

**2015–16 NYSAA for Science and Social Studies
Administration Training**

Guided Practice
Step 5

Consider the Assessment Tasks provided below. Review the Verifying Evidence (VE) samples provided and answer the question, “Does the VE connect?” If not, how could it be fixed?

	AGLI	Assessment Task	Does VE Connect to Task?	Why? How could it be fixed?
GR. 4 SCIENCE	Recognize a scientific tool used in a scientific investigation (41111)	The student will recognize a scientific tool by indicating the tool appropriate for a specific scientific investigation (AT41111A)		
GR. 8 SCIENCE	Recognize the cause of a science related event (81312)	The student will recognize the cause of a science-related event. (AT81312)		
HS SOCIAL STUDIES	Compare the responsibilities of the executive, legislative, and/or judicial branches of government (91134)	The student will compare the responsibilities of the executive, legislative, and/or judicial branches of government (AT91134)		



Teachers stop here for review.

Name: COLIN

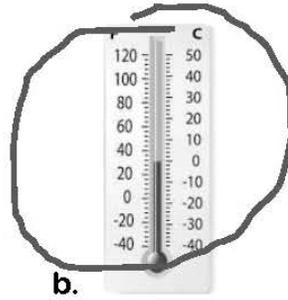
Date: 1/11/16

Grade 4 Science, AT41111A

Accuracy: 100%

Directions: Indicate which scientific tool would be used during the specified scientific investigation.

1.



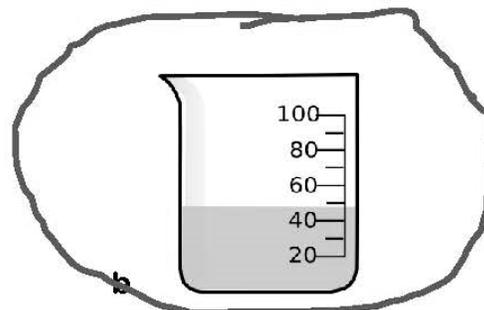
2.



3.



4.



Name: **Lori**

Date: **1/7/16**

Accuracy: **67%**

Grade 8 Science, AT81312

Directions: Indicate the cause of the science related event.

1. What could cause snow to melt?



desk



The Sun

2. What could cause water to boil?



stove

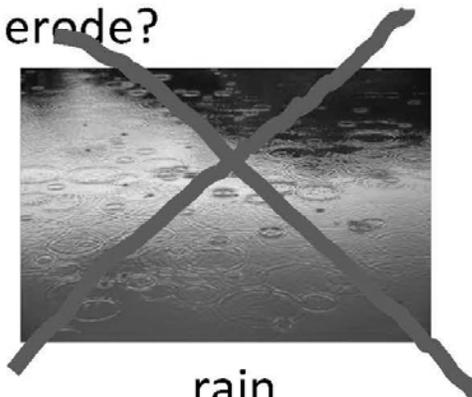


refrigerator

3. What could cause land to erode?



bicycle



rain

Name: *Ariana* Date: *12/16/15*

High School Social Studies, AT91134

Accuracy: *6/6 = 100%*

Directions: Consider the list below. Compare the responsibilities, and then fill in the correct branch of government: Legislative, Executive, or Judicial for each responsibility.

<i>+</i>	1. Approve and carry out laws passed by the Legislative Branch	<i>Executive</i>
<i>+</i>	2. Veto or reject bills.	<i>Executive</i>
<i>+</i>	3. Makes the laws and write bills.	<i>Legislative</i>
<i>+</i>	4. Decides if laws agree with the constitution.	<i>Judicial</i>
<i>+</i>	5. Signs bills into laws.	<i>Executive</i>
<i>+</i>	6. Declares laws unconstitutional.	<i>Judicial</i>

Review the samples of baseline verifying evidence provided. Complete the baseline data information for the Data Summary Sheets below. In each case, consider the baseline threshold and determine whether the teacher can continue to instruct and assess on the selected Assessment Task.

Verifying Evidence Sample A

Student Performance Data		Can the teacher continue to instruct and assess the student on the selected Assessment Task? <input type="checkbox"/> YES <input type="checkbox"/> NO If no, explain: _____ _____ _____
<i>Baseline Data Point</i>		
Date	/ /	
Level of Accuracy (74% or below)	%	

Verifying Evidence Sample B

Student Performance Data		Can the teacher continue to instruct and assess the student on the selected Assessment Task? <input type="checkbox"/> YES <input type="checkbox"/> NO If no, explain: _____ _____ _____
<i>Baseline Data Point</i>		
Date	/ /	
Level of Accuracy (74% or below)	%	

Verifying Evidence Sample C

Student Performance Data		Can the teacher continue to instruct and assess the student on the selected Assessment Task? <input type="checkbox"/> YES <input type="checkbox"/> NO If no, explain: _____ _____ _____
<i>Baseline Data Point</i>		
Date	/ /	
Level of Accuracy (74% or below)	%	

Verifying Evidence Sample D

Student Performance Data		Can the teacher continue to instruct and assess the student on the selected Assessment Task? <input type="checkbox"/> YES <input type="checkbox"/> NO If no, explain: _____ _____ _____
<i>Baseline Data Point</i>		
Date	/ /	
Level of Accuracy (74% or below)	%	

Name: **Jose** Date: **12/21/15** Accuracy: _____

Grade 4 Science, AT41132

Directions: Indicate two or more of the following steps needed to test the given hypothesis.

Hypothesis:
Everything that is made of metal will sink in water.

Step Choices:

	Find a bowl or pail and fill it with water.
	Collect metal objects: penny, paperclip, aluminum foil, quarter, toy car, etc.
	Place seeds in the soil.
	Drink a cup with juice.
	Put all of the objects under your desk and see what happens.
	Put the metal objects in water one at a time and see what happens.



Name: **ROBERTO**

Date: **JAN. 7, 2016**

High School Science, AT93123

Accuracy: _____

ASSOCIATE CONDITIONS IN THE ATMOSPHERE AND CHANGES IN SEASON (Northern Hemisphere)

Associate changes in the amount of heat in the atmosphere with changes in season. Draw a line between the season and the associated amount of heat in the atmosphere.

<p>summer</p>	<p>atmospheric temperature is cooling</p>
<p>fall</p>	<p>atmospheric temperature is warming</p>
<p>winter</p>	<p>atmospheric temperature is warmest</p>
<p>spring</p>	<p>atmospheric temperature is coldest</p>

Notation: Credit not given for "summer" as student choose two different answers. Credit given for fall, winter and spring.

Name: *Danielle* Date: *2-8-16* Accuracy: _____

High School Social Studies, AT91122

Who is Eligible to Vote?



Circle the requirements that show who can vote for President of the United States.

You must be at least 18 years old.



You must live in a house.



You must be a citizen of the United States.



You must have a job.



Name: Randy Date: Jan. 11. 2016 Accuracy: _____

Grade 8 Science, AT83221

Characteristics to Describe a Solid

Based on our class discussion about solids, identify the characteristics of a solid.

Takes up space		Takes the shape of the container it is in.
Fills up an shape.		It flows.
Holds its shape.		Always looks like a dog.
Has mass.		Does not have definite volume.

Review the following scenario and complete the attached Data Collection Sheet. Be sure to complete all required sections and include a notation if that would be appropriate to help demonstrate how the task took place, how the student demonstrated their response, or how the Level of Accuracy was calculated.

Student Name	Tyrell Student
Date of Birth	November 13, 2001
Content Area	Science
AGLI	recognize a solid and a liquid (83213)
Assessment Task	The student will recognize a solid and a liquid. (e.g., presented with two objects (or picture representations), the student responds to a question about which object is the solid and which object is the liquid; the student labels two or more items as solids or liquids)
Steps	Student will indicate if object #1 is a solid or a liquid Student will indicate if object #2 is a solid or a liquid Student will indicate if object #3 is a solid or a liquid Student will indicate if object #4 is a solid or a liquid
Dates of Data Collection	December 18, 2015 January 6, 2016 January 19, 2016
Performance for each date	Date 1: step 2 correct Date 2: step 1 and 4 correct Date 3: steps 1, 2, and 4 correct
Staff recording the data	Marci Teacher worked with the student on Date 1 and Date 3. Larry Teacher worked with the student on Date 2.
Notation to Clarify How the Task Took Place	Please draft a notation that would clarify how the task took place.

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

1. How many Standards are assessed in Science and Social Studies (each)? _____
2. How many pieces of verifying evidence are required for each Standard? _____
3. Can teachers modify or create their own Assessment Tasks? YES NO
4. If the Assessment Task includes an “and”, such as “compare and contrast”, do both “compare” and “contrast” have to be demonstrated on each piece of verifying evidence? YES NO
5. If the Assessment Task includes a plural, such as “questions”, does each piece of verifying evidence have to demonstrate two or more questions? YES NO
6. What are the four types of verifying evidence? _____

7. Which type of evidence requires supporting evidence? _____
8. How is a student’s Level of Accuracy calculated? _____

9. How is the student’s independence recorded? _____
10. What is the maximum score on baseline that is allowed on a DSS? _____
11. What is the recommended timeline for administering the baseline? _____
12. How many school days are recommended between the baseline and final administrations? _____
13. What are the three required elements that must be recorded on all verifying evidence?

14. 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. Refer to the Administration Manual for all requirements specific to each type of verifying evidence.

Student Work Product	Photograph	Digital Video or Audio tape clip	Data Collection Sheet
Word Choices (words may be used more than once)	Minimum of 3 Photographs • Steps/Trial Information/Time-Segment • Original • Captioned • Recorded Markers • Minimum of Three Dates • Sequenced from a Single Date • Initials of Staff Recording Data • No Prerequisite or Post-Activity Steps • 90 Seconds or Less • Supporting Evidence • Clip Summary Sheet • Informed Consent • 3 Required Elements		