

## 2008-09 NYSAA Fall Administration Training

### Guided Practice #3 WORKSHEET – Using Data Collection Sheets (DCS) Part A: Multi-Step

Below is a scenario of a student working on a mathematics AGLI at the 3<sup>rd</sup> grade level. Use the information provided to complete the Multi-Step Data Collection Sheet following the directions provided by your trainer.

#### PART 1

##### SCENARIO:

Michael is fully ambulatory and has full use of his upper extremities. He communicates using symbols and objects in most cases and he tends to be motivated by sensory related activities. For mathematics, required component 1, choice component 1, Michael will be assessed on AGLI 11303. The AGLI text reads "recognize, illustrate, and/or name the unit fraction(s)

$\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$  and/or  $\frac{1}{10}$ ". The assessment task is "Given a unit shape, the student will illustrate

$\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$  and/or  $\frac{1}{10}$  by manipulating sensory material (clay, shaving cream, sand, etc.) to create the requested unit fraction."

During instruction, the teacher presents the student with one of the fractions being studied. The teacher presents each fraction and models the visual of the fraction in various sensory materials with the name and fraction cards placed by each representation. They discuss the different fractions and how they are represented using concrete objects and different sensory materials.

During the assessment period, the teacher presents the student with the sensory material and the fraction card. The teacher asks the student to illustrate the fraction indicated on the card. The teacher has determined that the five different fractions are too much for Michael and will assess him on the fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$  during the assessment period. She will continue to instruct Michael on the other fractions.

Using the information provided above, complete the top portion and the Steps portion of the Multi-Step Data Collection Sheet. Each fraction being taught should be its own step.

#### PART 2

Refer to the student performance data below to complete the data documentation for the date provided.

On the first day of data collection, January 14, 2009, the following occurred:  
Instruction took place in the classroom setting. All data was collected and recorded on the DCS by the one-to-one teacher aide (Joe Smith) and observed by the speech therapist (Judy).

Materials Presented	Fraction Requested	Response
Sand and fraction card	$\frac{1}{2}$	Created $\frac{1}{2}$ in sand, two prompts
Clay and fraction card	$\frac{1}{3}$	Created $\frac{1}{3}$ in clay, one prompt
Clay and fraction card	$\frac{1}{4}$	Created $\frac{1}{2}$ in clay, no help



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### Guided Practice #3 WORKSHEET – Using Data Collection Sheets (DCS) Part B: Time Segment

Below is a scenario of a student working on a science AGLI at the 4<sup>th</sup> grade level. Use the information provided to complete the Discrete Trial Data Collection Sheet following the directions provided by your trainer.

#### PART 1

##### SCENARIO:

Jamie uses a wheel chair most of the time and is working on using a walker. She has limited communication that is usually done through eye gaze. For science, required component 1, choice component 2, Jamie will be assessed on AGLI 12102. The AGLI text reads "attend to someone conducting a single step for a simple investigation". The assessment task is "The student will attend by watching the teacher complete a single step for a simple investigation."

During instruction, the teacher works with Jamie on various simple investigations on a weekly basis. The teacher sets Jamie up with a good line of vision for her and conducts the simple investigation being sure to get Jamie's attention while she is completing the investigation.

During the assessment period, the teacher sets the student up for the investigation. The teacher gives the initial directions to "watch me", and then she conducts the simple investigation. An assistant in the classroom records the performance data on the student. The teacher has determined that she will break the segment into 1 minute increments to give Jamie as much opportunity as possible.

Using the information provided above, complete the top portion of the time segment Data Collection Sheet. Be sure to include the time segment information.

#### PART 2

Refer to the student performance data below to complete the data documentation for the date provided.

On the first day of data collection, December 12, 2008, the following occurred:

Instruction took place in the classroom setting. All data was collected and recorded on the DCS by the teacher assistant (Amy JXXXX) and observed by the occupational therapist (Ryan).

##### Experiment Segment # Response

Will it Sink or Will it Float?	1	Attends during first minute, no prompts
	2	Attends during second minute, two prompts
	3	Attends during third minute, one prompt
	4	Does not attend during fourth minute, three prompts
	5	Attends during fifth minute, no prompts

# NYSAA Data Collection Sheet for Documenting a Task by Time Segments

<b>Student Name:</b>	<b>Content Area:</b> <input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies
<b>AGLI Text:</b>	<b>Assessment task:</b>

**ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response**      **INDEPENDENCE KEY: (+) Independent (-) Prompted**

Length of Time for each Segment	Date		Date 12-19-08		Date 1-9-08		Date 1-16-08		Date 1-30-08		Date		Date		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
_____ sec./min. (circle one)																
<b>Segment 1</b>			+	-	+	+	+	-	+	-						
<b>Segment 2</b>			+	-	-	-	+	+	+	+						
<b>Segment 3</b>			-	-	-	-	+	+	-	-						
<b>Segment 4</b>			-	-			+	-	+	+						
<b>Segment 5</b>			+	+					+	+						
<b>Total +'s</b>																
<b>Total Segments</b>																
<b>Fraction</b>	/	/	3/5	1/5	1/3	1/3	4/4	2/4	4/5	3/5	/	/	/	/	/	/
<b>Percent (%)</b>	%	%	60%	20%	33%	33%	100%	50%	80%	60%	%	%	%	%	%	%
<b>Staff Recording Data for each Date (Req'd)</b>			JB		JB		JB		JB							
<b>Setting</b>			C		C		C		C							

<b>Name and Initials of Staff recording data (REQUIRED)</b>	Name: _____ Initials: _____ Name: <u>  Juan BXXXXX  </u> Initials: <u>  JB  </u> Name: _____ Initials: _____	<b>SETTING KEY</b> (C) Classroom (F) Cafeteria (L) Library (G) Gym (O) Other specify _____
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**NOTE: Data Collection Sheet cannot stand alone, supporting evidence is required. Complete in full, including staff initials for each date.**

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### Guided Practice #3 WORKSHEET – Using Data Collection Sheets

#### Part C: Discrete Trial

Below is a scenario of a student working on an ELA AGLI at the 5<sup>th</sup> grade level. Use the information provided to complete the Discrete Trial Data Collection Sheet following the directions provided by your trainer.

#### PART 1

##### SCENARIO:

Tonya uses a wheel chair, has labored mobility in her upper extremities, and has limited communication. For ELA, required component 1, choice component 1, she will be assessed on AGLI 11101. The AGLI text reads “attend or read to identify text feature(s) (e.g., titles, page numbers, chapter headings, tables of contents, indexes)”. The assessment task is “The student will identify the title, chapter headings, and page numbers in text when presented with choices of different features from familiar text.”

During instruction, the teacher presents the student with three texts opened to a page that has one of the text features being studied. The teacher presents each feature and they discuss its function and where it can usually be found in a textbook.

During the assessment period, the teacher presents the student with three texts opened to a different text feature. The teacher asks the student to identify each feature. Questions related to features include “can you show me the title of the text, can you show me the chapter title, where is the page number, what text shows you the main idea about this section (chapter heading), what text shows you the name of the text (title).

Using the information provided above, complete the top portion of the Discrete Trail Data Collection Sheet. Each text feature being taught should be coded and placed in the key/stimulus box to allow for easy identification when taking and interpreting data (e.g. K#1 – title).

#### PART 2

Refer to the student performance data below to complete the data documentation for the date provided.

On the first day of data collection, December 9, 2008, the following occurred:  
Instruction took place in the classroom setting. All data was collected and recorded on the DCS by the teacher assistant (Jerry Jones) and observed by the teacher (Sandy).

<b>Trial #</b>	<b>Features Presented</b>	<b>Feature Requested</b>	<b>Response</b>
1	title, chapter heading, page number	Title	chapter heading, no help
2	page number, title, table of contents	Chapter Heading	chapter heading, two prompts
3	table of contents, page number, chapter heading	Page Number	page number, no help
4	Three different choices	Chapter Heading	title, one prompt
5	Three different choices	Page Number	page number, no help

