

2007-08 NYSAA – STUDENT PAGE

Student Information:

Date of Birth: 8/10/90

Last Name: [REDACTED] First Name: Keith

Student ID#(district assigned): [REDACTED]

District of Residence: Somerset District

School Name: Somerset High School

Out of District Placement Service Provider: _____

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 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 checked="" type="checkbox"/>	September 1, 1989-August 31, 1990	Secondary	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 type="checkbox"/> Testing accommodation(s)	_____
<input type="checkbox"/> Communication system	_____
<input type="checkbox"/> Other (specify)	_____

Month in which a collegial review of this datafolio was conducted January

**2007-08 NYSAA
DATA SUMMARY SHEET**

High School— ELA

HS

Student's Name: *Keith XXXXXX*

Date of Birth: *8/10/90*

School Name: *Somename High School*

1st ELA Required Component: Key Idea - Reading

Choice Component (select one):

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

Standard 3: Students will read, write, listen and speak for **critical analysis and evaluation.**

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

AGLI Code: *11107*

AGLI Text: *Attend to or read to collect facts and/or ideas about a single topic*

Assessment task:

The student will attend to various texts and identify facts by selecting a symbol or picture associated with the text.

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 *11107A* 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>11/24/08</i>		Date 2: <i>11/25/08</i>		Date 3: <i>11/30/08</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>75</i>	<i>3</i>	<i>100</i>	<i>4</i>	<i>100</i>	<i>4</i>
Scoring Rubric	Level Rating	100% - 80%	79% - 60%	59% - 30%	29% - 0%		
		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.

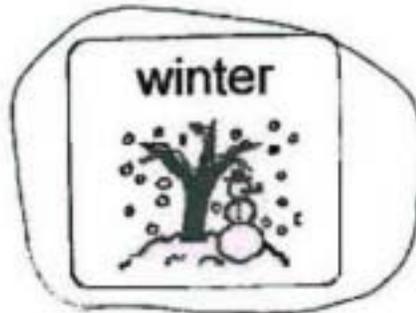
Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

Name: Keith

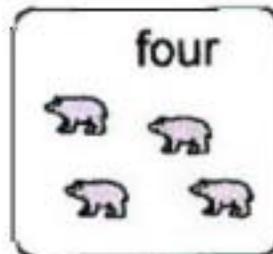
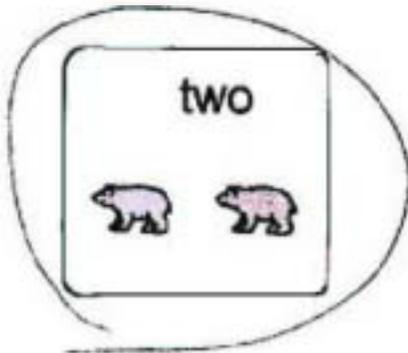
Date: 01/25/08

Keith was read a selection on polar bear mothers and then shown two choices. A staff member read Keith each question below and asked him to indicate a response. Below are the choices Keith was given. A staff member circled the responses Keith made.

1. When are polar babies born?



2. How many cubs are born to a polar bear mother each year?



3. What do polar bear cubs drink when they are young?



2007-08 NYSAA Verifying Evidence Label

Date Student Performance: 1/25/08

Student Name: Keith XXXXX

ELA Mathematics Science Social Studies

AGLI text: Attend to or read to collect facts and/or ideas about a single topic.

Task: The student will attend to various texts and identify facts by selecting a symbol or picture associated with the text.

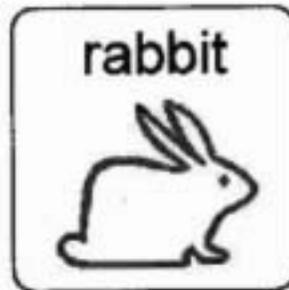
Accuracy: 100 % Independence: 100 %

Name: Keith

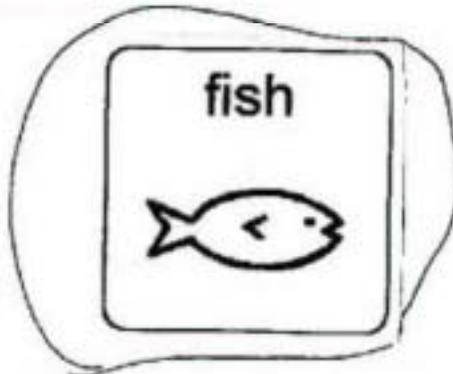
Date: 01/30/08

Keith was read a selection on "What do polar bears eat?" A staff member read Keith each question below, gave him two options and asked him to choose the food polar bears eat. Below are the choices Keith was given. A staff member circled the responses Keith made.

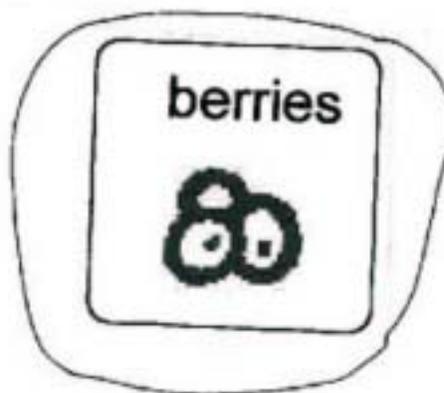
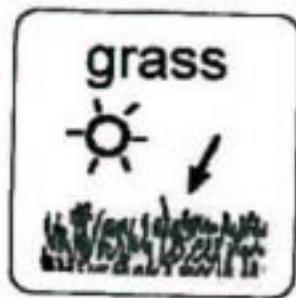
1. Do polar bears eat seals or rabbits?



2. Do polar bears eat penguins or fish?



3. Do polar bears eat grass or berries?



2007-08 NYSAA Verifying Evidence Label

Date Student Performance: 11/30/08

Student Name: Keith XXXXX

ELA Mathematics Science Social Studies

AGLJ text: Attend to or read to collect facts and/or
ideas about a single topic.

Task: The student will attend to various texts and
identify facts by selecting a symbol or picture
associated with the text.

Accuracy: 100 % Independence: 100 %

**2007-08 NYSAA
DATA SUMMARY SHEET**

**High School— ELA
(cont'd)**

HS

Student's Name: *Keith XXXXXX*

Date of Birth: *8/10/90*

School Name: *Somename High School*

2nd ELA Required Component: Key Idea - Writing

Choice Component (select one):

- Standard 1:** Students will read, write, listen and speak for **information and understanding.**
 Standard 3: Students will read, write, listen and speak for **critical analysis and evaluation.**

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

AGLI Code: *2110*

AGLI Text: *Convey answers to literal questions about explicit text
(who, what, where, when and/or how)*

Assessment task:

After a chapter is read, Keith will answer who, what, where and/or when questions about the text read and mark the multiple choice 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 *2110* 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>1/11/08</i>		Date 2: <i>1/16/08</i>		Date 3: <i>1/22/08</i>	
		%	Rating	%	Rating	%	Rating
Level of Accuracy		<i>20</i>	<i>1</i>	<i>20</i>	<i>1</i>	<i>20</i>	<i>1</i>
Level of Independence		<i>40</i>	<i>2</i>	<i>0</i>	<i>1</i>	<i>80</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.

2007-08 NYSAA Data Collection Sheet for Multi-Step Task

Student Name: **KEITH XXXXXX**

Content Area: ELA Mathematics Science Social Studies

AGLE text: **Convey answers to literal questions about explicit text (who, what, when where, how)**
 Assessment task: **After a chapter is read, Keith will answer literal questions about the text read, mark the multiple choice answer**

Step Description	Date 1/3			Date 1/8			Date 1/9			Date 1/10			Date 1/11			Date 1/16			Date 1/22		
	Acc +/-	Ind +/-	Ind +/-	Acc +/-	Ind +/-	Ind +/-	Acc +/-	Ind +/-	Ind +/-	Acc +/-	Ind +/-	Ind +/-	Acc +/-	Ind +/-	Ind +/-	Acc +/-	Ind +/-	Ind +/-	Acc +/-	Ind +/-	
	Correct Response (+) Inaccurate/No Response (-)			Correct Response (+) Inaccurate/No Response (-)			Correct Response (+) Inaccurate/No Response (-)			Correct Response (+) Inaccurate/No Response (-)			Correct Response (+) Inaccurate/No Response (-)			Correct Response (+) Inaccurate/No Response (-)			Correct Response (+) Inaccurate/No Response (-)		
Answer the "who" question	-	-	+	-	+	+	+	+	+	-	-	-	-	+	+	-	-	-	-	-	+
Answer the "what" question	-	+	+	-	+	+	-	-	+	+	+	+	-	-	-	-	-	-	-	-	+
Answer the "where" question	-	+	+	-	-	+	+	+	+	+	+	+	-	-	-	-	-	-	-	-	+
Answer the "when" question	+	-	+	-	-	+	-	-	+	-	-	-	-	-	-	-	-	-	-	-	+
Answer the "how" question	-	-	+	+	+	+	-	-	-	+	+	+	-	-	-	-	-	-	-	-	-
Total + 's	1	2	3	1	3	3	2	3	3	3	3	3	1	2	2	1	0	0	1	1	1
Total Steps	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Fraction	1/5	2/5	3/5	1/5	3/5	3/5	2/5	3/5	3/5	3/5	3/5	3/5	1/5	2/5	2/5	1/5	0/5	0/5	1/5	1/5	1/5
Percent (%)	20%	40%	60%	20%	60%	60%	40%	60%	60%	60%	60%	60%	20%	40%	40%	20%	0%	0%	20%	20%	20%
Staff Initials (Req'd)	KJ			KJ			SW			KJ			KJ			SW			KJ		
Setting	C																				

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

STAFF KEY (REQUIRED)

Name: _____ Initials: SW
 Name: _____ Initials: SW
 Name: _____ Initials: _____

SETTING KEY
 (C) Classroom (F) Cafeteria (L) Library (G) Gym
 (O) Other specify _____

NOTE: Data Collection Sheet cannot stand alone, supporting evidence is required. Complete in full including staff initials for each date.

**2007 – 08 NYSAA
Observer Verification Form**

Please Note: The Observer Verification Form is submitted with a Data Collection Sheet only. All information on this document must be completed in full or it will not be accepted as supporting evidence and will jeopardize the student receiving a reportable score.

LSET completes this section:

Student Name: <u>Keith</u> [REDACTED]	Date of Student Performance: <u>1/16/08</u>		
<input checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies
AGLI text: <u>Convey answers to literal questions about explicit text (who, what, where, and/or how)</u>			
Assessment task: <u>after a chapter is read, Keith will answer who, what, where and/or when questions about the text read and mark the multiple choice answer.</u>			
Accuracy: <u>20</u> % Independence: <u>0</u> %			

Observer* completes this section:

Observer Name: [REDACTED]

Observer Title/Position (REQUIRED):

Teacher
 Administrator
 Related Service Provider: Occupational Therapist, Physical Therapist, Speech & Language Therapist, Certified Occupational Therapy Assistant, Physical Therapist Assistant
 Nurse
 Other certified or licensed professional: _____ (title)

I hereby certify the assessment task was conducted in my presence.

[REDACTED SIGNATURE] 1/16/08
OBSERVER SIGNATURE **DATE**
 (cannot be the same person collecting data) (must be same date of student performance noted above)

*An Observer must be a certified and/or licensed teacher, administrator, school psychologist or related service provider, not **Supplementary School Personnel (a Teacher's Aide or Teaching Assistant may not serve as an observer as described in section 80-5.6 of the Regulations of the Commissioner of Education.)**

Note: Use only one date of student performance data per Observer Verification Form

Ch. 9 The Strangest House

1. What was the garden walls covered with?

~~moses~~ roses mud A- I
- +

2. Where did Mary work until dinner time?

~~garden~~ store garage + +

3. Who told Mary the roots were flower bulbs?

~~doctor~~ teacher Martha - +

4. When do all the things in England grow?

~~summer~~ winter spring - +

5. How much did the flower seeds cost? A _____ each

~~dime~~ nickel penny --

2007-08 NYSAA Verifying Evidence Label

Date Student Performance: 1/22/08

Student Name: Keith XXXXX

ELA Mathematics Science Social Studies

AGLI text: Concepts answers to literal questions about explicit text (who, what, where, when, how)

Task: After a chapter is read, Keith will answer literal story questions about the text read, mark the multiple choice answers

Accuracy: 20 % Independence: 80 %

Student's Name: <i>Keith XXXXXX</i>	Date of Birth: <i>8/10/90</i>
School Name: <i>Somename High School</i>	

1st Mathematics Required Component: Strand - Algebra

Choice Component (select one):

Band: Variables and Expressions

Band: Equations & Inequalities

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

AGLI Code: *42104*

AGLI Text: *When given a repeating or growing number or shape pattern, identify a missing number or shape in the pattern*

Assessment task:

The student will fill in the missing element in a repeating pattern using concrete objects.

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

This assessment task is the **same** as one listed as SAT *42104A* 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>12/7/07</i>		Date 2: <i>12/14/07</i>		Date 3: <i>12/21/07</i>	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	<i>75</i>	<i>3</i>	<i>60</i>	<i>3</i>	<i>63</i>	<i>3</i>
Level of Independence	<i>50</i>	<i>2</i>	<i>50</i>	<i>2</i>	<i>50</i>	<i>2</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.

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Name: Keith 12/14/07

6/10 A

5/10 I

Numeric Patterns

Fill in the spaces to complete the numeric patterns.

1, 3, 5, 7, 9, 11, 13
VP

3, 6, 9, 12, 13, 14, 21
VP

2, 4, 6, 8, 10, 12, 14
VP

5, 10, 15, 20, no response, no response, 35
VP VP

2007-08 NYSAA Verifying Evidence Label

Date Student Performance: 12/14/07

Student Name: Keith XXXXXX

ELA Mathematics Science Social Studies

AGLI text: When given a repeating or growing
number or shape pattern, identify a missing
number or shape in the pattern

Task: Keith will fill in the missing element in a
repeating pattern using concrete objects

Accuracy: 60 % Independence: 50 %

Keith was given a set of six number cards for each sequence and asked to choose the number to complete the numeric patterns above. A staff member filled in the numbers Keith chose.

Name: Keith

5/8 A
4/8 I

Shape Patterns

Fill in the spaces to complete the shape patterns.

■ ▲ ■ ▲ ■ ▲ □ ▲

◆ * ◇ * ◆ ◇ *no*

☺ ♥ ♪ ♡ ♡ ♪ *s x*

↑ ← ↓ → ↑ ← ↓ → → *s x*

Keith was given a set of symbol cards for each sequence and asked to choose the symbol to complete the shape patterns above. A staff member filled in the numbers Keith chose.

2007-08 NYSAA Verifying Evidence Label

Date Student Performance: 12/21/07
Student Name: Keith XXXXXX
 ELA Mathematics Science Social Studies
AGLI text: When given a repeating or growing number or shape pattern, identify a missing number or shape in the pattern
Task: Keith will fill in the missing element in a repeating pattern using concrete objects
Accuracy: 63 % Independence: 50 %

**2007-08 NYSAA
DATA SUMMARY SHEET**

**High School—
MATHEMATICS
(cont'd)**

HS

Student's Name: *Keith XXXXXX*

Date of Birth: *8/10/90*

School Name: *Somerset High School*

2nd Mathematics Required Component: Strand - Statistics and Probability

Choice Component (select one):

Band: Organization and Display of Data

Band: Analysis of Data

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

AGLI Code: *53201*

AGLI Text: *Interpret data displayed in a simple graph*

Assessment task:

Keith will interpret data represented on a graph by answering comparison questions

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

This assessment task is the **same** as one listed as SAT *53201* 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>10/12/07</i>		Date 2: <i>10/26/07</i>		Date 3: <i>12/14/07</i>	
		%	Rating	%	Rating	%	Rating
Level of Accuracy		<i>50</i>	<i>2</i>	<i>75</i>	<i>3</i>	<i>100</i>	<i>4</i>
Level of Independence		<i>25</i>	<i>1</i>	<i>50</i>	<i>2</i>	<i>75</i>	<i>3</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.

75% A
50% I

Name: KEITH 10/26/07

Class Attendance

Classmate	Monday	Tuesday	Wednesday	Thursday	Friday
Jacob		●	●	●	●
Shaniqua	●	●	●	●	●
Tom	●	●			
Julio		●		●	
Jennifer	●	●		●	●

How many students were in homeroom on Wednesday? 2

Which day had the fewest students in homeroom? Wednesday ✓

Which day had the most students in homeroom? Friday ✗ ✓

Which days had the same number of student in homeroom? Monday & Friday

Keith used his bingo marker to record the attendance in homeroom each day. A staff member read him the questions about the data and recorded Keith's responses.

2007-08 NYSAA Verifying Evidence Label

Date Student Performance: 10/26/07

Student Name: Keith XXXXX

ELA Mathematics Science Social Studies

AGLI text: Identify data displayed on a simple graph.

Task: Keith will interpret data represented on a graph by answering comparison questions

Accuracy: 75 % Independence: 50 %

Name: KEITH 12/14/07

100% A
75% I

Class Attendance

Classmate	Monday	Tuesday	Wednes- day	Thursday	Friday
Jacob	●	●	●	●	
Shaniqua	●		●	●	
Tom				●	●
Julio	●	●	●	●	●
Jennifer	●	●	●	●	

How many students were in homeroom on Wednesday? 4

Which day had the fewest students in homeroom? Friday

Which day had the most students in homeroom? Thursday

Which days had the same number of student in homeroom? Monday & Wednesday ✓P

Keith used his bingo marker to record the attendance in homeroom each day. A staff member read him the questions about the data and recorded Keith's responses.

2007-08 NYSAA Verifying Evidence Label

Date Student Performance: 12/14/07

Student Name: Keith XXXXXX

ELA Mathematics Science Social Studies

AGLI text: Identify data displayed on a simple graph.

Task: Keith will interpret data represented on a graph by answering comparison questions

Accuracy: 100 % Independence: 75 %

Student's Name: <i>Keith XXXXXX</i>	Date of Birth: <i>8/10/90</i>
School Name: <i>Somerset High School</i>	

1st Science Required Component: Standard 4 - Living Environment

Choice Component (select one):

Key Idea 1: Similarities/differences between living and non-living things

Key Idea 7: Human decision activities impact

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

AGLI Code: *21104*

AGLI Text: *Identify a living thing*

Assessment task:

Given pictures of living and non-living things, Keith will sort and select the pictures of living things

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 *21104E* 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>11/8/08</i>		Date 2: <i>11/30/08</i>		Date 3: <i>2/1/08</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>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</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.

Keith

Sort pictures correctly for things that are living and things that are not living.

Paste the pictures on your worksheet.

Things that are living



Things that are not living



2007-08 NYSAA Verifying Evidence Label

Date Student Performance: *11/30/08*

Student Name: *Keith XXXXX*

ELA Mathematics Science Social Studies

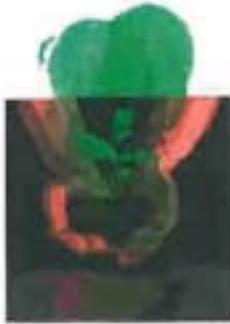
AGLI text: *Identify a living thing*

Task: *When given pictures of living and non-living things, Keith will sort and select the pictures of living things*

Accuracy: *100* % Independence: *0* %

Keith

Mark the pictures of things that are living.



2007-08 NYSAA Verifying Evidence Label

Date Student Performance: 2/01/08

Student Name: Keith XXXXXX

ELA Mathematics Science Social Studies

AGLI text: Identify a living thing

Task: When given pictures of living and non-living things, Keith will sort and select the pictures of living things

Accuracy: 100 % Independence: 0 %

Student's Name: *Keith XXXXX*

Date of Birth: *8/10/90*

School Name: *Somename High School*

2nd Science Required Component: Standard 4 - Physical Setting/ Earth Science

Choice Component (select one):

Key Idea 1: Relative motion and perspective

Key Idea 2: Interactions among components of air, water and land

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

AGLI Code: *31112*

AGLI Text: *Recognize patterns of daily and/or monthly changes in their environment*

Assessment task:

Keith will recognize patterns of daily changes in the environment by keeping a daily record of weather conditions

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 _____ 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>1/18/08</i>		Date 2: <i>1/25/08</i>		Date 3: <i>2/1/08</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>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>
Scoring Rubric	Level	100% - 80%	79% - 60%	59% - 30%	29% - 0%		
	Rating	4	3	2	1		

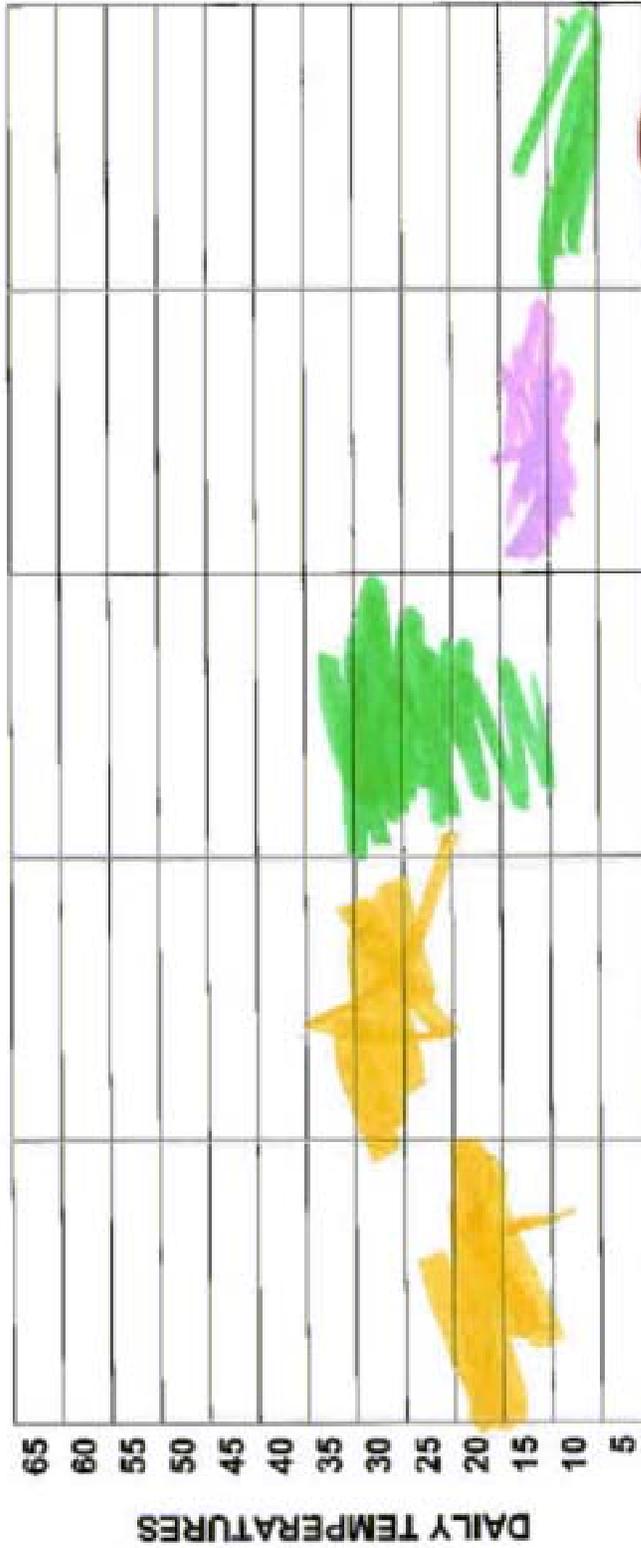
Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy and level of independence. Failure to record all required elements on both the Data Summary Sheet and the verifying evidence may disqualify the student from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



Chart of Daily Temperatures

Student's Name: KEITH



Friday
1-25

Thursday
1-24

Wednesday
1-23

Tuesday
1-22

Monday
1-21

Chart the daily temperatures over the course of one week. Using the temperature chart determine if there is a pattern in the daily temperature for the week. Mark the symbol below that best describes the pattern:

 Went Up	 Went Down	 Stayed the Same
---------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------

2007-08 NYSAA Verifying Evidence Label

Date Student Performance: 11/25/08

Student Name: Keith XXXXXX

ELA Mathematics Science Social Studies

AGLI text: Recognize patterns of daily and/or
monthly changes in their environment

Task: Keith will recognize patterns of daily changes
in the environment by keeping a daily record of
weather conditions

Accuracy: 100 % Independence: 0 %



Chart of Daily Temperatures

Student's Name: KEITH

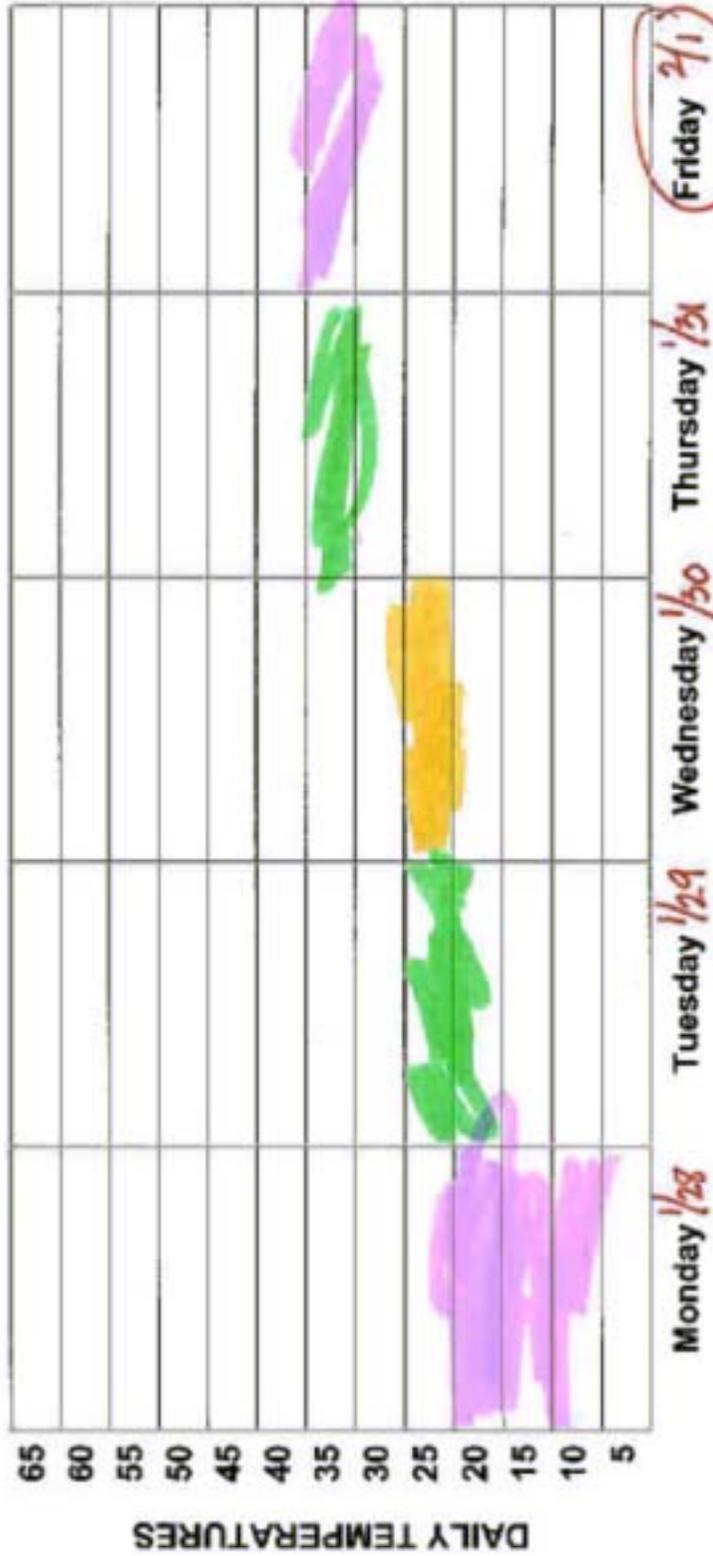


Chart the daily temperatures over the course of one week. Using the temperature chart determine if there is a pattern in the daily temperature for the week. Mark the symbol below that best describes the pattern:

 Went Up	 Went Down	 Stayed the Same
---------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------

2007-08 NYSAA Verifying Evidence Label

Date Student Performance: 2/01/08

Student Name: Keith XXXXX

ELA Mathematics Science Social Studies

AGLI text: Recognize patterns of daily and/or
monthly changes in their environment

Task: Keith will recognize patterns of daily changes
in the environment by keeping a daily record of
weather conditions

Accuracy: 100 % Independence: 0 %

Student's Name: <i>Keith XXXXXX</i>	Date of Birth: <i>8/10/90</i>
School Name: <i>Somename High School</i>	

1st Social Studies Required Component: Standard 1 - US History

Choice Component (select one):

Unit 2: Constitutional Foundations

Unit 7 (B): World in Uncertain Times: 1980-Present

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

AGLI Code: *1410E*

AGLI Text: *Recognize the United States, Canada and/or Mexico on a map or globe*

Assessment task:
Keith will find the United States on a world map and mark it

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

This assessment task is the **same** as one listed as SAT *1410E* 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>11/29/08</i>		Date 2: <i>11/30/08</i>		Date 3: <i>2/1/08</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>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</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.

Find the United States on the Map. Mark it with your bingo marker.



2007-08 NYSAA Verifying Evidence Label

Date Student Performance: 11/30/08

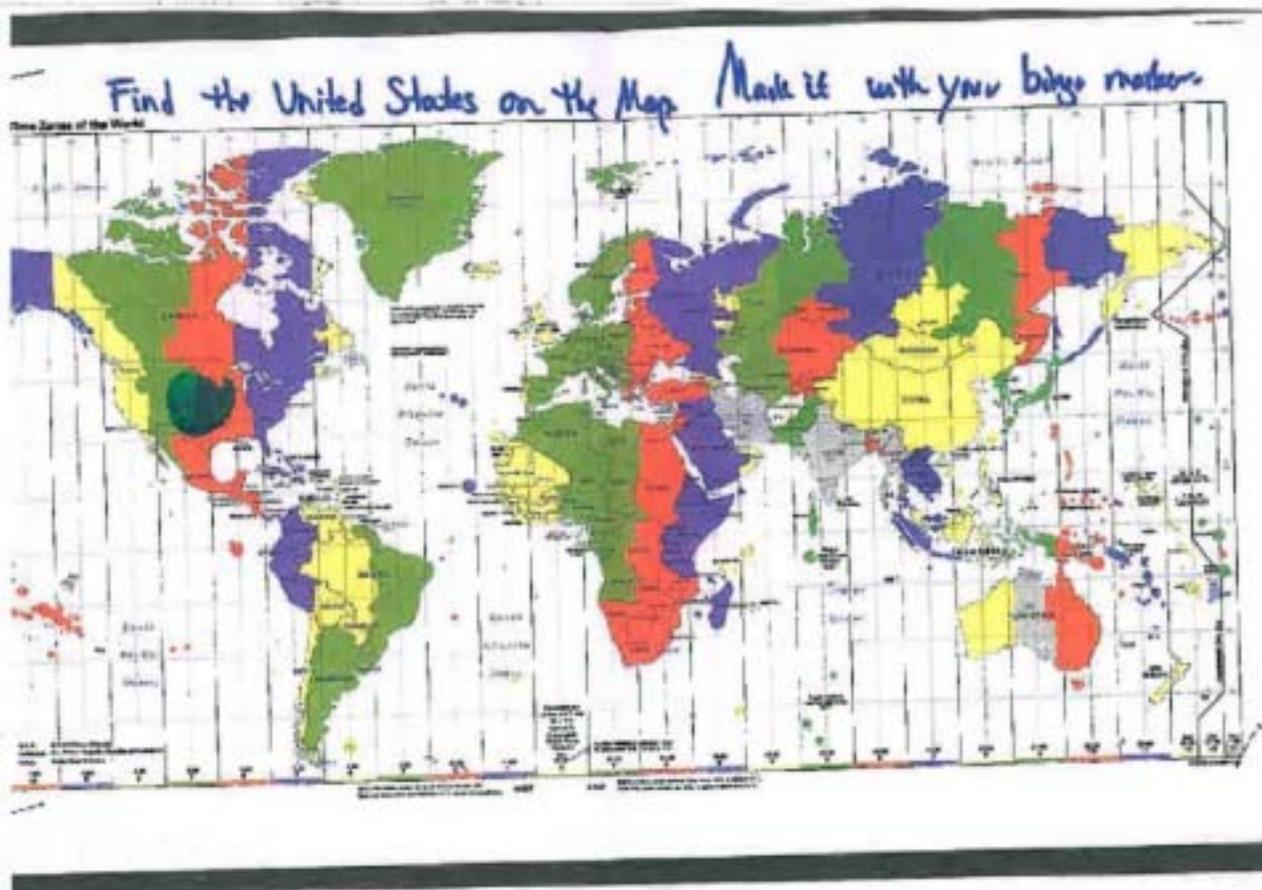
Student Name: Keith XXXXXX

ELA Mathematics Science Social Studies

AGLI text: Recognize the United States, Canada and/or Mexico on a map or globe

Task: Keith will find the United States on a worked map and mark it

Accuracy: 100 % Independence: 0 %



2007-08 NYSAA Verifying Evidence Label

Date Student Performance: 2/01/08

Student Name: Keith XXXXXX

ELA Mathematics Science Social Studies

AGLI text: Recognize the United States, Canada and/or Mexico on a map or globe

Task: Keith will find the United States on a worked map and mark it

Accuracy: 100 % Independence: 0 %

Student's Name: *Keith XXXXX*

Date of Birth: *8/10/90*

School Name: *Somename High School*

2nd Social Studies Required Component: Standard 2 - Global History

Choice Component (select one):

Unit 5: Age of Revolution

Unit 8: Global Connections and Interactions

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

AGLI Code: *21108*

AGLI Text: *Recognize work done on farms*

Assessment task:

Given pictures of work done on farms and work not done on farms.

Keith will select and sort the pictures of work done on farms.

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

This assessment task is the **same** as one listed as SAT *21108* 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>11/15/07</i>		Date 2: <i>11/15/07</i>		Date 3: <i>11/27/07</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>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>
Scoring Rubric	Level	100% - 80%		79% - 60%		59% - 30%	
	Rating	4		3		2	
						29% - 0%	
						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.

Keith

Paste pictures correctly for work on a farm and work not on a farm.

Work on a Farm



Work Not on a Farm



2007-08 NYSAA Verifying Evidence Label

Date Student Performance: *11/15/07*

Student Name: *Keith XXXXX*

ELA Mathematics Science Social Studies

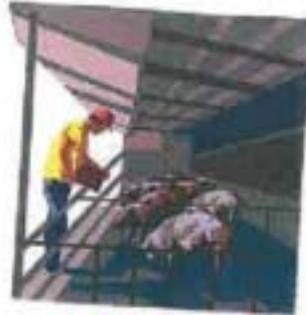
AGLI text: *Recognize work done on farms*

Task: *Given pictures of work done on farms and work not done on farms, Keith will select and sort the pictures on work done on farms.*

Accuracy: *100* % Independence: *0* %

Keith

Work on a Farm



Keith was given a set of six picture cards showing different work. He sorted and selected the pictures of work on a farm and glued them to the worksheet.

2007-08 NYSAA Verifying Evidence Label

Date Student Performance: *11/27/07*

Student Name: *Keith XXXXX*

ELA Mathematics Science Social Studies

AGLI text: *Recognize work done on farms*

Task: *Given pictures of work done on farms and work not done on farms, Keith will select and sort the pictures on work done on farms.*

Accuracy: *100* % Independence: *0* %