2009-10 NYSAA Fall Administration Training

Guided Practice #5 – Using Data Collection Sheets (DCS)
Part A: Steps & Key/Stimuli & Part B: Developing Steps, Time-segment, and/or Key/Stimuli

Part A	
Example 1:	
1.) Yes, but it could be clearer. The steps describe the number of sets (two) and the how many times the sets are going to be presented to the student.	2.) Yes, the student action is to indicate the set that is "greater than" from a given set of concrete objects and the student will work on this four times in a single session.
Trainer Points: It would also be helpful for the teacher to include a notation either on the Data Collection Sheet itself or on a separate page indicating the number of objects that were in each set presented to the student in the four steps for a given date. For example, "for 1-11-2010, 1st time: four objects and seven objects were given; 2nd time: ten objects and three objects were given; 3rd time: eight objects and six objects were given; and 4th time: twenty objects and eleven objects were given."	
Example 2:	
1.) No, simply indicating "see task above" does not provide an outside person a clear picture of the activity.	2.) No, the specific student action is not able to be understood by looking at the steps and the assessment task.
Trainer Points: This assessment task allows for some flexibility in the leader and role that the student is going to work on; however, even if the task was extremely specific and a person could understand what the student action might be by looking at the assessment task, the step(s) still need to describe the actual student action. Recording "see task above" is not acceptable.	
Example 3:	
1.) Yes, the key/stimuli information recorded indicates the tools that the student performance accuracy and independence is being documented on for a given investigation.	2.) Yes, looking at the key/stimuli information and the assessment task documented an outside person should be able to get a clear picture of the student action.
Trainer Points: The tools and investigation are specifically defined and would be exactly what the student is being assessed against; however during the instructional aspect it would be best practice to also introduce additional tools and investigations to broaden the student's knowledge, skills, and understanding of various scientific tools.	
Example 4:	
1.) Not really, it is hard to know exactly what the activity was; particularly what the congruent angles were that were presented to the student.	2.) The student action is somewhat clearer when looking at the assessment task and the steps information; however, more specific information for each of the steps would be better.
Trainer Points: The steps for this example are not very specific; however they are acceptable. The steps would be better if the angle was defined for each trail. For example, instead of documenting "trial one" in the step information, "acute angle" is documented in the step information. A teacher could mix-up the presentation of the angles the student has to choose from in order for the student to not simply learn placement. For example, given an acute angle: one day the choices presented are an obtuse angle, a right angle and an acute angle; on another day the choices presented are a right angle, an acute angle, and an obtuse angle; and then on a third day the choices presented are an acute angle that is not the same degree as the given acute angle, a right angle, and an acute angle that is the same degree as the given acute angle.	

Part B
Purpose:
The purpose of Part B of this guided practice is to provide participants with practice completing a Data Collection Sheet with the level of description that will allow an outside person to understand how the activity took place and what the specific student action was. Trainers can also take time to reinforce the information that must be documented on a Data Collection Sheet, including the staff initials and staff key information.
Set-up:
Using the Part B worksheet and the NYSAA Frameworks, ask participants to think about a student he/she is assessing this year and to fill in the 'Student Information' table. Then ask each participant to think about the type of data collection that would be taken for the chosen AGLI and assessment task and to select the Data Collection Sheet that would be most appropriate. Participants should be directed to complete the student name, content area, AGLI text, assessment task, and steps, time-segment, or key/stimuli information. Once done with that you can have participants consider the questions individually or have them trade the Data Collection Sheet with another participant and answer the questions. Have an open discussion regarding each of the questions posed. This guided practice can be customized by trainers to best suit the participants (i.e., if having the participants chose a grade, AGLI, and task is too overwhelming, then narrow it down for them by assigning these elements).
Key Points to Emphasize:
❖ The steps, time-segment, and key/stimuli information should provide a person who is not familiar with the student to know 1.) what was expected of the student, 2.) what knowledge, skills, and understanding is the student demonstrating and being assessed on, and 3.) what was the student action that generated the documented student accuracy and independence performance data (the pluses and minuses). ❖ Sometimes teachers do not want to be very specific so as to allow for more flexibility in the activity. Stress ways that will provide further detail in regards to what took place during the activity. For example, include a notation that documents the date and the math problems presented or the genre the student attended to. ❖ Be sure to remind teachers that if the activity presented produces an actual work sample, that it would be best to include the work sample either as supporting evidence in conjunction with the Data Collection Sheet or as the actual Verifying Evidence.

Part B

Set-up Information for Guided Student Example:

In order to provide some groups with more structure, trainers may choose to direct participants to fill in specified student information rather than allowing them to determine their own student information. Below is an example that may be used during a training session. It also provides information on how the steps and key/stimuli information may be completed on a Data Collection Sheet.

Student Information: Required Component 2, Choice Component 2

Grade: **5**	Content Area: **Mathematics**

AGLI:
Use a letter and a number to locate areas on a map (33202)

Assessment task:
The student will use coordinates to locate the library, cafeteria, and gym on a map of the school.

Discussion Points:

Multi-step Data Collection Sheet: student can be given a set number of trials each day where different cities/locations are asked for and the data collection sheet would state

- Trial 1-locate area given coordinates
- Trial 2-locate area given coordinates
- And so on for designated number of trials

Discrete Trial Data Collection Sheet: the student can be given a different map but have to locate the same places on each one,

- the key information could be the location:
  - KI = Locate library using coordinates
  - K2 = Locate cafeteria using coordinates
  - K3 = Locate gym using coordinates
- the stimulus information could be the map:
  - S1 = elementary school
  - S2 = middle school
  - S3 = high school

Or, the student could be asked to locate places in the community or state and use different types and/or sizes of maps such as map of town, map of county, map of entire state.

A time segment Data Collection Sheet would not work because we are not measuring the amount of time the student is engaged in the activity.

Other verifying evidence products could be work samples of maps with questions given and locations indicated by student using marker, pencil, stickers; photographs clearly showing the student using the coordinates on the map to locate an area; or video tape of the student showing the student clearly using the coordinates on the map to locate an area.