

2013-14 New York State Alternate Assessment (NYSAA)

Administration Training: Messages from the Department

Office of State Assessment



University of the
State of New York
State Education
Department

What will be assessed by content area

Content Area	Assessed Using	Assessment Tasks
English Language Arts (ELA)	NEW Extensions	✓
Mathematics	NEW Extensions	✓
Science	Alternate Grade Level Indicators (AGLIs)	✓
Social Studies	Alternate Grade Level Indicators (AGLIs)	✓

*Refer to the NYSAA Frameworks for Test Blueprints,
Standards, Extensions and AGLIs, and Assessment
Tasks.*

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Process of Developing the NYSAA to Measure Common Core Learning Standards (CCLS) in ELA and Mathematics

July
2010

- NYS Board of Regents adopt the Common Core State Standards

June 2011

- NYS Board of Regents adopted the NYS P-12 CCLS, which include the Common Core State Standards and a small amount of additional standards uniquely added by New York State

November
2011

- Planning began to develop an alternate assessment to measure CCLSs for students with severe cognitive disabilities

Spring
2012

- New NYSAA Test Blueprints were developed which narrowed depth and breadth of CCLSs for students with severe cognitive disabilities

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Content Aligned to Standards

- Extensions and AGLIs represent the same content all students are assessed on
- Depth and breadth of content is narrowed for the NYSAA
- Materials and presentation should be appropriate for student's mode of communication
- High expectations of academic achievement

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Process of Developing the NYSAA to Measure Common Core Learning Standards (CCLS) in ELA and Mathematics (cont'd.)

May 2012

- Teacher committees met to review CCLSs for the content identified in the new NYSAA Test Blueprints, developed Essence statements and drafted Extensions

Summer 2012

- Content developers, the Department and stakeholders reviewed draft Essences and Extensions; feedback collected through online survey

October 2012

- Teacher committees reconvened to review Essences, Extensions and developed Assessment Tasks

Fall-Winter 2012

- Content developers, the Department and stakeholders reviewed draft Assessment Tasks; public comment and feedback collected through online survey

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Process of Developing the NYSAA to Measure Common Core Learning Standards (CCLS) in ELA and Mathematics (cont'd)

February–
March 2013

- New NYSAA Frameworks developed for ELA and mathematics

September 2013

- New NYSAA launched
- Administration training takes place statewide

Sept. 30, 2013–
Feb. 7, 2014

- Administration period for New NYSAA with ELA and mathematics aligned to CCLSs

March–May 2014

- NYSAA scoring takes place

Early Summer 2014

- Standard Setting takes place to establish new alternate performance level descriptors and cut scores for ELA, mathematics, science and social studies

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NYSAA Technical Support

- the Department Web site
 - <http://www.p12.nysed.gov/assessment/nysaa/>
- Alternate Assessment Training Network (AATN) Specialists
- Regional Lead Trainers
- Measured Progress

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“New” NYSAA for 2013-14

Consistent with Previous Test Design

All students participating in the NYSAA are assessed on the same grade-level content as their peers taking the general assessment

Content assessed is determined by their chronological age and date of birth

Documentation of student performance data (e.g., Level of Accuracy)

Two pieces of verifying evidence are required for each assessed Standard

The types of acceptable verifying evidence

Student performance documented as Level of Accuracy

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"New" NYSAA for 2013-14

Changes for 2013-14 Test Design

Alternate Grade Level Indicators (AGLIs) have been replaced by NEW Extensions to measure CCLSs in ELA and mathematics;

With some modifications, AGLIs will continue to be used to assess science and social studies;

Each of five standards are assessed in ELA and mathematics; two standards are assessed in science and social studies

Level of Complexity has been added to the NYSAA test design for all content areas (less complex, middle, more complex)

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"New" NYSAA for 2013-14

Changes for 2013-14 Test Design (continued)

In addition to Level of Accuracy, Level of Complexity may factor in to a student's overall performance level score;

Level of Independence is no longer documented as a percentage based on the steps or items prompted;

Student performance data collected on a baseline and final data point; and

The number of required elements documented on each piece of verifying evidence, reduced to three.

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Engage NY Web Site

For information about the work related to
measuring the New York State P-12
Common Core Learning Standards visit:

<http://www.engageny.org/>

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