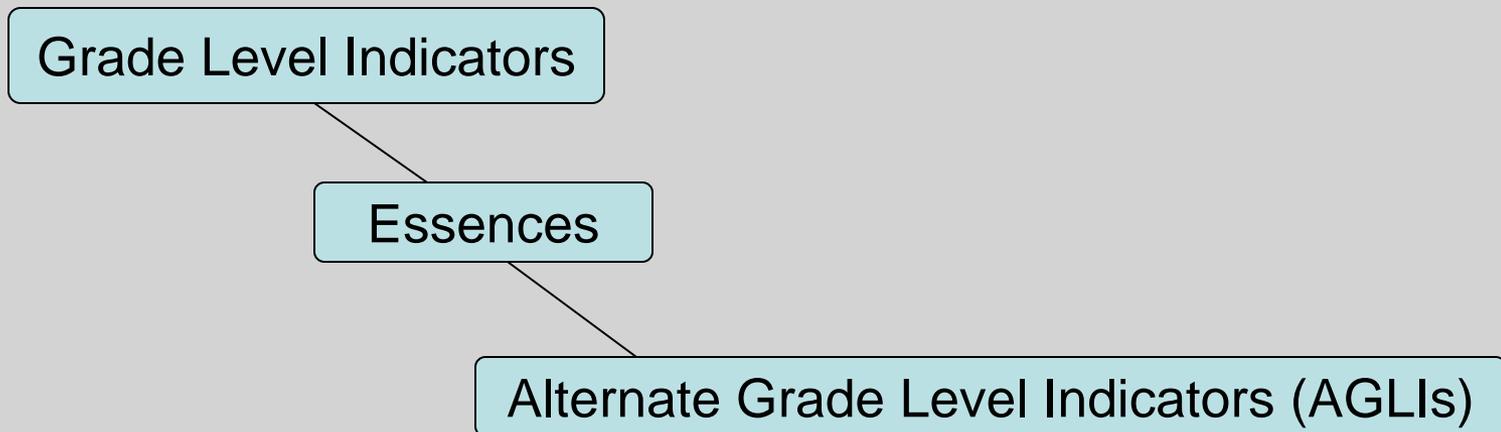
- NYSAA administration period
  - October 3, 2011 to February 10, 2012
- **Step 1:** Determine students to be assessed using
  - Individual Education Program (IEP)
  - Student’s date of birth and the NYSAA Age Range Chart
    - Grade and content areas assessed
- **Step 2:** Review the NYSAA Test Blueprints – Required Components
- **Step 3:** Review the NYSAA Test Blueprints – Choice Components

*One of my 8th graders...responded to each task I presented him with. His writing and length of attending has improved, and he seemed to be motivated by the challenge of the curriculum content...He did particularly well when I incorporated computer use into the task. He continued to amaze us with his work samples. His mother was extremely pleased with his performance.*

*-Teacher who administered the 2009-10 NYSAA*

# Introduction – Steps 4 and 5

- **Step 4:** Select two AGLIs per content area
- **Step 5:** Select an assessment task for each AGLI
- The NYSAA Frameworks flow:



# 4<sup>th</sup> Grade ELA Assessment

CHOICE COMPONENT								
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 in the Chart Below Choose 1 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						

# Alternate Grade Level Indicators (AGLIs)

- Aligned to the core curriculum and the New York State Learning Standards
- Narrow depth and breadth of content for students with severe cognitive disabilities
- AGLIs are the “entry points”
- Descriptions of student performance expectations for students with severe cognitive disabilities that are aligned with grade level core curricula established for all students by the Board of Regents

**AGLIs****ELA – Grade 4****Required Component 1**—Key Idea: Reading**Choice Component 1**—Standard 2: Students will read, write, listen, and speak for **literary response and expression**.**ALTERNATE GRADE LEVEL INDICATORS (AGLIs)\*****POSSIBLE ENTRY POINTS for Reading-Standard 2**

Less Complex	◀·····◀·····◀·····▶·····▶·····▶	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> <li>attend to or read literary text(s) (12101)</li> <li>attend to or read different genres (poetry, prose, fiction, nonfiction, drama, etc.) (12105)</li> <li>identify important character(s) and/or event(s) in story(s) read or read aloud by others (12106)</li> <li>interact with part(s) of a story through familiar hand motion(s) and/or expression of emotion(s) (12104)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>read aloud with fluency (12201)</li> <li>identify the definition of story element terms (character, setting, etc.) (12207)</li> <li>recognize plot as the sequence of events or action of a narrative (12208)</li> <li>relate text to a personal experience (12204)</li> <li>recognize explicit motive(s) of character(s) (12205)</li> <li>answer comprehension questions about plot, character, and/or setting of text(s) (12209)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>select and read literature with fluency for comprehension (12307)</li> <li>recognize literary terms (e.g., plot, character, setting, etc.) as they apply to literary texts (12308)</li> <li>demonstrate that plot means the sequence of events or action of a narrative leading to a logical ending (12309)</li> <li>recognize explicit motives of characters (12304)</li> <li>identify favorite and/or least favorite part(s) of a story (12305)</li> <li>make prediction(s) about the ending of story (12306)</li> </ul>

\*Use of the vocabulary from the AGLI in the assessment task and verifying evidence is vital for connection to grade level content. Many terms from the AGLIs are defined in the content glossary (e.g., plot, character, setting, etc.) and should be consulted to understand the content vocabulary in the AGLIs. The task and evidence must use the vocabulary as appropriate. Failure to use the vocabulary from the AGLI and neglecting to reference the glossary may disqualify the student from receiving a reportable score.

- answer comprehension questions about plot, character, and/or setting of text(s) (12209)



# AGLI Details – Plurals

If the AGLI contains...	then the teacher...
plural	must also reflect the plural component in the assessment task
“s” in parentheses (e.g., text(s))	has 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

# AGLI Details – AND, OR, AND/OR

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 <u>or</u> choose one of the more appropriate parts of the AGLI for the student

# Selecting an AGLI within the Grade Level to be Assessed

For each Choice Component within a Required Component:

- Review the grade level indicators
- Review the essences to understand the “big ideas”
- Select an AGLI that is most appropriate for the student

## SATs

**ELA – Grade 4**  
 (cont'd)

**Required Component 2—Key Idea: Writing**
**Choice Component 2—Standard 2: Students will read, write, listen, and speak for literary response and expression.**
**SAMPLE ASSESSMENT TASKS (SATs)**

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT22101A	The student will tell (write, draw, select picture(s) of, create image(s) of, etc.) story(s) about personal experience(s) when given a starting question.	<ul style="list-style-type: none"> <li>Student work product of a student-created story telling about the student's weekend activities</li> </ul>
SAT22101B	The student will tell story(s) by selecting picture(s) or symbol(s) that illustrate personal experience(s).	<ul style="list-style-type: none"> <li>Student work product of student-selected picture(s) or symbol(s) from a set to tell about a personal experience</li> </ul>
SAT22102	The student will attend to or read story(s) and tell what happened in a story using words, pictures, signs, symbols, etc. (e.g., student reads a story and then uses pictures to illustrate an important event in the story; student attends to a story and then uses phrases to indicate what happened at the beginning and end of the story)	<ul style="list-style-type: none"> <li>Data Collection Sheet of the student performance attending to or reading the story and telling what happened in the story using words, pictures, signs, symbols, etc.</li> </ul>
SAT22106	The student will compose ideas for story(s) when given a topic by selecting pictures, words, or phrases from both related and unrelated idea choices.	<ul style="list-style-type: none"> <li>Student work product of selected picture, word, or phrase cards with ideas indicated for the story</li> </ul>
SAT22104	The student will tell a story by including the element(s) of character(s) and/or setting given a variety of picture, symbol, and/or word choices to select from.	<ul style="list-style-type: none"> <li>Student work product showing a story with element(s) of character(s) and/or setting (pictures, word cards, symbols, etc.) included</li> </ul>
SAT22105	The student will create a story line using pictures, symbols, objects, signs, etc. when given a theme or topic.	<ul style="list-style-type: none"> <li>Student work product showing a story outline that includes the given theme or topic (student can use pictures, symbols, signs, etc.)</li> </ul>
SAT22207A	The student will compose story(s) about personal experience(s). (e.g., weekend activities, after-school activities, favorite vacation, sibling relationships)	<ul style="list-style-type: none"> <li>Student work product of the student's story about his or her favorite vacation</li> </ul>
SAT22207B	The student will compose story(s) about personal experience(s) by selecting sentence strips that describe the student's favorite day.	<ul style="list-style-type: none"> <li>Student work product of the student's story using sentence strips</li> </ul>
SAT22208	The student will compose story(s) having a simple plot, setting, and/or character(s) for a story journal using pictures, symbols, etc.	<ul style="list-style-type: none"> <li>Student work product of the student's story with pictures, symbols, etc.</li> </ul>

**SAT Code Column**
**POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies Column**
**Sample Assessment Task Column**

# Assessment Tasks

Three options...

1. Use a Sample Assessment Task directly from Frameworks
2. Modify a Sample Assessment Task from the Frameworks
3. Create an original assessment task
  - Always review any Sample Assessment Task(s) for examples and important notes
  - Include the verb or verb phrase and direct object(s) from the AGLI

# Modifying a Sample Task

- **AGLI:** take notes from text to record facts, data, and/or ideas (21201)
- **Sample Assessment Task (SAT21201A):**  
The student will take notes recording two or more important facts, pieces of data, or ideas presented in an informational text.
- **Comparable Task - Example 1:**  
The student will take notes recording two or more important facts, pieces of data, or ideas presented in an informational text by indicating word or phrase cards that represent facts, data, or ideas appropriate to the text.

# Modifying a Sample Task (cont'd)

- **AGLI:** take notes from text to record facts, data, and/or ideas (21201)
- **Sample Assessment Task (SAT21201A):**  
The student will take notes recording two or more important facts, pieces of data, or ideas presented in an informational text.
- **Comparable Task - Example 2:**  
The student will take notes recording two important facts, pieces of data, or ideas presented in an informational text.

# Modifying a Sample Task (cont'd)

- **AGLI:** take notes from text to record facts, data, and/or ideas (21201)
- **Sample Assessment Task (SAT21201A):**  
The student will take notes recording two or more important facts, pieces of data, or ideas presented in an informational text.
- **Comparable Task - Example 3:**  
The student will take notes recording two or more facts presented in an informational text.

# Jamie's 1<sup>st</sup> Required Component – Reading

**AGLI:** answer comprehension questions about plot, character, and/or setting of text(s) (12209)

<b>SAT Alignment to AGLI</b>	<b>Sample Assessment Tasks</b>	<b>POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies</b>
SAT12209A	<p>The student will answer comprehension questions about plot, character, and/or setting by stating, signing, or indicating responses to the specific questions or statements.</p> <p>(e.g., “Is the plot about _____ or about _____?”, “Name/Point to two characters from the story.”, “What character helped _____ in the story?”, “What is the setting of the story?”; etc.; Note: need to use vocabulary specific to plot, character, setting, etc.)</p>	<ul style="list-style-type: none"><li>•Student work product of questions or statements about plot, character, and/or setting with student responses to each</li><li>•Sequenced, captioned, dated photographs of the student matching several descriptors on word cards with pictures or other word cards for plot, character, and/or setting in a text</li></ul>

# Jamie's 2<sup>nd</sup> Required Component – Writing

**AGLI:** attend to/read story(s) and tell what happened by using words, pictures, signs, symbols, etc. (22102)

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT22102	The student will attend to or read a story(s) and tell what happened in a story by indicating an important event from the story using words, pictures, signs, symbols, etc. (e.g., student read a story and then used pictures to illustrate an important event in a story read; student attended to a story and then used phrases to indicate what happened at the beginning and end of the story; etc.)	<ul style="list-style-type: none"> <li>•Data Collection Sheet recording student performance attending to or reading the story and telling what happened in the story using words, pictures, signs, symbols, etc.</li> </ul>

**Task:** comparable SAT22102 ...The student will attend to and tell what happened in a story using words, pictures, symbols, etc.

# Task and Verifying Evidence

- Assess a single task on at least three separate dates
- Collect data on task and record the student performance data for the last three dates
- Submit two pieces of verifying evidence that show what the student did
  - Submit evidence for any two of the three dates of student performance

# Example AGLI and Task:

**AGLI:** recognize literary terms as they apply to literary texts (12308)

**Task:** The student will recognize literary terms (e.g., plot, character, setting, etc.) as they apply to literary texts.

## **Possible Evidence:**

VE #1 – student work product showing pictures from a text with character, setting, or plot word cards next to each picture

VE #2 – photographs showing the student placing character, setting, or plot word cards in a different text on appropriate words or pictures

# AGLI: Recognize a whole and/or its parts (13105) – Sample Assessment Tasks

SAT Alignment to AGLI	Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
SAT13105A	The student will recognize a whole and/or its parts by indicating a whole item and/or the parts that make up a whole as requested.	<ul style="list-style-type: none"> <li>Student work product with whole item labeled or marked as whole and/or parts of a whole item labeled or marked as parts</li> </ul>
SAT13105B	The student will recognize a whole shape or object when given a whole and a part by indicating the whole upon request.	<ul style="list-style-type: none"> <li>Student work product showing a set of items in whole form and part form with student mark on the whole form</li> </ul>
SAT13105C	The student will recognize the parts of a whole by matching together or indicating two or more parts of the broken object to make a whole. (e.g., two halves of a circle to make a whole circle; four quarters of a square to make a whole square; two halves of a car to make a whole car, etc.)	<ul style="list-style-type: none"> <li>Student work product showing the parts matched or indicated that make up the whole object</li> <li>Sequenced, captioned, dated photographs of the student looking at a set of halved objects and pairing the two halves together to make a whole object</li> </ul>

# Jamie's Mathematics 1<sup>st</sup> Required Component – Number Sense and Operations

- **AGLI:**

recognize a whole and/or its parts (13105)

- **Sample Assessment Task (SAT13105A):**

The student will recognize a whole and/or its parts by indicating a whole item and/or the parts that make up a whole as requested.

- **Modified Task:**

The student will recognize a whole face or parts of a face when given pictures of whole faces and parts of faces as requested.

**AGLIs**

**MATH – Grade 4  
(cont'd)**

Required Component 2—Strand: Measurement

Choice Component 1—Band: Units of Measurement

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)\*

POSSIBLE ENTRY POINTS for Measurement—Units of Measurement

Less Complex	More Complex
<p>The student will:</p> <ul style="list-style-type: none"> <li>order objects according to their lengths (21101)</li> <li>recognize the difference in length between standard units of measurement (21102)</li> <li>compare two objects according to the attributes of mass (more mass/less mass) (21107)</li> <li>order three or more objects according to the attributes of mass (more mass/less mass) (21108)</li> <li>identify tools appropriate for measurement (21105)</li> <li>use standard and/or non-standard tool(s) for measurement (21106)</li> </ul>	<p>The student will:</p> <ul style="list-style-type: none"> <li>use a scale to measure and identify the mass of objects measured in grams (21207)</li> <li>use a scale to measure the mass of objects and compare the mass of two or more objects measured in grams (21208)</li> <li>use appropriate tools to measure capacities (volume) and identify the amounts measured in standard units (21209)</li> <li>use appropriate tools to measure and compare the</li> </ul>

• order objects according to their lengths (21101)

\*Use of the vocabulary from grade level content. Many volume, etc.) and should must use the vocabulary, the glossary may disquali

**SAT21101A** The student will order objects according to length from shortest to longest (or longest to shortest).  
(e.g., by placing objects under the numbers 1 through 3 [1 being the shortest, 3 being the longest]; by sorting a set of objects from longest to shortest)

• Student work product showing the objects the student ordered according to length (shortest to longest or longest to shortest)

SATs

**MATH – Grade 4  
(cont'd)**

Component 2—Strand: Measurement

Choice Component 1—Band: Units of Measurement

SAMPLE ASSESSMENT TASKS (SATs)

Assessment tasks are organized from least complex to most complex in accordance with AGLI note that these are only suggestions; tasks should be modified to reflect the student's specific needs, abilities, and/or mode of communication.

Sample Assessment Tasks	POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies
<p>The student will order objects according to length from shortest to longest (or longest to shortest). (e.g., by placing objects under the numbers 1 through 3 [1 being the shortest, 3 being the longest]; by sorting a set of objects from longest to shortest)</p>	<ul style="list-style-type: none"> <li>Student work product showing the objects the student ordered according to length (shortest to longest or longest to shortest)</li> </ul>
<p>The student will order people by height using a height chart to determine who in the class is the tallest and shortest.</p>	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student reading and/or recording the heights of students and indicating who is the tallest or shortest</li> </ul>

• Student work product showing the objects the student ordered according to length (shortest to longest or longest to shortest)

<p>The student will order three objects that are significantly different in mass by indicating the order from lightest to heaviest (or heaviest to lightest).</p>	<ul style="list-style-type: none"> <li>Sequenced, captioned, and dated photographs of the student ordering objects according to mass</li> </ul>
<p>The student will identify appropriate measuring tools to measure various objects. (e.g., poster—ruler; car—scale; salt—measuring spoon; milk—measuring cup)</p>	<ul style="list-style-type: none"> <li>Student work product of the different objects and appropriate measuring tools indicated or marked by the student</li> </ul>
<p>The student will measure the desktop or workspace first using hand-spans and then using a ruler.</p>	<ul style="list-style-type: none"> <li>Data Collection Sheet (multi-step) of the student performance when measuring the desktop or workspace using non-standard and standard units of measurement</li> </ul>
<p>The student will use a tool of measurement by standing on a scale when given the scale and told it is time to be weighed.</p>	<ul style="list-style-type: none"> <li>Digital video of the student using a scale to measure weight</li> </ul>

# Recap – Steps 4 and 5

- **Step 4:** Select two AGLIs per content area
  - One from each Required Component
- **Step 5:** Select assessment task for each AGLI
  - Teachers may:
    - Use a Sample Assessment Task directly from the Frameworks
    - Modify a Sample Assessment Task from the Frameworks
    - Create an original assessment task
  - Do not use the POSSIBLE Datafolio Products and Verifying Evidence Assessment Strategies as the assessment task
  - Review the information on the Sample Assessment Task pages for ideas on assessment strategies, helpful examples, and important notes

*I love the fact that these AGLIs and tasks are related to NYS Learning Standards particularly because it gives me something concrete to show to regular education teachers...Also, high expectations yield results. I get many new ideas each year that I incorporate into my teaching.*

*-Teacher who administered the 2009-10 NYSAA*

# Introduction – Steps 6, 7, and 8

- **Step 6:** Plan for evidence that must be included for each AGLI
- **Step 7:** Conduct assessment task
- **Step 8:** Complete verifying evidence documentation

# Steps 6, 7, and 8

- Plan for evidence
- Conduct the assessment task
- Document student performance data on the verifying evidence
- Consider all needs
  - Materials
  - Equipment
  - Supports
  - Staff

# Four Types of Verifying Evidence

- Student work product
- Sequence of captioned and dated photographs
- Digital video or audio clip
- Data Collection Sheet with supporting evidence

See pages 13-21 of the Administration Manual for specific guidelines

# Important Evidence Reminders

- Verifying evidence and documentation:
  - must be original (no photocopies, in part or whole), and
  - cannot contain correction fluid or tape, “white-out”, or “black-out”
- Errors in documentation must be:
  - crossed out,
  - corrected, and
  - initialed
- Verifying evidence documentation must be conducted and dated within the administration period
- ELA verifying evidence must be submitted in English

# AGLI and Task – Reading (Plural)

**AGLI:** answer comprehension questions about plot, character, and/or setting of text(s) (12209)

**Task:** The student will answer comprehension questions about plot, character, and/or setting by stating, signing, or indicating responses to the specific questions or statements.

**Possible Evidence – student work products with a comprehension question on same text:**

VE #1 – only a character question

VE #2 – only a setting question

**Best Practice:**

Provide multiple opportunities for the student to respond. For example, have multiple comprehension questions on a student work product.

# AGLI and Task – Writing (AND Statement & Plural)

NYSAA Data Collection Sheet for a Multi-Step Task																		
Student Name: Jamie									Content Area: <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)									
AGLI Text: answer comprehension questions about plot, character, and/or setting of text(s)									Assessment task: The student will answer comprehension questions about plot, character, and/or setting by stating, signing, or indicating responses to the specific questions or statements.									
Key: (+) Correct Response (-) Inaccurate/No Response									INDEPENDENCE (Ind) KEY: (+) Independent (-) Prompted									
Each Step Assessment	Date		Date		Date		Date		Date		Date		Date		Date			
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-		
the beginning of story																		
the middle of story																		
the end of story																		
supported by picture of beginning																		
supported by picture of end of story																		
Other																		
(%)	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
FOR EACH DATE (DATA) Fill-in of Person Name and Date for																		
REQUIRED)	Initials: _____ Name: _____				Initials: _____ Name: _____				Initials: _____ Name: _____				Initials: _____ Name: _____					
Initials and Name of Staff to Provide Key Recorded Above	Initials: _____ Name: _____				Initials: _____ Name: _____				Initials: _____ Name: _____				Initials: _____ Name: _____					

**Describe each Step of the Assessment Task:**

**Attend to the beginning of story**

**Attend to the middle of story**

**Attend to the end of story**

**Tell what happened by selecting a picture of an event at beginning of story**

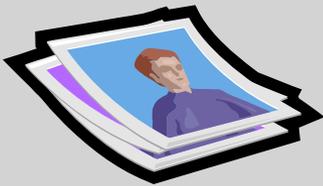
**Tell what happened by selecting a picture of an event at end of story**

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.

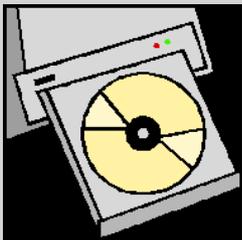
# Student Work Product, Photographic, Digital Video, and/or Audio Evidence



- Must be original
- 



- Minimum of a sequence of three photographs, not including prerequisite or post-activity steps
  - Caption each photograph
  - All photographs must be taken on the same date
- 



- Clip is 90 seconds or fewer (excluding markers)
- Recorded markers within beginning and end of clip with seven required elements

# Data Collection Sheets

- May be submitted for one or more dates on the Data Summary Sheet
- Must include data from a minimum of 3 dates
- Cannot stand alone as verifying evidence
  - Supporting evidence is required for each date transcribed to the Data Summary Sheet, up to two pieces
  - Supporting evidence can be:
    1. Student Work Product
    2. Photographs
    3. Digital Video and/or Audio
    4. Observer Verification Form (OVF)

# Data Collection Sheet (cont'd.)

- All information on Data Collection Sheet must be completed in full
  - Seven required elements
  - Steps, Time-segment, or Trial information
  - Staff initials for each date

NYSAA Data Collection Sheet for a Multi-Step Task																
Student Name: Jamie					Content Area: <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)											
AGLI Text: Answer comprehension questions about plot, character, and/or setting of text(s)					Assessment task: The student will answer comprehension questions about plot, character, and/or setting by stating, signing, or indicating responses to the specific questions or statements.											
ACCURACY (Acc) KEY: (+) Correct Response (-) Inaccurate/No Response					INDEPENDENCE (Ind) KEY: (+) Independent (-) Prompted											
Describe each Step of the Assessment Task:	Date		Date		Date		Date		Date		Date		Date		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
Attend to the beginning of story																
Attend to the middle of story																
Attend to the end of story																
Tell what happened by selecting a picture of an event at beginning of story																
Tell what happened by selecting a picture of an event at end of story																
Total +'s																
Total Steps																
Fraction	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Percent (%)	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
(REQUIRED FOR EACH DATE WITH DATA) Fill-in Staff Initials of Person Recording the Data for Each Date																
<b>Staff Key (REQUIRED)</b> Record the Initials and Corresponding Name of Staff Recording Data to Provide Key for Initials Recorded Above					Initials: _____ Name: _____ Initials: _____ Name: _____ Initials: _____ Name: _____ Initials: _____ Name: _____											

2. 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.

# Example: Observer Verification Form Signature

**NYSAA Data Collection Sheet for a Multi-Step Task**

Student Name: Rhonda [redacted] Content Area:  ELA  Mathematics  
 Science  Social Studies (HS only)

AGLI Text: answer "Who," "What," and/or "When" questions about text(s) with classmates Assessment task: Rhonda will answer who, what, and/or when questions about a text with a classmate.

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

Describe each Step of the Assessment Task	Date 11-1-11		Date 11-2-11		Date 11-3-11		Date		Date		Date		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
Answer who question with a peer	+	-	+	+	+	+								
Answer what question with a peer	-	+	+	-	-	-								
Answer when question with a peer	+	+	+	-	+	+								
Total +s	2	2	3	1	2	2								
Total Steps	3	3	3	3	3	3								
Fraction	2/3	2/3	3/3	1/3	2/3	2/3	1	1	1	1	1	1	1	1
Percent (%)	67%	67%	100%	33%	67%	67%	%	%	%	%	%	%	%	%
(REQUIRED FOR EACH DATE WITH DATA) Fill-in Staff Initials of Person Recording the Data for Each Date	BL		BL		BL									

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

Initials: BL Name: B [redacted] L [redacted] Initials: \_\_\_\_\_ Name: \_\_\_\_\_  
 Initials: \_\_\_\_\_ Name: \_\_\_\_\_

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

**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: Rhonda [redacted] Date of Student Performance: 11/3/11

ELA  Mathematics  Science  Social Studies (HS only)

**Observer\* completes this section:**

Observer Name: A [redacted] L [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.

[Signature] 11-3-11  
 OBSERVER'S SIGNATURE DATE  
 (cannot be the same person collecting data) (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.)**

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

Initials: BL Name: B [redacted] L [redacted] Initials: \_\_\_\_\_ Name: \_\_\_\_\_  
 Initials: \_\_\_\_\_ Name: \_\_\_\_\_

\_\_\_\_\_ (cannot be the same person collecting data) \_\_\_\_\_ (must be same date of student performance noted above)

# Seven Required Elements

**For all evidence** (Data Summary Sheet, verifying evidence, supporting evidence):

1. Student's name
2. Date of student performance
3. Content area
4. AGLI text (exactly as it is written in the Frameworks)
5. Assessment task
6. Level of Accuracy
7. Level of Independence

# Recording Required Elements

Record the seven required elements either:

- Directly on the verifying evidence;
- On a verifying evidence label (VE label) affixed to the verifying evidence;
- For digital video or audio evidence, required elements are recorded as markers on the clip; or
- For a Data Collection Sheet and Observer Verification Form directly on the documents in the spaces provided.

NYSAA Verifying Evidence Label	
Date of Student Performance:	____/____/____
Student Name:	_____
<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies (HS only)
AGLI text:	_____
	_____
	_____
Task:	_____
	_____
	_____
Accuracy:	_____ % Independence: _____ %

# Notations on Verifying Evidence

- A notation should clarify for an outside person any information about:
  - the task, (i.e., how it took place, materials used, choices presented, etc.),
  - how the performance data was calculated, or
  - the verifying evidence itself.
- 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.
  - “John was asked the questions listed on the worksheet about the story read aloud, was given three choice cards, and responded through eye gaze. Responses were recorded by staff.”

See pages 15 and 16 of the Administration Manual

# Performance Scores: 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.

## **Level of 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 calculation of .5 or above

# Accuracy Rounding Example

## Level of Accuracy:

4 correct responses out of 6 addition problems

$$4/6 = .66667 \times 100\% = 66.667\% , \text{ rounded to } 67\% \text{ accurate} = \text{Level 3}$$

Note: Rounding up is acceptable for a calculation of .5 or above

# Performance Scores: Independence

Independence is a key measure of student performance on 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 in the task.

## **Level of Independence Example:**

Student completes a 6 step task with prompts on 2 steps  
 $4/6 = .66667 \times 100\% = 66.7\%$  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

# Independence Rounding Example

## Level of Independence:

Student completes a 3 step task with prompts on  
2 steps

$$1/3 = .3333 \times 100\% = 33.33\% = 33\% = \text{Level 2}$$

Note: Rounding up is acceptable for a calculation  
of .5 or above

# Example: Scientific Tools

Name: Ronny [redacted]

Date: Nov. 2, 11

Content area: Science

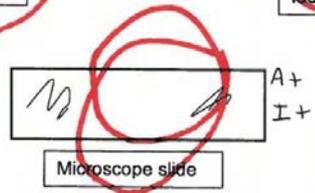
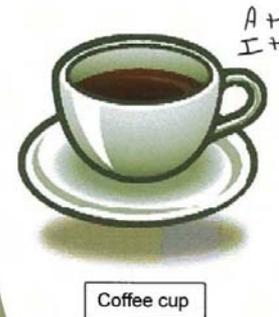
AGLI: identify tools needed in a simple investigation (12207)

Assessment Task: Ronny will identify tools needed to perform a simple investigation given the investigation procedures.

Accuracy  $5/5 = 100\%$

Independence  $4/5 = 80\%$

**Directions: using the investigation procedures provided by the teacher mark the tools needed to perform the investigation (Comparing Plant and Animal Cells)**



# Recap – Steps 6, 7, and 8

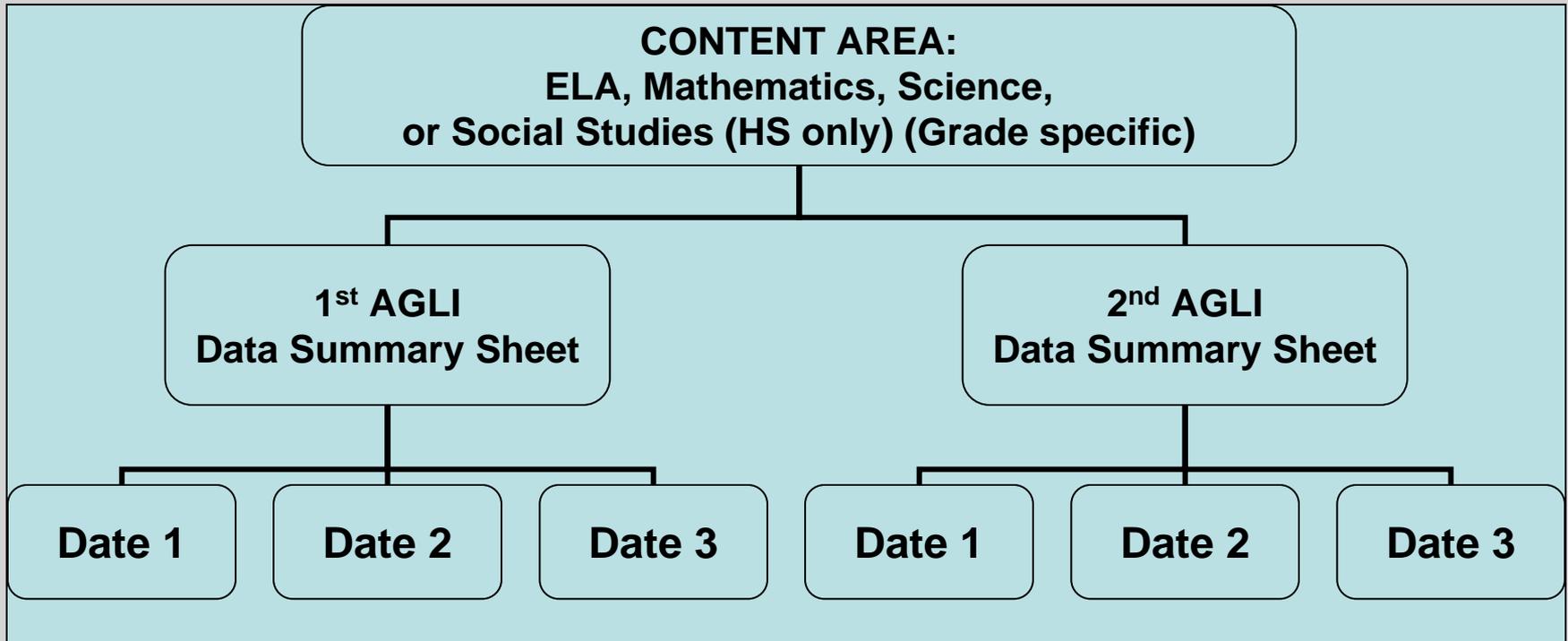
- Review the NYSAA Administration Manual (September 2011) carefully
- Plan before administering the assessment
- Review the verifying evidence guidelines (pages 13-21)
- Don't take short cuts – you will jeopardize the student's chances of receiving a reportable score

# Introduction – Step 9

**Step 9:** Completing the Data Summary Sheet in full

- Demographic information
- Check the Choice Component box
- Record the AGLI code and text
- Record the assessment task
- Complete the performance data section

# Data Collection Flow



- Transcribe the **last** three dates of student performance to the Data Summary Sheet
- Submit verifying evidence for any two of the three dates

# *Measured Progress ProFile™*

## *Information - Appendix A*

- Includes all required NYSAA documents and eliminates the need for transcription of information across multiple documents
- Allows password-protected access and management of student records from any computer
- There is no limit to the number of students a user may set up
- Available to teachers statewide
- On-line during the NYSAA Administration Period
  - Taken off-line February 10, 2012 at 6:00 pm

# Datafolio Order

## 1. ELA

- 1<sup>st</sup> Required Component AGLI
- 2<sup>nd</sup> Required Component AGLI

## 2. Mathematics

- 1<sup>st</sup> Required Component AGLI
- 2<sup>nd</sup> Required Component AGLI

## 3. Science, Grade 4, 8, and HS only

- 1<sup>st</sup> Required Component AGLI
- 2<sup>nd</sup> Required Component AGLI

## 4. Social Studies, HS only

- 1<sup>st</sup> Required Component AGLI
- 2<sup>nd</sup> Required Component AGLI

# Recap – Step 9

- Data Summary Sheets are grade and content specific
- Complete the Data Summary Sheet in full
  - Demographic information
  - Check the Choice Component box
  - Record the AGLI code and text
  - Record the assessment task
  - Complete the performance data section

# Steps 10 – 13

- **Step 10:** Complete Steps 6 - 9 for each content area to be assessed
- **Step 11:** Assemble the datafolio according to the standardized procedures
  - Using the Table of Contents and
  - Checklist of Things to Remember
- **Step 12:** Submit the datafolio to the building administrator by the close of business on February 10, 2012
- **Step 13:** Complete the on-line NYSAA Teacher Survey

# Collegial Review

- Teachers are required to participate in Collegial Reviews of NYSAA student datafolios during the administration period
- At least one Collegial Review must be conducted on each datafolio
- Record the month in which the Collegial Review was conducted on the bottom of page 1 of the Student Page



*My student stepped up to the plate and wanted to do his very best at each task. It was great to see him learn and complete tasks that his parents didn't think were possible.*

*-Teacher who administered the 2009-10 NYSAA*