

**Overview of NYSAA Similarities and Changes**

*The following is a brief description of the main similarities between the former and 2013-14 NYSAA.*

	<b>Former NYSAA</b>	<b>NYSAA Beginning with the 2013-14 Administration</b>
<b>Similar/No Change</b>	Students	No change in eligibility and participation criteria; Chart of Age Ranges determines grade to be assessed based on student’s date of birth
	Datafolio format	No change
	Administration Period	Similar period, September 30, 2013 – February 7, 2014
	Alignment Progression (Connections) – AGLI from Grade, Task Connects to AGLI, Verifying Evidences Connects to Task	Alignment Progression – Extension/AGLI from Grade, Task Connects to Extension/AGLI, Verifying Evidence Connects to Task
	Content areas assessed: English Language Arts (ELA)- and Mathematics-all grades; Science-grade 4, 8, and high school; Social Studies-high school	No change
	Verifying Evidence (2 pieces per AGLI) may be submitted as original student work product, Data Collection Sheet with supporting evidence, set of 3 (minimum) captioned photographs from a single date, or digital video or audio tape clip (minimum 90 seconds with recorded markers).	No change. Verifying Evidence (2 pieces per Extension/AGLI)
	Student Performance	Documented as Level of Accuracy
	Forms	Forms have been updated to reflect the new NYSAA test design; all the forms previously required in the datafolio are consistent for 2013-14
	Scoring process	The scoring process will be consistent, and the scoring procedures and decision rules will be adjusted to reflect the new NYSAA test design and administration guidelines.

**The following is a brief description of the main changes for the 2013-14 NYSAA. Please review the NYSAA Administration Manual (September 2013) for complete details and requirements.**

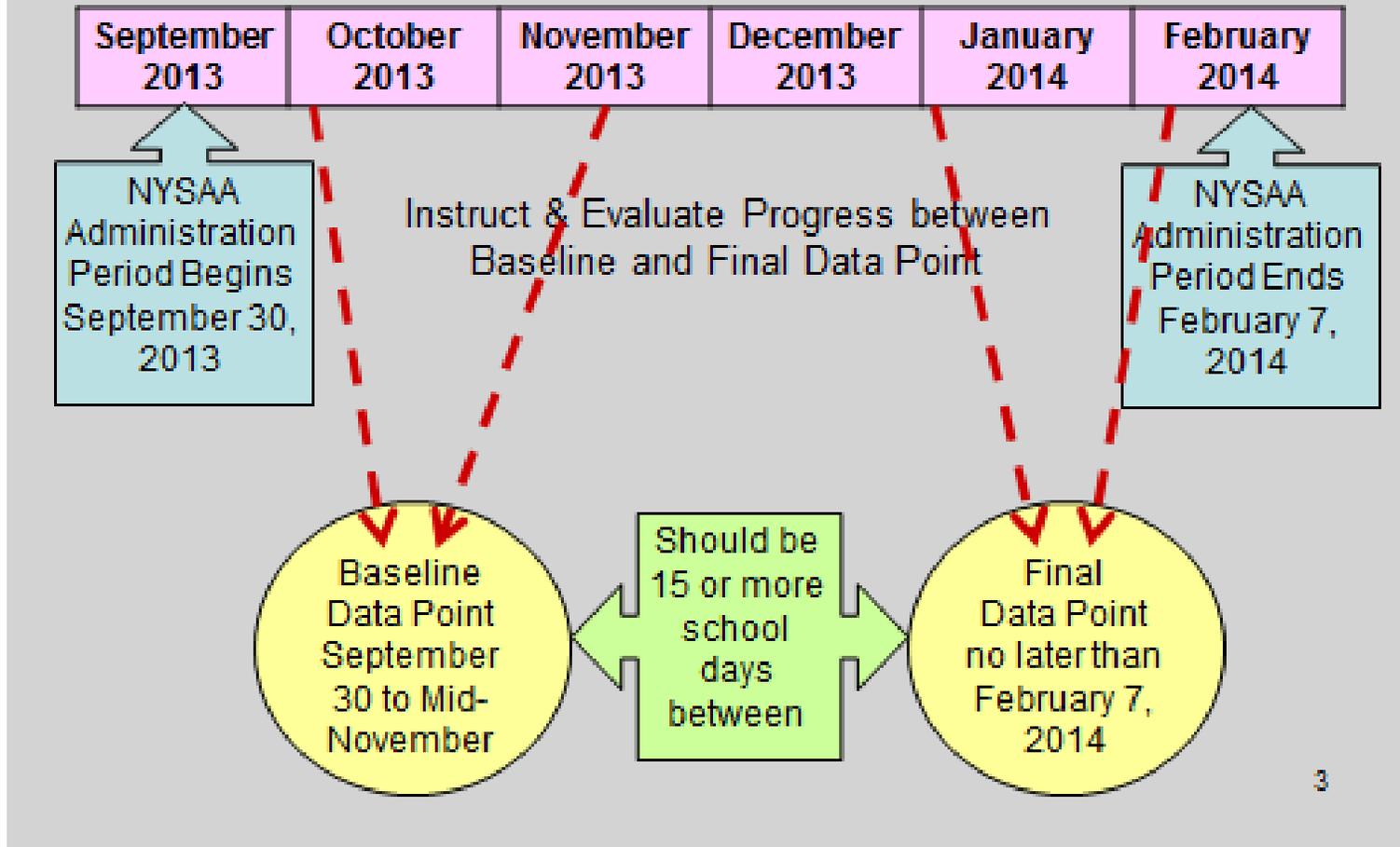
REVISED for 2013-14	Previous NYSAA	NYSAA Beginning with the 2013-14 Administration
	Aligned to New York State Learning Standards and Core Curriculum for all four content areas.	Aligned to the P-12 NYS Common Core Learning Standards (CCLS) in ELA and mathematics.
	Blueprint specified Required and Choice Components to be assessed.	Blueprint specifies Standards to be assessed with no Required or Choice components.
	Alternate Grade Level Indicators (AGLIs) aligned to Grade Level Indicators (GLIs).	Extensions aligned to CCLSs replace AGLIs for ELA and mathematics.  AGLIs continue to be used for science and social studies with some modifications.
	AGLIs included plurals, AND, OR and AND/OR statements which could be demonstrated by the Verifying Evidence in total.	Extensions, AGLIs and Assessment Tasks outline the minimum expectation of what the student will demonstrate. The use of plurals, AND, OR or AND/OR statements in Extensions, AGLIs and Assessment Tasks has been reduced to clarify expectations. When a task includes a plural or AND, it must be demonstrated by <b>EACH</b> piece of verifying evidence on its own.
	Teachers could use sample assessment tasks (SATs) as written, modify SATs or create their own SAT.	Assessment Tasks (AT) must be used as written. Teachers can <b>no longer modify</b> an existing Assessment Task or create their own. Only Assessment Tasks from the Frameworks will be accepted.
	Two Standards were assessed per content area.	Each of 5 Standards are assessed for ELA and mathematics.  Each of 2 Standards are assessed in science and social studies.
	Level of Accuracy and Level of Independence factored into a student's overall score.	In addition to Level of Accuracy, Level of Complexity has been added to the NYSAA test design for all content areas (less complex, middle, more complex) and will likely factor into a student's overall score.
	Three dates of data collection were documented on Data Summary Sheet (DSS), with two pieces of Verifying Evidence to support two of those dates.	<b>Baseline Data Point:</b> Assessment Task is administered at the beginning of the administration period. One piece of verifying evidence is submitted for this date.  Baseline threshold cannot exceed 74% for Level of Accuracy.  <b>Final Data Point:</b> The same Assessment Task is administered at least 15 school days after the baseline. One piece of verifying evidence is submitted for this date.
Performance scores for Level of Accuracy and Level of Independence were documented on the DSS as percentages (%) and rubric ratings (4, 3, 2, or 1).	Performance score for Level of Accuracy is documented on the DSS as a percentage.  Independence is indicated as a Yes or No, based on whether or not prompts were provided. No rubric ratings are recorded on the DSS.	

Previous NYSAA	NYSAA Beginning with the 2013-14 Administration
If a prompt was provided, it reduced a student's percentage for Level of Independence.	<p>Cues or prompts (verbal or physical) to gain attention, refocus, redirect or remind a student are allowed and result in Yes for "Was the student prompted?" on the DSS.</p> <p>Construct or content prompts that reduce, reword, revise, simplify, or explain the test item (verbal or physical) lead the student to the answer and are not allowed.</p> <p>A Template that guides or leads the student to the correct response results in an Administrative Error.</p>
Seven required elements were documented on each piece of Verifying Evidence.	Three required elements are documented on each piece of Verifying Evidence (Student's name, date and Level of Accuracy).
Last three dates of data collection were documented on the DSS.	Baseline and Final data points are documented on the DSS; Dates should be at least 15 school days apart.

**Additional Notes:**

- ▶ The CDOS Crosswalk is provided to support instruction and transition planning. It **cannot** be used for NYSAA administration as an Assessment Task.
- ▶ In order to ensure the baseline threshold (74%) is not exceeded, it is recommended that **at least** four items, questions, or problems be included in the assessment activity and in each verifying evidence.

# NYSAA Timeline for 2013-14



## Other Changes for 2013-14

- ▶ Score Site Coordinator logistics and planning meetings
- ▶ Benchmarking
- ▶ Standard Setting