

# 2013-14 New York State Alternate Assessment (NYSAA)

## Administration Training: Recommendations, Best Practice and Closing Notes

Office of State Assessment



University of the  
State of New York  
State Education  
Department

## Refer to NYSAA Tools

**New York  
Alternate Ass  
ADMINISTR  
MANUA  
2013-14**

Developed by  
The New York State Education Department  
Office of Assessment Policy, Development and Administration  
Measured Progress, Inc.  
September 2013

**Mathematics  
NYSAA Framework  
Grade 3  
2013-14**

New York State Alternate

**2013-14 Steps for Completing a NYSAA Datafolio 'NEW'**  
Administration Period: September 30, 2013 – February 7, 2014

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.

**FOR EACH CONTENT AREA**  
ELA, Mathematics, Science and Social Studies

**Step 1:** Confirm the students to be assessed, prepare to administer the NYSAA, and confirm content areas to be assessed. (September 30 – October 2013)

**Step 2:** Review the test blueprints for the content areas to be assessed.

**Step 3:** Review the Extensions or AGLs and Assessment Tasks for the first content Standard being assessed.

**Step 4:** Determine an Extension or AGL and Assessment Task from the most appropriate Level of Complexity for the student, to conduct the baseline administration. The same Assessment Task is used for both baseline and final administrations.

**Step 5:** Plan the evidence that must be included for each Standard.

**Step 6:** Conduct the baseline administration (September 30 to mid-November 2013). Based on the results of the baseline administration, determine whether an adjustment should be made regarding the Level of Complexity assessed (move up, move down, stay).

**Step 7:** Complete the verifying evidence documentation (Measured Progress Profile™).

**Recommend Collegial Review**

**Measured Progress Profile™** Be reminded, that Measured Progress Profile™ is available to all teachers to assist with their data collection, documentation and datafolio organization. <https://profile.measuredprogress.org/NYSAA/>

**Step 8:** Continue to provide instruction and evaluate progress. (October – February)

**Step 9:** Conduct the final administration no later than February 7, 2014.

**Step 10:** Complete the verifying evidence documentation (Measured Progress Profile™).

**Recommend Collegial Review**

**Step 11:** Complete the Data Summary Sheets (Measured Progress Profile™).

**Step 12:** Complete Steps 3-11 for all standards within this content area.

**Step 13:** Complete the assessment for each content area to be assessed (Steps 3-12).

**Step 14:** Assemble the datafolio.

**Recommend Collegial Review**

**Step 15:** Submit the datafolio to the building administrator no later than close of school.

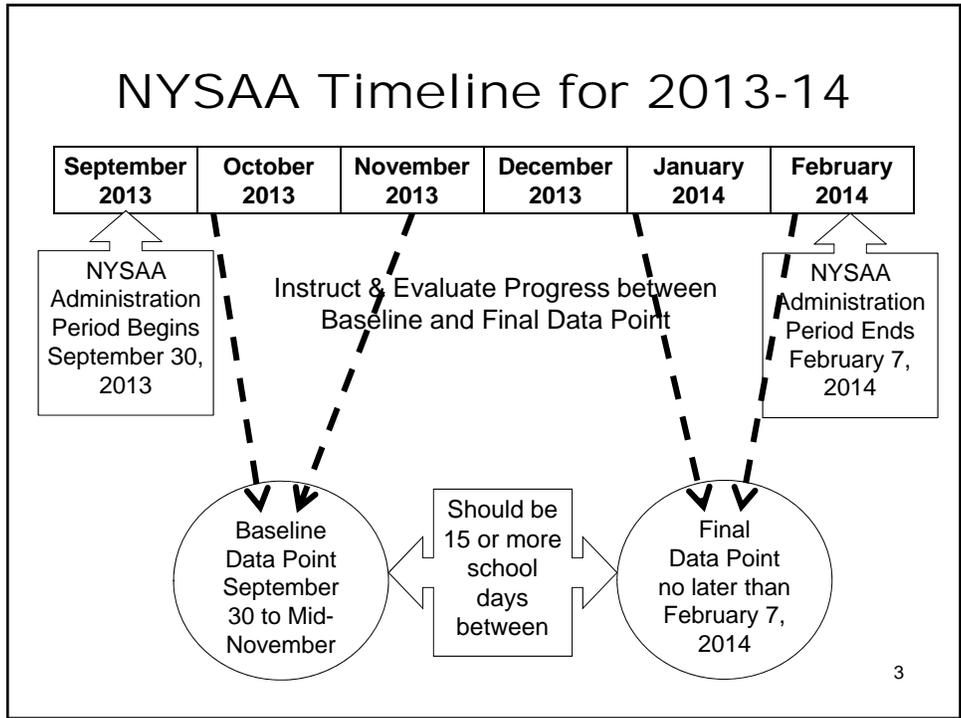
| Assessment   | Birth Date                          | Student's Age Between September 1, 2013 and August 31, 2014 |
|--|-------------------------------------|---|
| Grade 3 ELA & Math                                     | September 1, 2004 – August 31, 2005 | 9   |
| Grade 4 ELA, Math, and Science                         | September 1, 2003 – August 31, 2004 | 10  |
| Grade 5 ELA and Math                                   | September 1, 2002 – August 31, 2003 | 11  |
| Grade 6 ELA and Math                                   | September 1, 2001 – August 31, 2002 | 12  |
| Grade 7 ELA and Math                                   | September 1, 2000 – August 31, 2001 | 13  |
| Grade 8 ELA, Math, and Science                         | September 1, 1999 – August 31, 2000 | 14  |
| Secondary-Level ELA, Math, Science, and Social Studies | September 1, 1995 – August 31, 1996 | 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, 1996 who have not been assessed at the secondary-level must be assessed in 2013-14 before they leave school.

2013-14 NYSAA Admin Training, DVD  
Segment 4 - Recommendations, Best  
Practices, Closing

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# NYSAA Timeline for 2013-14



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**SCORING RUBRIC** New York State Alternate Assessment (NYSAA) to measure Standards within the CCLS for ELA and mathematics and within the New York State Core Curriculum for science and social studies

**PART I**  
Students with disabilities participating in the NYSAA are assessed according to chronological ages aligned to grade levels. Refer to the Age Range Chart for current date of birth ranges. Students should be tested only once at each grade and in all the content areas indicated for each grade. For all content areas, student performance data is collected on at least two dates within the administration period. Baseline data must be collected to confirm the student has not yet mastered the selected Extension or AGLI.

| Grade       | ELA         | Mathematics | Science     | Social Studies |
|-------------|-------------|-------------|-------------|----------------|
| 3           | 5 Standards | 5 Standards |             |                |
| 4           | 5 Standards | 5 Standards | 2 Standards |                |
| 5           | 5 Standards | 5 Standards |             |                |
| 6           | 5 Standards | 5 Standards |             |                |
| 7           | 5 Standards | 5 Standards |             |                |
| 8           | 5 Standards | 5 Standards | 2 Standards |                |
| High School | 5 Standards | 5 Standards | 2 Standards | 2 Standards    |

**PART II:**  
**FACTORS FOR A PERFORMANCE LEVEL: CONNECTION TO GRADE-LEVEL CONTENT, PERFORMANCE, LEVEL OF COMPLEXITY**

Connection to Grade-Level Content = Extensions/AGLs are assessed based on the appropriate grade level academic content for students with severe cognitive disabilities. The Assessment Task must align to the Extension/AGLI chosen AND the verifying evidence must be aligned to the task. If these connections are not clear, the Extension/AGLI will not be scored.

**Connection to Grade-Level Content Progression:**

Extension/AGLI from Grade → Assessment Task aligned to Extension/AGLI → Verifying Evidence aligned to Assessment Task

**Performance = Level of Accuracy (%)**

|                   |   |
|-------------------|---|
| Level of Accuracy | The student demonstrates skills based on the Extensions or AGLIs resulting in a percentage for Level of Accuracy. |
| Independence      | Was the student prompted in any way during the administration of the assessment task? Yes or No.                  |

**"NEW" Level of Complexity**

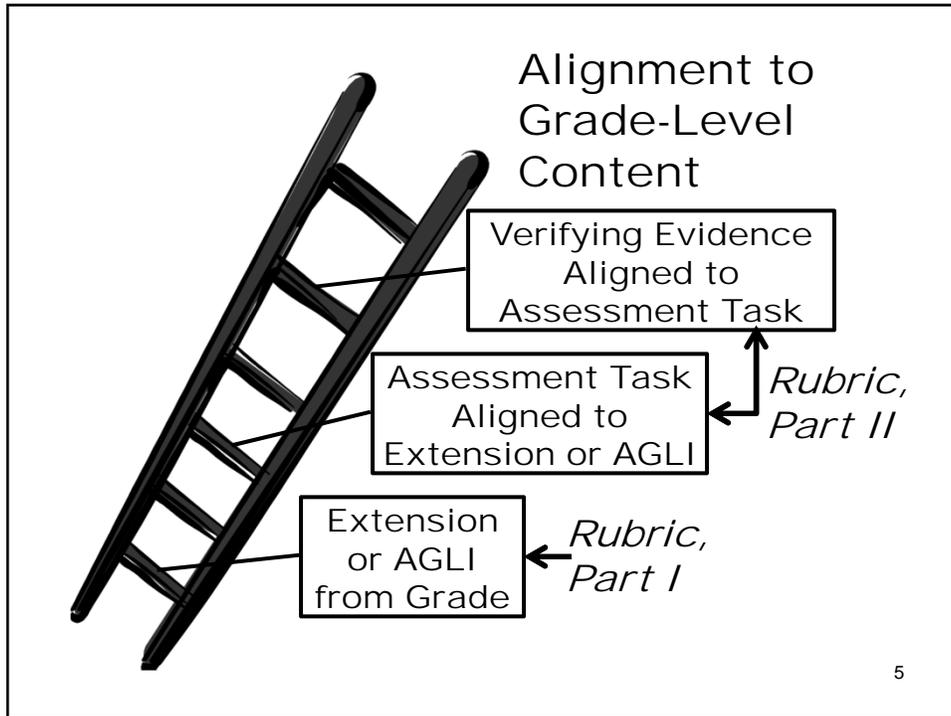
|              |        |              |
|--------------|--------|--------------|
| Less Complex | Middle | Most Complex |
|--------------|--------|--------------|

**No or No Score (NS) results when one or more of these issues are identified during scoring (including but not limited to)**

| Connection to Grade-Level Content   | Performance  | Level of Complexity   |
|---|--|---|
| <ul style="list-style-type: none"> <li>Required Standard not assessed</li> <li>Extension or AGLI assessed from incorrect grade</li> <li>Incorrect Assessment Task assessed</li> <li>Verifying evidence does not demonstrate task</li> </ul> | <ul style="list-style-type: none"> <li>Required data points and/or evidence not submitted</li> <li>Required elements not documented on evidence</li> <li>Verifying evidence not valid</li> </ul> | <ul style="list-style-type: none"> <li>Score for baseline administration over threshold (Level of Accuracy is 75% or higher)</li> </ul> |

# NYSAA Scoring Rubric

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## Aligning Verifying Evidence to the Assessment Task

- Use the vocabulary from the Assessment Task in the evidence (e.g., directions)
- Include a notation when “how” the task was conducted is not clear
- If there is a plural or AND statement in the task, each piece of evidence must demonstrate the requirements on its own

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**SCORING RUBRIC**

New York State Alternate Assessment (NYSAA) to measure Standards within the CCLS for ELA and mathematics and within the New York State Core Curriculum for science and social studies

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| Grade       | ELA         | Mathematics | Science     | Social Studies |
|-------------|-------------|-------------|-------------|----------------|
| 3           | 5 Standards | 5 Standards |             |                |
| 4           | 5 Standards | 5 Standards | 2 Standards |                |
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| 6           | 5 Standards | 5 Standards |             |                |
| 7           | 5 Standards | 5 Standards |             |                |
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**PART II:**  
**FACTORS FOR A PERFORMANCE LEVEL: CONNECTION TO GRADE-LEVEL CONTENT, PERFORMANCE, LEVEL OF COMPLEXITY**

Connection to Grade-Level Content = Extensions/AGLIs are assessed based on the appropriate grade level academic content for students with severe cognitive disabilities. The Assessment Task must align to the Extension/AGLI chosen AND the verifying evidence must be aligned to the task. If these connections are not clear, the Extension/AGLI is not appropriate.

| No or No Score (NS) results when one or more of these issues are identified during scoring (including but not limited to)   |  |   |
|---|--|---|
| Connection to Grade-Level Content   | Performance  | Level of Complexity   |
| <ul style="list-style-type: none"> <li>Required Standard not assessed</li> <li>Extension or AGLI assessed from incorrect grade</li> <li>Incorrect Assessment Task assessed</li> <li>Verifying evidence does not demonstrate task</li> </ul> | <ul style="list-style-type: none"> <li>Required data points and/or evidence not submitted</li> <li>Required elements not documented on evidence</li> <li>Verifying evidence not valid</li> </ul> | <ul style="list-style-type: none"> <li>Score for baseline administration over threshold (Level of Accuracy is 75% or higher)</li> </ul> |



# NYSAA Scoring Rubric – No or No Score

| No or No Score (NS) results when one or more of these issues are identified during scoring (including but not limited to)   |  |   |
|---|--|---|
| Connection to Grade-Level Content   | Performance  | Level of Complexity   |
| <ul style="list-style-type: none"> <li>Required Standard not assessed</li> <li>Extension or AGLI assessed from incorrect grade</li> <li>Incorrect Assessment Task assessed</li> <li>Verifying evidence does not demonstrate task</li> </ul> | <ul style="list-style-type: none"> <li>Required data points and/or evidence not submitted</li> <li>Required elements not documented on evidence</li> <li>Verifying evidence not valid</li> </ul> | <ul style="list-style-type: none"> <li>Score for baseline administration over threshold (Level of Accuracy is 75% or higher)</li> </ul> |

## Reminders for Tasks and Verifying Evidence

- Tasks are written to describe the minimum expectation of what will be assessed
- Verifying Evidence must align to the Assessment Task
- Teachers may not use activities and worksheets from past years (specifically in ELA and mathematics)
- Follow verifying evidence requirements from Administration Manual



## Verbal and Physical Prompts

| <b>Actions after initial directions and test item presented to student:</b> | <b>Verbal or Physical Prompts</b>                        |
|---|--|
| Actions (verbal or physical) that attempt to gain student's attention       | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Refocusing or redirecting (verbally or physically) the student to test item | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Reminding the student to complete all parts of item(s)                      | <input type="checkbox"/> Yes <input type="checkbox"/> No |

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## Content or Construct Support that Results in Administrative Error

| <b>Actions that result in an Administrative Error:</b>  |
|---|
| Reducing the number of options or choices presented to the student  |
| Rewording, revising, simplifying or explaining the test item  |
| Any physical or verbal cue that leads to or prompts the student toward the correct answer for an item, purposeful physical guidance or restriction of movement to obtain a desired response |
| The student receives "hints" or additional details  |

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## Content or Construct Support that Results in Administrative Error

### **Actions that result in an Administrative Error:**

Templates or other formats are provided that give or lead the student to the answer. For example:

- the verifying evidence is a sequencing worksheet that contains three boxes that state "First," "Next," "Last"; the student response choices are pictures that contain the words "First," "Next," "Last"
- the verifying evidence is a number line where the student must provide missing numbers, but the correct number is provided as a shaded or dotted number in the spot and the student has to put a sticker of the number on the spot.

Manipulatives or strategies that change the construct of what is being assessed (e.g., use of calculators or arithmetic tables for Extensions in Grades 3-5)

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## Key Changes in the NYSAA for 2013-14

- Assess five (5) Standards in ELA and mathematics
- Use only the Assessment Tasks from Frameworks for all content areas
- Two pieces of VE required for each Standard
- Administration procedures less complex
- Baseline Data Point (74% or less)
- Final Data Point
- Independence (prompts provided) Yes or No

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## Cautions from the Past Still Apply

- All work for NYSAA must be original, no photocopies, white-out, black out or tape over information
- All dates documented in datafolio must be within specified administration period



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## Best Practices

- NYSAA is intended to be a part of regular classroom instruction
- Set up a working folder for each student
- Select one task and administer it for both the baseline and final data points

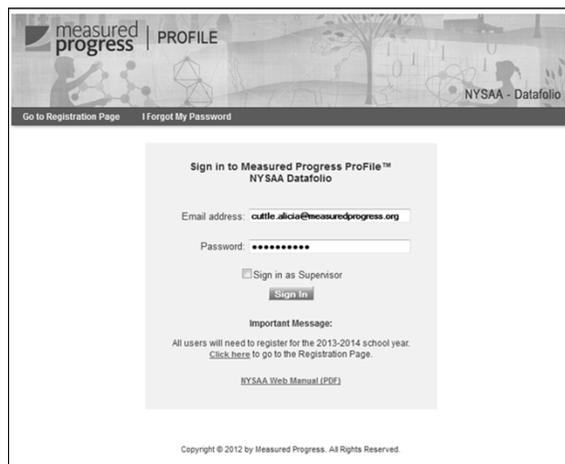
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## Things to Keep in Mind

- NYSAA is a part of the overall picture of a student's knowledge, skills and understandings.
- NYSAA should continue to be part of an overall education plan
- There is a substantial network of professionals available to assist and support teachers conducting the NYSAA
- Don't reinvent the wheel, use the resources and tools provided

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## Tools: Measured Progress ProFile™



- Available to teachers statewide
- Need a computer with internet access
- Organize and complete datafolio documents for each student

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## 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; additional reviews are suggested
- Record the month in which the last Collegial Review was conducted on the bottom of page 1 of the Student Page



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## Technical Support & Resources

- **NYSAA Homepage:**  
<http://www.p12.nysed.gov/assessment/nysaa/>
- **Office of State Assessment (OSA):**  
<http://www.p12.nysed.gov/assessment/>
- **Office of Information and Reporting Services (IRS):**  
<http://www.p12.nysed.gov/irs/>

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## Technical Support & Resources

- 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 7 of the Administration Manual

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