

## 2007-08 NYSAA – STUDENT PAGE

### Student Information:

Date of Birth: 3/10/97

Last Name: [REDACTED] First Name: Faye

Student ID#(district assigned): [REDACTED]

District of Residence: Somename District

School Name: Somename Elementary

Out of District Placement Service Provider: Somename BOCES

Student most often receives instruction in the following setting (check one below):  
 School     Home     Hospital or  Other: \_\_\_\_\_ (specify)

### NYSAA datafolio submitted for the following grade: (check only one grade for the student based on student's birth date)

	Birth Date Range	NYSAA Level	Content Areas Assessed
<input type="checkbox"/>	September 1, 1998-August 31, 1999	Grade 3	ELA, Mathematics
<input type="checkbox"/>	September 1, 1997-August 31, 1998	Grade 4	ELA, Mathematics, Science
<input checked="" type="checkbox"/>	September 1, 1996-August 31, 1997	Grade 5	ELA, Mathematics, Social Studies
<input type="checkbox"/>	September 1, 1995-August 31, 1996	Grade 6	ELA, Mathematics
<input type="checkbox"/>	September 1, 1994-August 31, 1995	Grade 7	ELA, Mathematics
<input type="checkbox"/>	September 1, 1993-August 31, 1994	Grade 8	ELA, Mathematics, Science, Social Studies
<input type="checkbox"/>	September 1, 1989-August 31, 1990	Secondary Level	ELA, Mathematics, Science, Social Studies

### Administration Period for 2007-08 NYSAA: October 1, 2007 – February 8, 2008

### Supports Required per IEP (check and specify type for all that apply):

- | Type of Support  | Details   |
|--|---|
| <input type="checkbox"/> Assistive technology                | _____   |
| <input checked="" type="checkbox"/> Testing accommodation(s) | <u>Extended time, alternate location, test read</u> |
| <input type="checkbox"/> Communication system                | _____   |
| <input type="checkbox"/> Other (specify)                     | _____   |

Month in which a collegial review was conducted on this datafolio \_\_\_\_\_

Student's Name: *Faye XXXXXX* Date of Birth: *3/10/97*

School Name: *Somename Elementary School*

**1<sup>st</sup> ELA Required Component: Key Idea - Reading**

- Choice Component (select one):
- Standard 1:** Students will read, write, listen and speak for **information and understanding.**
  - Standard 2:** Students will read, write, listen and speak for **literary response and expression.**

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

AGLI Code: *12206*  
AGLI Text: *Identify favorite and/or least favorite parts of a story*

Assessment task:  
*The student will listen to a story and will write a sentence and draw a picture about her favorite part*

- The following is helpful to scorers when determining connection to grade level content:
- This assessment task is the **same** as one listed as SAT \_\_\_\_\_ in the NYSAA Frameworks.
  - This assessment task is **comparable** to one listed as SAT *12206* in the NYSAA Frameworks.
  - This is an **original assessment task** developed by LSET.

Student Performance (record the last three dates of documented data in chronological order)	Date 1: <i>11/5/07</i>		Date 2: <i>11/13/07</i>		Date 3: <i>11/29/07</i>	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	<i>50</i>	<i>2</i>	<i>50</i>	<i>2</i>	<i>100</i>	<i>4</i>
Level of Independence	<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>
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 LAST TWO DATES of student performance documented on this Data Summary Sheet.**

Name: faye

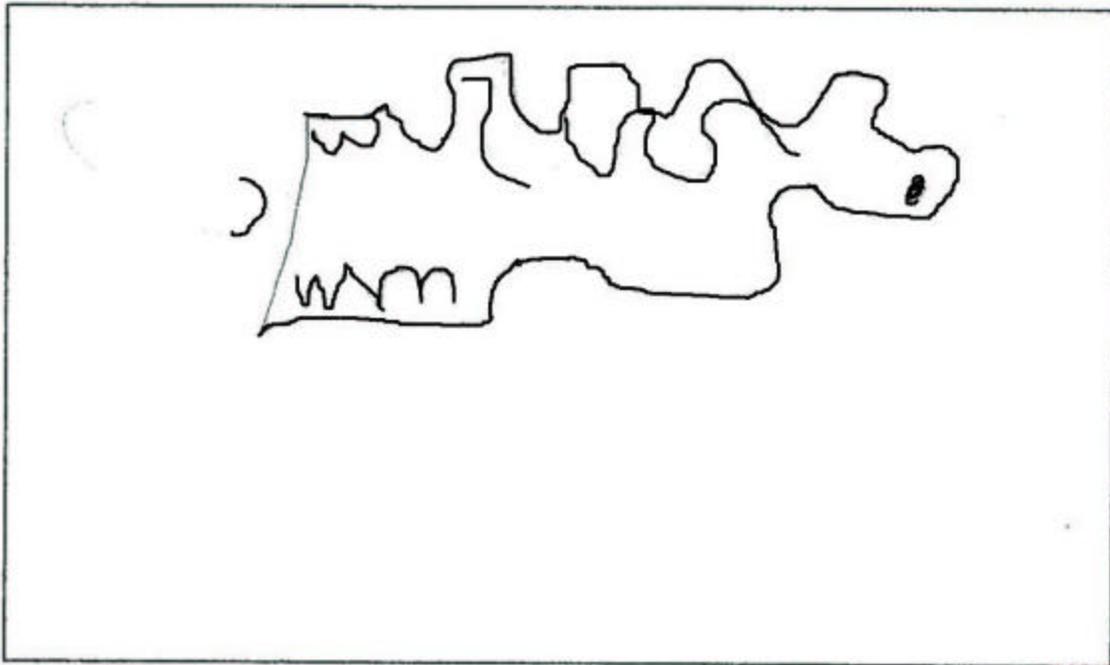


ELA

Date: 11/13/07

+1/2

Directions: Draw a picture of your favorite part of the story.



Directions: Write a sentence telling about your favorite part of the story.

rainbow fish  
ocpootor tak about Nu  
Ma fairvition we and  
we MUA My ians

**2007-08 NYSAA Verifying Evidence Label**

Date Student Performance: 11/13/07

Student Name: Faye XXXXXX

ELA  Mathematics  Science  Social Studies

AGLI text: Identify favorite and least favorite  
parts of a story.

Task: The student will listen to a story and will  
write a sentence and draw a picture about her  
favorite part

Accuracy: 50 % Independence: 100 %

Name: faye

Date: 11/29/07

ELA

+ 2/2

Directions: Draw a picture of your favorite part of the story.



Directions: Write a sentence telling about your favorite part of the story.

Amber Jeffers  
We best friend we  
me and we are  
We mi Me am izaw

**2007-08 NYSAA Verifying Evidence Label**

Date Student Performance: 11/29/07

Student Name: Faye XXXXXX

ELA  Mathematics  Science  Social Studies

AGLI text: Identify favorite and least favorite  
parts of a story.

Task: The student will listen to a story and will  
write a sentence and draw a picture about her  
favorite part

Accuracy: 100 % Independence: 100 %

Student's Name: <i>Faye XXXXXX</i>	Date of Birth: <i>3/10/97</i>
School Name: <i>Somename Elementary School</i>	

**2<sup>nd</sup> ELA Required Component: Key Idea - Listening**  
Choice Component (select one):

**Standard 1:** Students will read, write, listen and speak for **information and understanding.**

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

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)  
AGLI Code: *32108*  
AGLI Text: *Identify story elements (e.g., character, plot, setting, etc.)*

Assessment task:  
*Faye will attend to a story and choose one statement to identify the characters, plot and setting of a story*

*The following is helpful to scorers when determining connection to grade level content:*

This assessment task is the **same** as one listed as SAT \_\_\_\_\_ in the NYSAA Frameworks.

This assessment task is **comparable** to one listed as SAT *32108* in the NYSAA Frameworks.

This is an **original assessment task** developed by LSET.

Student Performance (record the last three dates of documented data in chronological order)	Date 1: <i>1/23/08</i>		Date 2: <i>1/24/08</i>		Date 3: <i>1/25/08</i>	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	<i>33</i>	<i>2</i>	<i>33</i>	<i>2</i>	<i>66</i>	<i>3</i>
Level of Independence	<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>
Scoring Rubric	Level	100% - 80%	79% - 60%	59% - 30%	29% - 0%	
	Rating	4	3	2	1	

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Name: faye

ELA

Date: 1/24/08

Directions: Circle the statement that best selects the following: characters from the story, the plot, and the setting.

Characters

- 1.) clams
- 2.) rainbow fish
- 3.) seahorse

+1/3

~~Plot~~

- 1.) The rainbow fish gives away scales.
- 2.) The octopus runs away.
- 3.) The seahorse dances.

~~Setting~~

- 1.) in a tree
- 2.) on a mountain
- 3.) under water

**2007-08 NYSAA Verifying Evidence Label**

Date Student Performance: *1/24/08*

Student Name: *Faye XXXXXX*

ELA  Mathematics  Science  Social Studies

AGLI text: *Identify story elements (character, plot, setting)*

Task: *Faye will attend to a story and choose one statement to identify the characters, plot and setting of the story*

Accuracy: 33 % Independence: 100 %

Name: Faye

ELA

Date: 11/25/08

+2/3

Directions: Circle the statement that best selects the following: characters from the story, the plot, and the setting.

Characters

- 1.) Sally and Suzie
- ②.) Jennifer and Amber
- 3.) Fern and Summer

~~Plot~~

- 1.) They dance in the moonlight.
- ②.) They eat fruit.
- 3.) They plant a garden.

Setting

- ①.) outside in the garden
- 2.) inside the shed
- 3.) under the stars

**2007-08 NYSAA Verifying Evidence Label**

Date Student Performance: *1/25/08*

Student Name: *Faye XXXXXX*

ELA  Mathematics  Science  Social Studies

AGLI text: *Identify story elements (character, plot, setting)*

Task: *Faye will attend to a story and choose one statement to identify the characters, plot and setting of the story*

Accuracy: 66 % Independence: 100 %

Student's Name: <i>Faye XXXXX</i>	Date of Birth: <i>3/10/97</i>
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School Name: <i>Somename Elementary School</i>
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**1<sup>st</sup> Mathematics Required Component: Strand - Number Sense and Operations**

Choice Component (select one):

**Band:** Number Systems

**Band:** Operations

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

AGLI Code: *13104*

AGLI Text: *Add, subtract, and/or multiply whole numbers using one or more strategies*

Assessment task:

*Faye will solve addition problems using stickers as a strategy to determine the answer*

*The following is helpful to scorers when determining connection to grade level content:*

This assessment task is the **same** as one listed as SAT \_\_\_\_\_ in the NYSAA Frameworks.

This assessment task is **comparable** to one listed as SAT *13104* in the NYSAA Frameworks.

This is an **original assessment task** developed by LSET.

Student Performance (record the last three dates of documented data in chronological order)	Date 1: <i>10/18/07</i>		Date 2: <i>10/25/07</i>		Date 3: <i>11/1/07</i>	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	<i>17</i>	<i>1</i>	<i>83</i>	<i>4</i>	<i>17</i>	<i>1</i>
Level of Independence	<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>
Scoring Rubric	Level	100% - 80%	79% - 60%	59% - 30%	29% - 0%	
	Rating	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	

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Name: Faye  
 Date: 10/25/07

Math

+ 5/6

**Directions:** Place stickers in the boxes to help you complete the addition problems.

1.)

$$\begin{array}{r} 6 \\ + 1 \\ \hline 7 \end{array}$$

4.)

$$\begin{array}{r} 2 \\ + 2 \\ \hline 4 \end{array}$$

2.)

$$\begin{array}{r} 6 \\ + 3 \\ \hline 9 \end{array}$$

5.)

$$\begin{array}{r} 5 \\ + 7 \\ \hline 12 \end{array}$$

3.)

$$\begin{array}{r} 8 \\ + 7 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 3 \\ + 4 \\ \hline 7 \end{array}$$

**2007-08 NYSAA Verifying Evidence Label**

Date Student Performance: 10/25/07

Student Name: Faye XXXXXX

ELA  Mathematics  Science  Social Studies

AGLI text: Add. Subtract and/or multiply whole numbers using one or more strategies

Task: Faye will solve addition problems using stickers as a strategy to determine the answer

Accuracy: 83 % Independence: 100 %

Name: Faye

Date: 11/01/07

+1/6

Math

**Directions:** Place stickers in the boxes to help you complete the addition problems.

1.) 
$$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$$

4.) 
$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

2.) 
$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

5.) 
$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

3.) 
$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

6.) 
$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

7

7

14

**2007-08 NYSAA Verifying Evidence Label**

Date Student Performance: 11/01/07

Student Name: Faye XXXXXX

ELA  Mathematics  Science  Social Studies

AGLI text: Add. Subtract and/or multiply whole numbers using one or more strategies

Task: Faye will solve addition problems using stickers as a strategy to determine the answer

Accuracy: 17 % Independence: 100 %

Student's Name: <i>Faye XXXXXX</i>	Date of Birth: <i>3/10/97</i>
School Name: <i>Somename Elementary School</i>	

**2<sup>nd</sup> Mathematics Required Component: Strand - Geometry**

Choice Component (select one):

**Band:** Geometric Relationships

**Band:** Coordinate Geometry

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

AGLI Code: *33202*

AGLI Text: *Use a letter and a number to locate areas on a map*

Assessment task:  
*The student will use a letter and number to locate objects on a simple map or grid*

*The following is helpful to scorers when determining connection to grade level content:*

This assessment task is the **same** as one listed as SAT \_\_\_\_\_ in the NYSAA Frameworks.

This assessment task is **comparable** to one listed as SAT *33202C* in the NYSAA Frameworks.

This is an **original assessment task** developed by LSET.

Student Performance (record the last three dates of documented data in chronological order)	Date 1: <i>1/2/08</i>		Date 2: <i>1/10/08</i>		Date 3: <i>1/11/08</i>	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	<i>20</i>	<i>1</i>	<i>50</i>	<i>2</i>	<i>100</i>	<i>4</i>
Level of Independence	<i>20</i>	<i>1</i>	<i>50</i>	<i>2</i>	<i>100</i>	<i>4</i>
Scoring Rubric	Level	100% - 80%	79% - 60%	59% - 30%	29% - 0%	
	Rating	4	3	2	1	

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Name Faye

Date 1/10/08

Activity for Transparency 6

# Down at Sickle's Farm

-10  
50%

Write the coordinates of each place below.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					

Sickle's Farm		Map Index	
<b>Pick Your Own</b>		<b>Farm Animals</b>	<b>Other</b>
✓ Apples <u>2A</u>		✓ Chickens <u>3A</u>	✓ Barn <u>4B</u>
Corn <u>1B</u>		Cows <u>5C</u>	✓ Farm stand <u>1E</u>
Lettuce <u>2D</u>		Ducks <u>3A</u>	Farmhouse <u>3C</u>
Peas <u>1C</u>		✓ Horses <u>5A</u>	✓ Greenhouse <u>3C</u>
Pumpkins <u>2A</u>		Pigs <u>5E</u>	✓ Parking <u>4A</u>
✓ Strawberries <u>2D</u>		Sheep <u>4E</u>	Pond <u>3B</u>
✓ Tomatoes <u>2E</u>			✓ Riding lessons <u>5B</u>

Maps for the Overhead: Neighborhoods & Communities Scholastic Teaching Resources

**2007-08 NYSAA Verifying Evidence Label**

Date Student Performance: *1/10/08*

Student Name: *Faye XXXXXX*

ELA  Mathematics  Science  Social Studies

AGLI text: *Use a letter and a number to locate*

*areas on a map*

Task: *Faye will use a letter and number to locate*

*objects on a simple map or grid*

Accuracy: 50 % Independence: 50 %

*Note to Scorer: Due to Faye's limited fine motor skills, her responses were recorded on the worksheet by her teacher.*

Name Faye

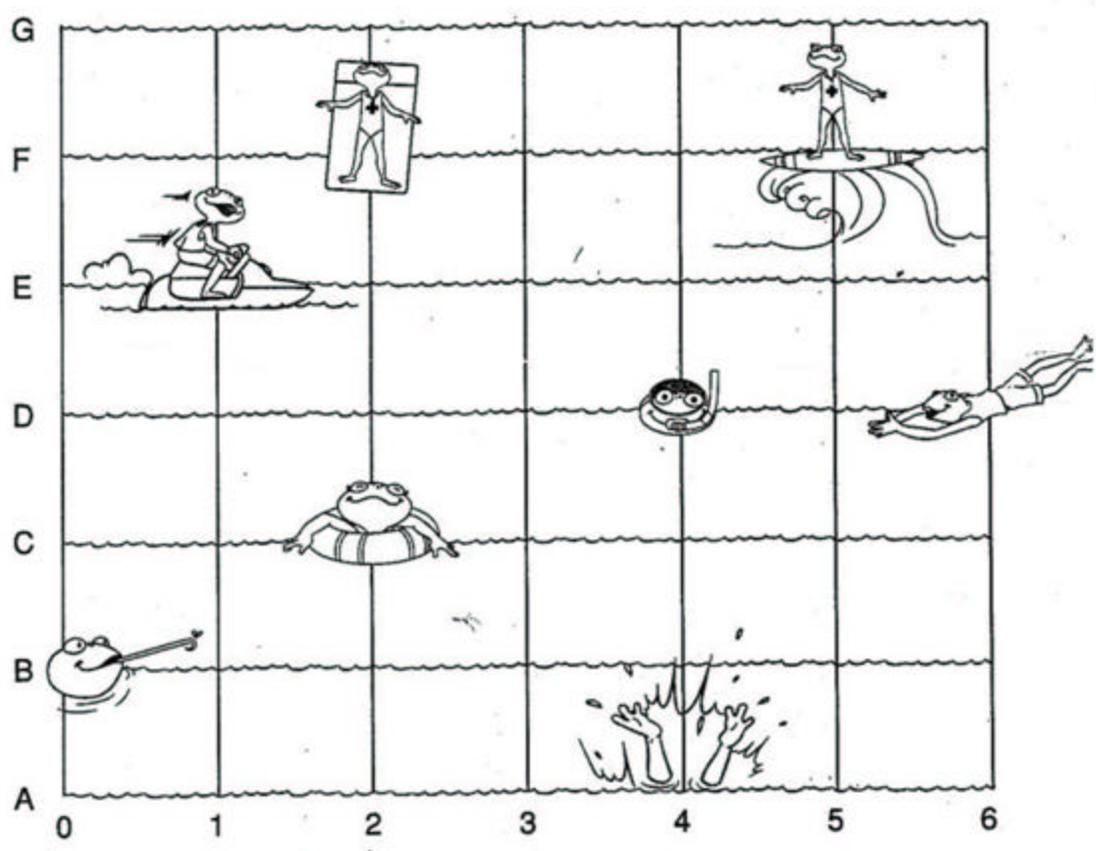
1/11/08

Frog Lifeguards  
Map skills: coordinates

# Frolicking Frogs

Study the map.

**GREAT JOB!** 100%



Write the coordinates for each frog.

1. a frog on a jet ski (E, 1)
2. a frog floating in a tube (C, 2)
3. a frog catching flies (B, 0)
4. a diving frog (D, 6)
5. a surfing frog (F, 5)
6. a frog on a raft (F, 2)
7. a splashing frog (A, 4)
8. a snorkeling frog (D, 4)

**Bonus Box:** Draw a beach ball at each of the following points: (2, B); (3, E); and (5, C).



**2007-08 NYSAA Verifying Evidence Label**

Date Student Performance: 1/11/08

Student Name: Faye XXXXXX

ELA  Mathematics  Science  Social Studies

AGLI text: Use a letter and a number to locate  
areas on a map.

Task: Faye will use a letter and number to locate  
objects on a simple map or grid.

Accuracy: 100 % Independence: 100 %

<b>Student's Name:</b> <i>Faye XXXXXX</i>	<b>Date of Birth:</b> <i>3/10/97</i>
<b>School Name:</b> <i>Somename Elementary School</i>	

**1<sup>st</sup> Social Studies Required Component: Standard 1 - US and NYS History**  
 Choice Component (select one):  
 **Unit 6:** Colonial Life and Revolutionary War in NYS  
 **Unit 8:** Industrial Growth and Expansion in NYS

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)  
 AGLI Code: *15107*  
 AGLI Text: *Identify modern means of transportation and/or communication, e.g., cars, airplanes, bus, wheelchair, telephones, television, computers*

Assessment task:  
*Student will identify pictures of current means or transportation from multiple sources (e.g. cars, trains, airplanes)*

*The following is helpful to scorers when determining connection to grade level content:*

This assessment task is the **same** as one listed as SAT *15107A* in the NYSAA Frameworks.  
 This assessment task is **comparable** to one listed as SAT \_\_\_\_\_ in the NYSAA Frameworks.  
 This is an **original assessment task** developed by LSET.

Student Performance (record the last three dates of documented data in chronological order)	Date 1: <i>10/15/07</i>		Date 2: <i>10/17/07</i>		Date 3: <i>10/19/07</i>	
	%	Rating	%	Rating	%	Rating
<b>Level of Accuracy</b>	<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>
<b>Level of Independence</b>	<i>50</i>	<i>2</i>	<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>
<b>Scoring Rubric</b>	<b>Level</b>	<b>100% - 80%</b>	<b>79% - 60%</b>	<b>59% - 30%</b>	<b>29% - 0%</b>	
	<b>Rating</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	

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NAME: Faye

DATE: 10/17

Directions: Select pictures of current means of transportation.  
Mark them with a red crayon.



**2007-08 NYSAA Verifying Evidence Label**

Date Student Performance: 10/17/07

Student Name: Faye XXXXXX

ELA  Mathematics  Science  Social Studies

AGLI text: Identify modern means of transportation and/or communication, e.g. cars, bus, wheelchair, telephones, television, computers

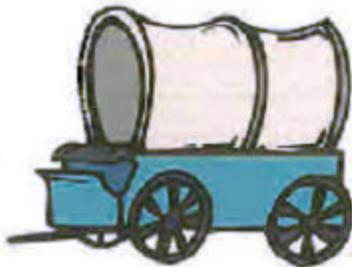
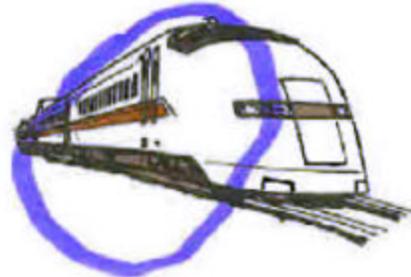
Task: Faye will identify pictures of current means of transportation from multiple sources (e.g. cars, trains, airplanes)

Accuracy: 100 % Independence: 100 %

NAME: Faye

DATE: 10/19

Directions: Select pictures of current means of transportation.  
Mark them with a red crayon.



**2007-08 NYSAA Verifying Evidence Label**

Date Student Performance: 10/19/07

Student Name: Faye XXXXXX

ELA  Mathematics  Science  Social Studies

AGLI text: Identify modern means of transportation and/or communication, e.g. cars, bus, wheelchair, telephones, television, computers

Task: Faye will identify pictures of current means of transportation from multiple sources (e.g. cars, trains, airplanes)

Accuracy: 100 % Independence: 100 %

Student's Name: <i>Faye XXXXXX</i>	Date of Birth: <i>3/10/97</i>
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School Name: <i>Somename Elementary School</i>
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**2<sup>nd</sup> Social Studies Required Component: Standard 5: Civics, Citizenship and Government**  
Choice Component (select one):

- Unit 4:** Government of World Communities  
 **Unit 9:** Local, State and National Government

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

AGLI Code: *33106*

AGLI Text: *Identify examples of appropriate behaviors, e.g. honesty, cooperation respect for others, etc.*

Assessment task:

*The student will identify appropriate behaviors in school, home and/or the community (e.g. honesty, cooperation, respect for others, etc.)*

The following is helpful to scorers when determining connection to grade level content:

This assessment task is the **same** as one listed as SAT \_\_\_\_\_ in the NYSAA Frameworks.  
 This assessment task is **comparable** to one listed as SAT *31106E* in the NYSAA Frameworks.  
 This is an **original assessment task** developed by LSET.

Student Performance (record the last three dates of documented data in chronological order)	Date 1: <i>10/23/07</i>		Date 2: <i>10/26/07</i>		Date 3: <i>10/30/07</i>	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>
Level of Independence	<i>67</i>	<i>3</i>	<i>83</i>	<i>4</i>	<i>100</i>	<i>4</i>
Scoring Rubric	Level	100% - 80%	79% - 60%	59% - 30%	29% - 0%	
	Rating	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	

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Name Faye

### Are you a Good Citizen?

Read together with the teacher.  
Circle yes or no for the correct answer.

1. Skip bumped into another student while lining up. He didn't tell the student that he was sorry. Is he being a good citizen?

Yes  No

2. Susie is in a hurry to get to class, so she runs in the hallway. Is she being a good citizen?

Yes  No

3. Rosie helps clean up the game even though she didn't play the game with the other students. Is she being a good citizen?

Yes No

4. Joe listens to the teacher when she is teaching. Is he being a good citizen?

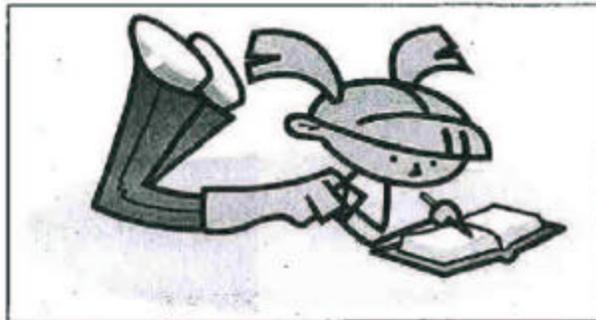
Yes No

5. After leaving the bathroom, Sam throws his paper towel on the floor of the bathroom. Is he being a good citizen?

Yes  No

6. After playing a game, Sue shakes the other player's hand, even though she lost the game. Is she being a good citizen?

Yes No



**2007-08 NYSAA Verifying Evidence Label**

Date Student Performance: 10/26/07

Student Name: Faye XXXXXX

ELA  Mathematics  Science  Social Studies

AGLI text: Identify examples of appropriate behaviors, e.g. honesty, cooperation, respect for others etc.

Task: The student will identify appropriate behaviors in school, Home and/or community (e.g. honesty, cooperation, respect for others, etc.)

Accuracy: 100 % Independence: 83 %

Name Faye

### Citizen Brittany

Read together with the teacher.  
Circle yes or no for the correct answer.



1. Brittany puts on her helmet and rides her bike to the soccer field. Is she being a good citizen?

Yes     No

2. She is in a hurry, so she doesn't stop at the stop sign. Is she being a good citizen?

Yes     No

3. She is late for the game. Everyone is waiting for her. Is she being a good citizen?

Yes     No

4. She listens to her coach's directions and plays very well. Is she being a good citizen?

Yes     No



5. She gulps down a cup of water and tosses her cup on the ground. Is she being a good citizen?

Yes     No

6. She congratulates the other team for winning and shakes each person's hand. Is she being a good citizen?

Yes     No



**2007-08 NYSAA Verifying Evidence Label**

Date Student Performance: 10/30/07

Student Name: Faye XXXXXX

ELA  Mathematics  Science  Social Studies

AGLI text: Identify examples of appropriate  
behaviors, e.g. honesty, cooperation, respect for  
others etc.

Task: The student will identify appropriate  
behaviors in school, Home and/or community (e.g.  
honesty, cooperation, respect for others, etc.)

Accuracy: 100 % Independence: 100 %