

2009-10 NYSAA Fall Administration Training

Guided Practice #4 WORKSHEET – Connection Progression

Review the attached information and answer the following questions for each example.

Example A – Rachel’s English Language Arts entry

Review the information provided on the Data Summary Sheet. Use the birth date chart on page 5 of the Administration Manual and the Frameworks to answer the following questions. Fill in the table below which is part of the Checklist of Things to Remember.

	1 st AGLI	
	Yes	No
AGLI selected from grade per student’s date of birth		
	1 st AGLI	
	Yes	No
Task connects to AGLI		
Task is written simply without cues, prompts, levels of assistance, or criterion		
	1 st AGLI	
	Yes	No
Submit TWO pieces of VE for each AGLI assessed		
VE 1 connects to task		
VE 2 connects to task		

NYSAA DATA SUMMARY SHEET **Grade 3 - ELA** **3**

Student's Name: Rachel [Redacted] Date of Birth: 2-16-2001
 School Name: [Redacted] School

1st ELA Required Component: Key Idea - Reading

Choice Component (select one):

- Standard 2:** Students will read, write, listen, and speak for **literary response and expression.**
 Standard 4: Students will read, write, listen, and speak for **social interaction.**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: 1 2 3 4 5

AGLI Text:

Recognize picture, object, etc. that reflect character(s) and/or event(s) in familiar text(s)

Assessment task:

Rachel will recognize pictures that reflect character(s) and/or event(s) in familiar texts and put the pictures on a graphic organizer.

The SAT and page information below is not required, however it is helpful for scoring:

- This assessment task is the **same** as SAT# _____ on PAGE _____ in the NYSAA Frameworks.
 This assessment task is **comparable** to SAT# _____ on PAGE _____ in the NYSAA Frameworks.
 This is an **original assessment task** developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)	Date 1: <u>11/20/09</u>		Date 2: <u>11/24/09</u>		Date 3: <u>12/8/09</u>	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	<u>100%</u>	<u>4</u>	<u>100%</u>	<u>4</u>	<u>80%</u>	<u>4</u>
Level of Independence	<u>100%</u>	<u>4</u>	<u>100%</u>	<u>4</u>	<u>100%</u>	<u>4</u>
Scoring Rubric	Level	100% - 80%	79% - 60%	59% - 30%	29% - 0%	
	Rating	4	3	2	1	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy, and level of independence. Failure to record all required elements on both the Data Summary Sheet and the verifying evidence may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for TWO OF THE THREE DATES of student performance documented on this Data Summary Sheet.

name Zoe Hall

Fall Leaves Fall
by Zoe Hall

100%

NYSAA Verifying Evidence Label

Date Student Performance: 11/20/09

Student Name: Rachel [REDACTED]

ELA Mathematics Science Social Studies

AGLI text: recognize picture, object, etc.
that reflect character(s) and/or
event(s) in familiar text(s)

Task: Rachel will recognize pictures that
reflect character(s) and/or event(s) in
familiar texts and put the pictures on
a graphic organizer.

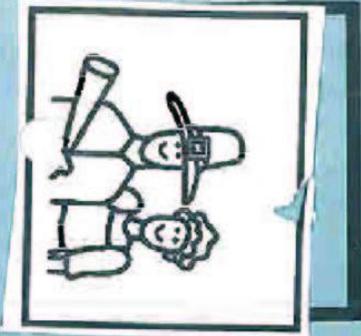
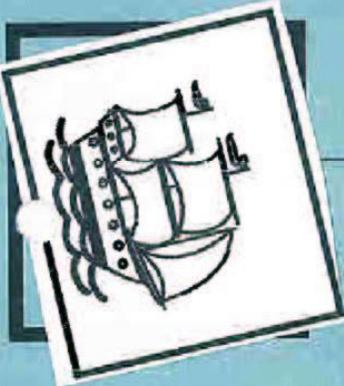
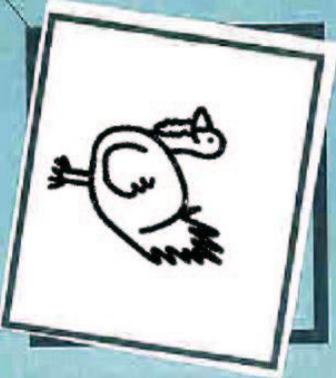
Accuracy: 100 % Independence: 100 %

When given a set of 10 pictures (5 correct, 5 foils), Rachel was directed to select 5 pictures of objects that reflected the characters and/or events of the story.

name ASHLEY

106%

The First Thanksgiving
by Garnet Jackson



NYSAA Verifying Evidence Label

Date Student Performance: 11/24/09

Student Name: Rachel [REDACTED]

ELA Mathematics Science Social Studies

AGLI text: recognize picture, object, etc. that reflect character(s) and/or event(s) in familiar text(s)

Task: Rachel will recognize pictures that reflect character(s) and/or event(s) in familiar text(s) and put the pictures on a graphic organizer.

Accuracy: 100 % Independence: 100 %

When given a set of 10 pictures (5 correct, 5 foils), Rachel was directed to select 5 pictures of objects that reflected the characters and/or events of the story.

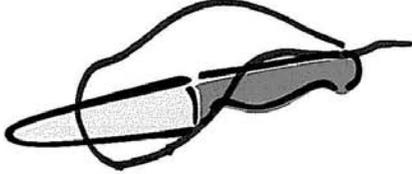
Example B – Emily's Grade 8 Science Verifying Evidence

Review the assessment task and piece of Verifying Evidence.

Name: EMILY **Date:** Feb. 3, 2010

Content Area: Science
 AGLI: recognize tool(s) used for scientific investigations (12106)
 Task: The student will recognize which tool is used for scientific investigations by circling the scientific tool when given the investigation.

1.) Circle something used to cut:

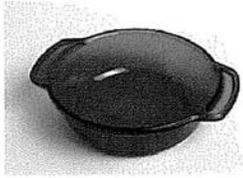


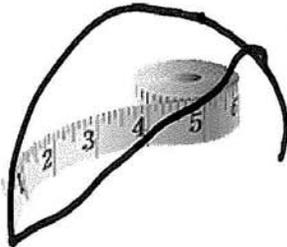


$$\frac{A}{+}$$

$$\frac{I}{+}$$

2.) Circle something used to measure:



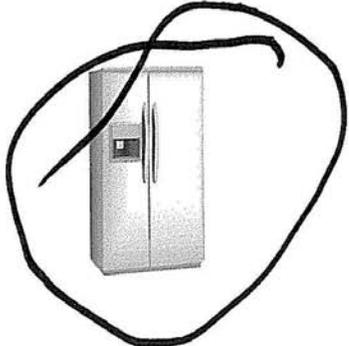


$$\frac{A}{+}$$

$$\frac{I}{+}$$

3.) Circle the item used to heat something:





$$\frac{A}{-}$$

$$\frac{I}{+}$$

Accuracy: 67% Independence: 100%

1.) Does the Verifying Evidence for Emily connect to the assessment task documented on the student work product? (Clearly connects/Somewhat connects/Do not connect at all)

2.) Why is the Verifying Evidence not clearly connected to the assessment task? What is missing from the Verifying Evidence?

Example C – George's Grade 5 Social Studies Verifying Evidence

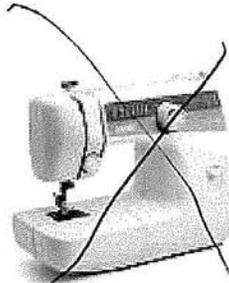
Review the assessment task and piece of Verifying Evidence.

Name: George

Date: 12-16-09

Social Studies: Colonial Times and Modern Times

Directions: Circle the pictures that depict colonial times activities, people, tools, etc. and place an X on the pictures that depict modern times activities, places, equipment, etc.



NYSAA Verifying Evidence Label

Date Student Performance: 12/16/09

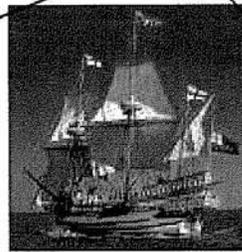
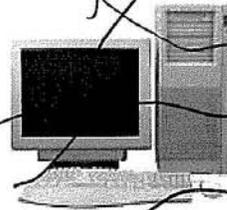
Student Name: George

ELA Mathematics Science Social Studies

AGLE text: identify at least one difference between colonial life and ways of life today

Task: The student will create a Contrast Chart by selecting pictures that depict the differences between colonial times and life today.

Accuracy: 100% Independence: 100%



1.) Does the Verifying Evidence for George connect to the assessment task documented on the VE label? (Y-clear/N-not clear) _____

2.) Why does the Verifying Evidence not connect to the assessment task? What student action is missing from the Verifying Evidence? _____

Example D – Samantha's Grade 3 English Language Arts Verifying Evidence

Review the assessment task and piece of Verifying Evidence.

Name Sam
Willy and Hugh

1. Who are the main characters in this story?

+3|4

 Willy  Hugh  Symon  moose

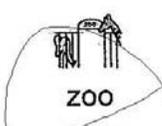
2. How do they meet?

+3|3

 crash  basketball  class

3. What do Willy and Hugh do together? (circle all that apply)

+4|4

 watch joggers  eat lunch  zoo  library

4. What is the "terrifying creature" that scares Hugh?

+3|3

 ghost  spider  monster

5. Willy is lonely at the beginning of the story. Is he lonely at the end of the story?

yes  no

This question is not counted for the assessment

NYSAA Verifying Evidence Label

Date Student Performance: 11 / 18 / 09

Student Name: Samantha

ELA Mathematics Science Social Studies

AGLI text: answer questions of "who", "what", "where", "when", "how", and/or "why" about texts read aloud

Task: The student will listen to texts & answer who, what, where, when, how, and/or why questions.

Accuracy: 93 % Independence: 100 %

1.) Does the Verifying Evidence for Samantha connect to the assessment task documented on the VE label? (Y/N) _____

2.) Does the notation provided by the teacher provide a clear description of what questions were included in the student performance percentages? (Y/N) _____

Example E – Gerald's High School Social Studies Verifying Evidence

Review the assessment task and piece of Verifying Evidence.

NYSAA Data Collection Sheet for Multi-Step Task											
Student Name: Gerald, [REDACTED]						Content Area: Social Studies					
AGLI text: recognize at least one classroom rule											
Assessment task: The student will recognize classroom rules by using eye gaze to indicate if the rule stated is a classroom rule.											
ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response INDEPENDENCE KEY: (+) Independent (-) Prompted											
Describe each Step of the Assessment Task:	Date 11/17/2009		Date 11/18/2009		Date 11/19/2009		Date		Date		
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	
indicate "yes" or "no"	+	+	+	+	+	+					
indicate "yes" or "no"	+	+	+	+	+	+					
indicate "yes" or "no"	-	+	+	+	+	+					
indicate "yes" or "no"	+	+	-	+	+	+					
indicate "yes" or "no"	+	+	+	+	-	+					
Total +'s	4	5	4	5	4	5					
Total Steps	5	5	5	5	5	5					
Fraction	4/5	5/5	4/5	5/5	4/5	5/5					
Percent (%)	80	100	80	100	80	100					
Staff Recording Data for each Date (Req'd)	CK		CK		CK						
Setting	C		C		C						
Name and Initials of Staff recording data (REQUIRED)	Name: Claudia [REDACTED] Initials: CK					SETTING KEY (C) Classroom (F) Cafeteria (L) Library (G) Gym (O) Other specify:					
	Name: Initials:										
	Name: Initials:										
NOTE: Data Collection Sheet cannot stand alone, supporting evidence is required. Complete in full, including staff initials for each date.											

1.) Do the steps documented provide a clear indication of the classroom rules the student was recognizing? (Y/N) _____

2.) What could the teacher do to make the student action and classroom rules the student is being assessed more clear? _____