

**New York State
Alternate Assessment
ADMINISTRATION
MANUAL**

2007–2008



Developed by
The New York State Education Department
Office of Standards, Assessment and Reporting
Office of Vocational and Educational Services for Individuals with Disabilities
Measured Progress, Inc.

September 2007

THE UNIVERSITY OF THE STATE OF NEW YORK

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Introduction and Overview

This manual describes the process for assessing the academic achievement of students with severe cognitive disabilities and for constructing a New York State Alternate Assessment (NYSAA) datafolio documenting student performance.

In response to a 2005-06 review of the New York State Testing Program by the United States Department of Education, NYSAA was restructured effective 2006–07.¹ The 2007-08 NYSAA continues to include the same general format used in 2006-07 and is accompanied by the 2007-08 Frameworks which are a revised and expanded version to be used by teachers administering NYSAA in 2007-08.

NYSAA is a datafolio-style assessment measuring the achievement of students with severe cognitive disabilities toward meeting the New York State learning standards at alternate achievement levels. All students, including those with severe cognitive disabilities are required by federal law to have access to the general education curriculum. The State Education Department (SED) has aligned alternate grade level indicators (AGLIs) with the core curriculum in English language arts (ELA), mathematics, science and social studies for the administration of NYSAA. The content area subject matter assessed by NYSAA is clearly related to the grade level content. While the content is reduced in scope and complexity, students with severe cognitive disabilities are held to high expectations in order to achieve the New York State Learning Standards. Alternate Grade Level Indicators afford students the opportunity to experience a richer learning experience.

School districts across the United States are required to assess all students according to federal statute and State regulations. Assessment results tell educators how students are progressing and signal where changes may need to be made in curriculum and/or instruction at the district, school and classroom levels. Teachers should assess students in all areas (academic, social, etc.) on an on-going basis as part of the instruction cycle.

The No Child Left Behind (NCLB) Act and NYSAA are in part designed to raise expectations for students' academic achievement. Students with severe cognitive disabilities, when given the appropriate instruction and access to the general education curriculum, have demonstrated progress in their knowledge, skills and understanding in academic content areas that were not initially anticipated by school personnel or parents. For example, the 2005-06 NYSAA Teacher's Survey indicated that 57 percent of teachers who had administered NYSAA had increased their expectations for student's learning. Higher expectations require that students with severe cognitive disabilities must have access to the general education curriculum and be provided with specialized instruction, and participate in national, state, and local assessment programs.

The administration period for the 2007–08 NYSAA is **October 1, 2007 through February 8, 2008**. The general sequence of events for administering NYSAA is highlighted below. See subsequent sections of this manual for further details.

Summary of NYSAA Events

1. Each student's Committee on Special Education (CSE) determines how a student participates in the New York State Testing Program. The CSE uses SED guidelines regarding eligibility and participation criteria to guide their decision-making.

¹ August 2006 memorandum, *Important Changes Regarding Administration of the New York State Alternate Assessment for 2006-07*.

2. For each content area assessed, the student’s instructional team, headed by the Lead Special Education Teacher (LSET) provides academic instruction, so that the student can achieve proficiency on two different AGLIs in each content area assessed. Two AGLIs are required for each content area assessed (ELA, mathematics, science and social studies).
3. Parents meet with the LSET to discuss how NYSAA is administered and which specific AGLIs will be used to assess their child. Parents also complete the Parent/Family/Guardian Survey.
4. For each AGLI, the student is required to perform one assessment task connected to the AGLI on three different dates.
5. Members of the student’s instructional team conduct assessment tasks and document and rate student performance. This process includes collecting evidence on the last two dates of student performance.
6. The LSET assembles a datafolio containing the evidence of student performance and the ratings of the student’s level of accuracy and level of independence. The completed datafolio is submitted to the building administrator for shipping to the scoring center on February 8, 2008.
7. The NYSAA datafolios are scored at regional NYSAA scoring institutes.
8. Student reports are created and are made available to school districts, teachers and parents.

Students eligible for NYSAA, as determined by their CSE, must be assessed on grade appropriate content consistent with the student’s chronological age based on the chart below. **Note:** Content of the student’s assessment is based on the student’s chronological age, not on the grade in which the student is enrolled.

Age Ranges for NYSAA in 2007–08

Assessment	Birth Date	Reaches Age Given Between September 1, 2007 and August 31, 2008
Grade 3 ELA, Mathematics	September 1, 1998—August 31, 1999	9
Grade 4 ELA, Mathematics, Science	September 1, 1997—August 31, 1998	10
Grade 5 ELA, Mathematics, Social Studies	September 1, 1996—August 31, 1997	11
Grade 6 ELA, Mathematics	September 1, 1995—August 31, 1996	12
Grade 7 ELA, Mathematics	September 1, 1994—August 31, 1995	13
Grade 8 ELA, Mathematics, Science, Social Studies	September 1, 1993—August 31, 1994	14
Secondary Level ELA, Mathematics, Science, Social Studies	September 1, 1989—August 31, 1990	18*

***Note:** NYSAA-eligible students who will be leaving school before they reach their eighteenth birthday should take the secondary level NYSAA before they leave school (i.e., when they are 17-years-old). NYSAA-eligible students with a birth date prior to September 1, 1989 who have not been assessed should be assessed before they leave school.

IMPORTANT DATES

October 1, 2007 – February 8, 2008	Administration Period
February 8, 2008	Datafolios submitted to Building Administrator on or before this date. No changes or additional work can be done on the datafolios after this date.
February 15, 2008	Deadline for all datafolios (in- and out-of-district programs) to be received by the Score Site Coordinator for the BOCES or Big Five City School District
March 3, 2008 – April 11, 2008	Regional Scoring Period (specific dates determined by each location)

WHAT IS NYSAA?

NYSAA is a datafolio assessment measuring the achievement of students with severe cognitive disabilities toward meeting the New York State learning standards. With NYSAA, students are assessed on their performance of tasks based on AGLIs that are aligned with the New York State Core Curriculum in each assessed content area. For more information about the core curriculum, please see <http://emsc.nysed.gov/ciai/cores.htm>.

WHAT IS A DATAFOLIO?

A datafolio is a collection of evidence of a student's academic performance compiled by the student's instructional team and scored by qualified scorers. Instructional team members document student performance by rating the student's level of accuracy and level of independence as they perform an assessment task on three different dates within the administration period. To verify this documentation, each datafolio must include student work products, Data Collection Sheets, photographs or video tape and/or audio tape recordings. Teachers complete the required forms and submit all documentation and evidence in a three-ring binder or fastened folder for regional scoring. Detailed information about the content of and procedures for developing the datafolio are presented in Section Two: Steps for Administering NYSAA.

LSETs gather data to provide parents/family/guardians, educators, and others with a better understanding of the knowledge, skills, and understanding that the student demonstrates. The students' CSE can use the datafolio to increase its knowledge and understanding of the student's achievement in meeting the learning standards. Also, the datafolio can be used by the CSE in the development of the student's individualized education program (IEP). Datafolios are scored, and results are included in the school district's Adequate Yearly Progress (AYP) of all students for school accountability and reporting purposes.

LSETs must complete and submit datafolios to school building administrators by the close of business on February 8, 2008. No changes or additional work may be done on the datafolio after February 8th. Building administrators then forward all datafolios to the designated Score Site Coordinator for the Board of Cooperative Educational Services (BOCES) or Big Five City School District to be scored between March 3, 2008 and April 11, 2008, at a regional location within the State by qualified scorers. Student reports will be available in Fall 2008.

In the Fall, every school district in New York State receives a master set of NYSAA administration materials, including this manual and other information. These materials are the

primary resource and provide guidelines for administering NYSAA. Training programs and on-going technical assistance are provided to each district by a regional network of alternate assessment training network (AATN) specialists. Collegial reviews of "datafolios-in-progress" are required throughout the administration period to help teachers complete quality, scorable datafolios. This is a change from previous years. Keep in mind that a collegial review does not guarantee that the datafolio will be scored. It is the responsibility of the LSET to make sure all datafolio requirements are followed.

For further information and assistance, contact your local AATN or the Regional Lead Trainer (RLT) in your area.

NYSAA REGIONAL LEAD TRAINERS (RLTs) 2007-08

Region Coverage	Regional Lead Trainer	Telephone/Email
NYC	Ronald Miller	Rmiller68@nyc.rr.com (917) 957-1946
District 75	Susan Weinick	sweinic@aol.com (516) 503-3521
Long Island NYC Support	Robert Bedford	bribob@aol.com (516) 454-7856
Albany south to NYC NYC Support	Janet Stravitz	janetstravitz@aol.com (845) 634-3624
Chautauqua/Cattaraugus/Allegany/ Steuben/Chemung/Tomkins/Tioga/ Broome/Erie Counties	Kathryn Locke	Kathryn_locke@STEV.net (607) 295-7955
Orleans/Genesee/Wyoming/Monroe/ Livingston/Wayne/Ontario/Yates/ Seneca Counties	Virginia Singer	rsinger1@rochester.rr.com (585) 705-0163
Albany Washington Counties north to Canadian border	Kathleen Burns	kburns@WSWHEBOCES.org 518 581-3830
Cayuga county north to Jefferson/St Lawrence counties and east to Schoharie	Linda Rohlin	lrohlin@caybooces.org (315) 253-0361

District and building administrators and colleagues experienced with NYSAA may also be able to answer your questions.

Background and Development of NYSAA

This section of the manual provides information regarding the development of NYSAA, including federal and State requirements.

NYSAA— Component of the New York State Testing Program

New York State (NYS) conducts a statewide testing program on an annual basis for all students in grades 3 through 8 and high school. NYSAA is part of this statewide testing program. Designed for students with severe cognitive disabilities, NYSAA measures student achievement toward meeting the learning standards established for all students in the academic content areas of ELA, mathematics, science and social studies. NYSAA ensures that students with severe cognitive disabilities are included in the State Assessment Program and that their results are accounted for as required by the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA).

Aligns with Requirements

IDEA requires that all students with disabilities have access to the core curriculum with appropriate accommodations and supports as recommended by the CSE. NCLB requires that all students participate in State assessments in ELA and mathematics in grades 3 through 8 and high school, and in science at the elementary, middle, and high school levels, and that those performance results are reported. IDEA requires that students with disabilities participate in State Assessments in social studies at elementary, middle, and high school levels, as is required of all non-disabled students. SED and the State's contractor, Measured Progress, designed the alternate assessment process to ensure that the knowledge, skills and understanding to be assessed are individualized and appropriately reflect high expectations for students with severe cognitive disabilities. NYSAA also meets the federal requirement for participation by students who are unable to participate in the State's general assessment, even with accommodations.

Link to Grade Level Content of the NYS Core Curriculum

In 2005, SED released the newly revised core curriculum for ELA and mathematics containing grade level content for pre-kindergarten through high school. Additionally, the core curriculum for science and social studies contain grade level content at the elementary, intermediate, and secondary levels. These core curriculums are aligned with the NYS learning standards.

SED, in cooperation with stakeholders from across the State, has expanded the core curriculum grade level indicators to AGLIs for students with severe cognitive disabilities. AGLIs provide an entry point to the grade level content of the core curriculum. AGLIs measure a level of mastery of the knowledge, skills, and understanding aligned with the core curriculum established for all students by the New York State Board of Regents.

Eligibility and Participation Criteria

Definition of a Student with a Severe Disability (Section 100.1 of the Regulations of the Commissioner of Education)

“Students with severe disabilities” refers to students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education and/or social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. Students with severe disabilities may experience severe speech, language, and/or perceptual-cognitive impairments and challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports, and assistive technology devices.

NYSAA Eligibility

The process of determining eligibility begins with the CSE. The CSE determines on an individual basis whether the student will participate in:

- the State’s general assessment with or without accommodations;
- the State’s alternate assessment with or without accommodations; or
- a combination of the State’s general assessment for some content areas and the State’s alternate assessment for other content areas.

The CSE ensures that decisions regarding participation in the State testing program are *not* based on:

- category of disability,
- language differences,
- excessive or extended absences, or
- cultural or environmental factors.

The CSE ensures that each student has a personalized system of communication that addresses his/her needs regarding disability, culture, and native language so the student can demonstrate his/her present level of performance.

Tests and other assessment procedures are conducted according to the requirements of section 200.4(b)(6) of the Regulations of the Commissioner of Education and section 300.320(a)(6) of the Code of Federal Regulations.

NYSAA Participation Criteria

Only students with severe cognitive disabilities are eligible for NYSAA. The CSE determines whether a student with a severe cognitive disability is eligible to take NYSAA based on the following criteria:

- the student has a severe cognitive disability and significant deficits in communication/language and significant deficits in adaptive behavior; **and**
- the student requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across natural environments (home, school, community, and/or workplace); **and**
- the student requires educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention.

For information see <http://www.emsc.nysed.gov/osa/nysaa/home.shtml>.

Section One: Understanding the Core Curriculum's Role in Alternate Assessment

Part A: Test Design

This section provides teachers with a basic understanding of the test design process and alignment with the learning standards and core curriculum.

Process Summary In 2006–07, SED assembled stakeholders to review the core curriculum and general education assessment blueprints for ELA, mathematics, science and social studies. This alignment work was designed to promote higher expectations for students taking NYSAA. These groups determined priorities for NYSAA based on the core curriculum, assessment blueprints, and applicability for students with severe cognitive disabilities. These steps ensure alignment with the general education curriculum.

From these priorities, the groups discussed the actual depth and breadth of the alternate assessment requirements. During these discussions, and through on-going consultation, psychometricians from SED and Measured Progress provided direction for maintaining a valid and reliable assessment.

The design, based on the NYSAA Frameworks, is briefly stated in the requirements summary below and explained later in this section in Part B: Grade Level Content Alignment of this section.

Requirements Summary

The NYSAA Frameworks includes an SED introduction and the NYSAA test blueprints outlining the curriculum content of the alternate assessment for each grade. The test blueprints illustrate for each content area (i.e., ELA, mathematics, science and social studies) the two major areas of curriculum focus LSETs must assess at each grade. These two *required components* are further divided into specific curriculum topics called *choice components*. Teachers begin constructing a student's datafolio by selecting two of the four choice components within each content area's required components.

LSETs must identify one AGLI based on the student's assessed grade level for each of the two selected choice components at the student's assessed grade level. Thus, LSETs must assess a student on two AGLIs for each content area. For each AGLI, the LSET must collect and document student performance data from an assessment task administered on three separate dates. One piece of verifying evidence must be submitted for each of the last two dates of student performance.

Part B: Alignment to Grade Level Content

This section provides teachers with a basic understanding of how the AGLIs and assessment tasks align with the NYS Core Curriculum.

Flow of Alignment The NYS Board of Regents has approved a set of learning standards that guide instruction and assessment. These standards represent the core of what students should know, understand, and be able to do as a result of instruction. These learning standards serve as a basis for the core curriculum in ELA, mathematics, science and social studies.

The core curriculum provides information that specifically addresses the learning standards. Each core curriculum provides teachers with a focus for instruction. The curriculum for each content area is divided into the following components:

- ELA—key ideas and standards;
- Mathematics—strands and bands;
- Science—standards and key ideas; and
- Social Studies—standards and units.

Each component in a content area lists expectations for student performance. These expectations are called grade level performance indicators or content understandings.

The NYSAA Frameworks are aligned with the core curriculum components and expectations. The grade level expectations were distilled into essences. These essences are the “big ideas” of the grade level expectations. They focus on the essential knowledge, skills, and understanding that students should acquire through instruction. The assessment is based on the essences for each component of each content area. AGLIs are used to assess students with severe cognitive disabilities in a particular content area.

NYS Learning Standards

NYS Learning Standards are defined as the knowledge, skills, and understanding that students can and do habitually demonstrate over time as a consequence of instruction and experience.

Core Curriculum

SED defines the core curriculum for each grade in ELA and mathematics and for elementary, intermediate, and secondary levels in science and social studies. The core curriculum for each content area expands upon the NYS Learning Standards and provides a basis for instruction. When planning to administer NYSAA, LSETs should first identify the student’s assessed grade level using the birth date chart. Then review the core curriculum for that grade. NYSAA students must be assessed using the grade level curriculum determined by to the student’s chronological age, not the grade in which the student is enrolled.

Required Components

The NYSAA required components are based on the core curriculums and are the broad, unifying, general statements of what students need to know, do and understand.

The required components differ for each content area as indicated below (see Appendix G, NYSAA test blueprints).

- ELA–Key Ideas
- Mathematics–Strands
- Science–Standards
- Social Studies–Standards

Choice Components

The choice components for NYSAA derive from the core curriculums and identify the grade level expectations for each content area.

The choice components differ for each content area as indicated below.

- ELA–Standards
- Mathematics–Bands
- Science–Key Ideas
- Social Studies–Units

Grade Level Indicators (GLIs)

Grade level indicators for each content area are grade level performance expectations. These indicators are intended to assist teachers in determining the outcomes of instruction for students in that grade. Each content area names these indicators a little differently:

- For ELA–grade specific performance indicators
- For mathematics–grade-by-grade performance indicators
- For science–performance indicators
- For social studies–content understandings

Essences

Essences are the “big ideas” distilled from the grade level core curriculum on which instruction and assessment are based.

Alternate Grade Level Indicators (AGLIs)

AGLIs describe performance expectations at varying levels of complexity for students with severe cognitive disabilities. AGLIs align with the grade level expectations through the essences derived from the core curriculum. AGLIs are the “entry points” to the grade level expectations. They are the knowledge, skills, and understanding on which the student will be assessed by NYSAA. AGLIs also represent the anticipated or desired outcome of academic instruction for students with severe cognitive disabilities.

Section Two: Steps for Administering NYSAA

This section helps teachers select AGLIs, identify appropriate assessment tasks and complete the requirements for documenting student performance data for NYSAA datafolios.

Steps for Completing a NYSAA Datafolio

Step 1:	Confirm students to be assessed; prepare to administer NYSAA
Step 2:	Determine Required Components using Test Blueprints
Step 3:	Determine Choice Components using Test Blueprints
Step 4:	Select two AGLIs per content area
Step 5:	Meet with Parent/Family/Guardian and complete survey
Steps 6-10: Address first selected AGLI	
Step 6:	Select assessment task
Step 7:	Prepare to collect data
Step 8:	Conduct assessment task
Step 9:	Complete Verifying Evidence (VE) documentation
Step 10:	Complete Data Summary Sheet
Step 11: Complete steps 6-10 for second selected AGLI	
Step 12:	Complete steps 2-11 for each content area to be assessed
Step 13: Assemble the datafolio according to the standardized procedures described in this Administration Manual	
Step 14:	Submit the datafolio to the building administrator no later than close of business February 8, 2008 . The building administrator will forward datafolios to the regional Score Site Coordinator, who will coordinate regional scoring. Only datafolios that follow these procedures can be accepted for scoring.
Step 15:	Complete the on-line LSET Survey
Note: LSETs are required to participate in collegial reviews of NYSAA student datafolios during the administration period while completing these steps. Collegial review is designed to help LSETs create high quality, scorable datafolios.	

STEP 1: CONFIRM STUDENTS TO BE ASSESSED, PREPARE TO ADMINISTER NYSAA

Review the IEP In preparation for administering NYSAA, the LSET and instructional team members:

- Determine which students will be assessed.
 - Review the students' IEPs to confirm which students the CSE identified for participation in NYSAA.
 - Use the age chart (see page 6) to confirm that the student meets the age criteria for participation in the 2007-08 NYSAA.
 - Determine the appropriate content areas that need to be assessed at each student's grade level using the birth date chart.
- Review the current IEP. Pay particular attention to sections denoting present levels of performance (PLP), annual goals and objectives, supports and adaptive equipment needed, accommodations, and assistive technology.
- Review the student's latest progress reports, including report cards, previous NYSAA scores, and any other evaluative information.
- Use IEP information and the core curriculum to make an informed selection of AGLIs and assessment tasks that are challenging and appropriate for the student.
- Select the NYSAA Planning Tool appropriate to the student's grade level based on the student's date of birth (Appendix E).

STEP 2: DETERMINE REQUIRED COMPONENTS

Review Test Blueprints

LSETs review the Test Blueprints (Appendix G) for each assessed content area. To help LSETs identify the required components, the test blueprint includes sections of the core curriculum that are required at each grade. To help LSETs select choice components, the test blueprint includes the specific parts within the required sections for that content area and the student's grade level.

The top table in each blueprint reflects the required components for the assessment. Each content area contains two required components. An "X" marks the required components for each grade within a content area.

**NYSAA Test Blueprint - English Language Arts (ELA)
Effective with 2006-07 Administration**

REQUIRED COMPONENT							
Two ELA Key Ideas Must be Assessed at each Grade Level							
Required Key Ideas Vary by Grade as Marked by an X in the Chart Below							
ELA Key Idea¹	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Reading	X	X	X	X	X	X	X
Writing		X		X		X	X
Listening	X		X		X		
Speaking*							

*Note: Speaking is not assessed on the general education State assessments.

For example, the required ELA components for grade 7 are the key ideas of Reading and Listening.

STEP 3: DETERMINE CHOICE COMPONENTS

Review Test Blueprints

LSETs review the Test Blueprints (Appendix G) and use the student’s assessed grade level as a starting point. For each assessed content area and based on the student’s grade, LSETs identify the required and choice components for that content area at the student’s grade level.

The bottom table in each blueprint reflects the choice components for the assessment. There are two choice components within each required component for each content area. An “X” marks the choice components within each required component for each grade within a content area. For example, an LSET uses the student’s assessed grade level as grade 3 and selects either Standard 2 or Standard 4 *both* from Key Idea Reading *and* Key Idea Listening.

CHOICE COMPONENT								
For Each Required Key Idea, There are Two Possible Standards From Which to Draw Allowable Choices of Standard Vary by Grade as Marked by an X in the Chart Below								
Choose 1 Standard for Each Key Idea from Standards Marked with an X								
Standards	Key Idea	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
1	Reading			X	X	X	X	X
2	Reading	X	X	X	X	X		
3	Reading						X	X
4	Reading	X	X					
1	Writing		X		X		X	X
2	Writing		X		X			
3	Writing						X	X
4	Writing							
1	Listening			X		X		
2	Listening	X		X		X		
3	Listening							
4	Listening	X						

STEP 4: SELECT ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

Review the NYSAA Frameworks

LSETs review the performance indicators of the NYSAA Frameworks for each assessed content area. Steps for selecting AGLIs are outlined below.

Locate Grade Level Expectations

Once the required and choice components are determined, the LSET locates the grade level expectations for performance.

Review the essences

Grade level expectations have been distilled into essences, which are the “big ideas” of these expectations. Review the essences to understand the big ideas taught and assessed at that grade.

Review and select an AGLI

AGLIs have been developed from the essences. AGLIs are compiled into tables found in the NYSAA Frameworks. AGLIs are presented across a spectrum of complexity from least to most complex so teachers can select the AGLIs that are most appropriate for a student.

Review the AGLIs in the table and select one within a choice component for each required component based on the considerations below. Start from the most complex level and work backwards to select the appropriate AGLI.

Select an:

- AGLI that is at the student’s assessed grade based on the NYSAA birth date chart;
- AGLI that is challenging for the student;
- AGLI that is appropriate for the student’s current level of academic performance; and
- AGLI that is based on the core curriculum taught in the current school year.

Some AGLIs contain “and”, “or” and “and/or” statements.

If the AGLI contains...	The LSET...
“and”	Must include all parts of the AGLI in the assessment task
“or”	May choose one of the two or more elements most appropriate for the student
“and/or”	May choose to include all the elements from the AGLI or choose one of the more appropriate parts of the AGLI for the student.

Using the NYSAA Model: An Example

Example to assist in executing Steps 2 through 4:

Student’s date of birth: January 5, 1998 (student will reach age 10 between September 1, 2007 and August 31, 2008)

Assessed grade level: Grade 4

Assessed content areas: ELA, mathematics and science

- Begin by reviewing the introduction to the Alternate Assessment Frameworks (Appendix G).
- Then review the test blueprint for ELA
- The blueprint indicates students in Grade 4 must be assessed in
 - ELA Key Ideas of Reading and Writing
 - Key Idea-Reading, Standard 2 or 4
 - Key Idea-Writing, Standard 1 or 2
- The LSET chooses between Reading Standard 2 or Standard 4 and Writing Standard 1 or Standard 2.
- Once the LSET selects the standards under Reading and Writing, the LSET and instructional team review the AGLIs to determine the entry point. AGLIs are arranged in the table with increasing complexity. Start at the most complex level and work backwards to the point that is most appropriate for the student.
- After reviewing the AGLIs, essences, and grade level indicators, the LSET decides to assess the student using the AGLI “identify important people and/or events in stories read aloud (12103)” from Standard 2 within the key idea of Reading for the first required component for ELA. The LSET selects the AGLI “create pictures, symbols, objects, etc. to communicate information (21104)” from Standard 1 within the Key Idea of Writing as being appropriate for use as the second AGLI within the required ELA component for the student.

STEP 5: MEET WITH PARENT/FAMILY/GUARDIAN AND COMPLETE SURVEY

Completing the Parent/Family/Guardian Survey

The purpose of the Parent/Family/Guardian (PFG) Survey is to encourage communication between the instructional team and the student’s family about the alternate assessment process and the student’s ability to apply the knowledge, skills, and understanding acquired at school to the home or community.

- During the NYSAA administration period, the LSET arranges a meeting with the parent/family/guardian at school, home, or other location.
- If a meeting is not possible, the LSET and parent/family/guardian could engage in a telephone conference. The parent/family/ guardian or the LSET fills out the PFG Survey.
- The third, but least preferred method for completing the PFG Survey is for the LSET to ask that the survey be completed by the parent/family/guardian at home and returned to the LSET.
- Dates of all attempts to contact the parent/family/guardian to complete the survey must be recorded on the last page of the survey. If the parent/family/guardian is unable or unwilling to complete the PFG Survey, all three pages of the survey must be submitted in the datafolio.

STEP 6: SELECT ASSESSMENT TASK

Determining an Assessment Task

An assessment task describes the student action related to specific knowledge, skills, and understanding that is observable and aligned with the AGLI and, in turn, with the core curriculum.

Sample assessment tasks are provided for many of the AGLIs in the Frameworks. Each sample task is aligned with a specific AGLI. For example SAT12230 aligns with AGLI 12230. This coding shows the alignment between the sample assessment task and the corresponding AGLI.

LSETs may select or modify a sample assessment task from the NYSAA Frameworks aligned with the AGLI identified in Step 4. LSETs may also create an original assessment task. An original assessment task must align with the selected AGLI. During scoring, if the scorer is unable to determine the connection between the AGLI and the assessment task, the task will not be scorable.

Selecting or Writing an Assessment Task

Review the language of the AGLI to be sure that the task description clearly:

- States the knowledge, skills or understanding the student will demonstrate,
- Identifies the task to be assessed, and
- Aligns with the AGLI.

LSETs may:

- Select a sample assessment task from the NYSAA Frameworks;
- Modify an assessment task so that it is comparable to a sample assessment task listed in the NYSAA Frameworks; or
- Create an original assessment task.

When writing an original assessment task, the LSET must include:

- Verb or verb phrase from the AGLI, and
- Direct object from the AGLI.

Creating an original assessment task:

1. Identify and underline the verb or verb phrase in the selected AGLI with a single line. The verb or verb phrase is the action word that comes after "The student will ..."
2. Identify and underline the direct object in the selected AGLI with a double line. The direct object is a noun that comes after the verb and answers the question "What?"
3. Write the task by incorporating the verb and the direct object or their equivalents from the AGLI.

4. In the examples below, the tasks are aligned with the AGLIs. The underlined words (verb and direct object) in the task could be:

- the **same** as those in the AGLI,
- an **example** or **type** of those in the AGLI; or
- an **extension** of what is written in the AGLI, e.g., "will identify *by selecting...*"

<p>AGLI - ELA, grade 3 The student <u>will attend to and respond to</u> (verb) <u>environmental sounds</u> (direct object) in the story. Page 10, AGLI Code 32106</p>	<p>Task The student <u>will attend to and indicate by raising his/her hand</u> (verb phrase) <u>the environmental sounds</u> (direct object) each time they occur in the story.</p>
<p>AGLI - Mathematics, grade 8 The student <u>will identify</u> (verb) <u>shapes that contain angles</u> (direct object). Page 21, AGLI Code 31103</p>	<p>Task Given a circle and a square, the student <u>will identify by selecting</u> (verb phrase) <u>the shapes with angles</u> (direct object).</p>
<p>AGLI - Science, grade 4 The student <u>will recognize</u> (verb) <u>scientific tools</u> (direct object) used in simple investigation. Page 38, AGLI Code 12101</p>	<p>Task The student <u>will select</u> (verb) <u>a scientific tool</u> (direct object) commonly used in scientific experiments.</p>
<p>AGLI - Social Studies, high school The student <u>will recognize</u> (verb) <u>work done on farms</u> (direct object). Page 75, AGLI Code 21108</p>	<p>Task The student <u>will select</u> (verb) <u>pictures related to work on a farm</u> (direct object).</p>

Always, refer to the essences and the grade level indicators to confirm that the intent of the AGLI is captured in the assessment task as written. Assessment tasks may go beyond the intent of the AGLI, but they cannot assess less than what is stated in the AGLI.

Important Considerations when Determining an Assessment Task

Consider the following items in the student's IEP:

- present levels of performance,
- annual goals and objectives,
- test accommodations,
- supports and adaptive equipment, and
- assistive technology.

Select an assessment task appropriate to the student's learning modalities, abilities and strengths, and communication system. Select or write assessment tasks based on 100 percent accuracy and independence. Do not include qualifier information in the assessment task (e.g., four out of five trials, with verbal prompts, etc.).

Choose an assessment task that is:

- Aligned with the selected AGLI,
- Very challenging,
- Something the student has not already mastered, and
- Driven by grade level content.

STEP 7: PREPARE TO COLLECT DATA

Preparing to Collect Data

Before beginning to collect student performance data, consider what materials, equipment, support, and staff are available or needed.

When preparing for data collection, analyze the task by asking:

- What is the expected outcome of the task?
- How is the outcome of the task best documented?
- What is the best way to give the student an opportunity to demonstrate his/her knowledge, skills or understanding?

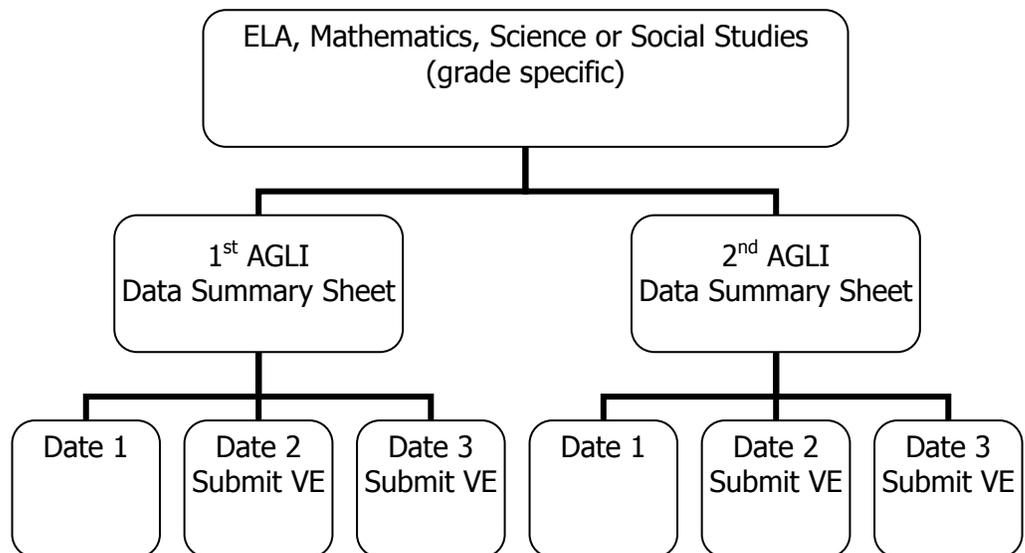
Conduct a task analysis to determine the sequence and steps for the assessment task. List the steps that are specific to the task being assessed. Avoid including steps that are unrelated to what is being assessed.

Analyze the student's communication and behavior to learn how best to motivate the student. Students who are motivated and participate in meaningful activities are more likely to engage in the assessment task. Encourage independence by providing ample opportunity and reinforcement for approximations.

Verifying Evidence

Determine the types of verifying evidence (VE) that will be submitted in the datafolio. Verifying evidence is documentation provided to confirm the student's performance of the assessed knowledge, skills, and understanding. The key consideration to keep in mind is: "Does the verifying evidence show what the assessment task outlined as the student action?"

Two pieces of verifying evidence are required for each assessed AGLI. Together, the pieces must confirm the student performance data from the last two dates recorded on the Data Summary Sheet.



Two AGLIs are completed for each content area. Select one within the choice component for each of the required components.

Verifying evidence may include:

- an original student work product,
- a video tape or audio tape clip (maximum 90 seconds per clip with two recorded markers per clip),
- a sequence of captioned, dated photographs from a single date and assessment task (a minimum of three photographs), and/or
- an original Data Collection Sheet that includes at least three dates of student performance data on the specified assessment task. This sheet must be accompanied by supporting evidence (i.e., either an Observer Verification Form or another piece of VE).

All verifying evidence must be labeled to include the following seven required elements either directly on the evidence or on a VE label:

- Student name
- Date of student performance
- Content area
- AGLI text
- Assessment task
- Level of accuracy
- Level of independence

Labeling verifying evidence is essential to show the match between the verifying evidence and the data documented on the Data Summary Sheet. If an LSET feels that how the verifying evidence or its scoring needs an explanation, LSETs are encouraged to include a short annotation on the verifying evidence to assist a scorer in confirming the connection between the verifying evidence and the assessment task.

All verifying evidence and documentation of required elements must be original. Photocopies in whole or in part of any NYSAA forms will jeopardize the student receiving a reportable score.

Original Student Work Product

- The work sample must be an original student work product.
- Work samples may include worksheets, completed projects, charts, graphs or other similar products the student created during the assessment task.
- If the work sample has multiple pages, the LSET should clearly number each page to ensure proper review and scoring (e.g., 1 of 3; 2 of 3; 3 of 3, etc.).
- If it may be unclear to a scorer from the work sample what the student was asked to do, LSETs are encouraged to include a brief annotation further describing the task.

Note: Work product such as weekly or monthly calendars or charts can only be submitted as one piece of evidence for a single date.

Sequence of Captioned and Dated Photographs

Valid photographic evidence requires:

- A sequence of three photographs (more than three photographs may be included, but fewer than three will not be scorable).
- A caption for each photograph. Captions are a sentence or two describing the student's action(s) for each photograph.
- Photographs taken on the same date that document one assessment task. Photographs taken over more than one day will not be scorable. If an assessment task cannot be performed on a single date, select a different assessment task.
- Only steps demonstrating the student performing the specified assessment task are scorable. Do not include prerequisite steps in a sequence. The sequence must show the steps involved in completing the assessment task. A photograph of the finished "product" may be included in the minimum sequence of three.
- Photographs showing each step of the assessment task. At a minimum, an LSET must record on the evidence an overall score for the level of accuracy and for the level of independence.

Video or Audio Tape Clips

Valid video tape and audio tape evidence includes:

- Only one video tape and audio tape per datafolio. Tapes or cassettes may contain multiple clips as evidence for the assessed AGLIs.
- Clips no longer than 90 seconds, each showing the student performing the assessment task. Clips should not include prerequisite steps or preparation.
- Clips arranged by content area and documented on the Video/Audio Tape Clip Summary Form. Secure the summary form to the tape case with a rubber band to assist scorers in locating and reviewing clips.
- Only VHS-compatible video tapes. Only VHS-compatible video equipment will be provided at scoring sites. If submitting digital images, LSET's must identify the software and operating system and provide all necessary equipment and technical support to allow scoring of the evidence. Otherwise, the evidence will not be scored.

Recorded Markers for Video and Audio Tape Clips

All video tape and audio tape clip evidence must contain two recorded markers - one at the beginning of the clip and one at the end of the clip. The first marker must include:

- Student name,
- Date of student performance,
- Content area,
- AGLI text, and
- Assessment task.

When the assessment task is complete, record a second marker at the end of the clip indicating:

- Level of accuracy, and
- Level of independence.

Note: A VE label attached to the tape or tape box does not fulfill the requirement for a recorded marker. If the required elements are not recorded at the beginning and the end of the clip, the evidence may not be scorable.

Securing Tapes

To ensure that the tape remains attached to the datafolio, each tape must be labeled with the student's name, teacher's name, and school name. Attach the tape securely to the datafolio with a plastic sleeve, binder clip, or envelope.

Guidelines for Photographic, Video Tape and Audio Tape Evidence

When preparing to collect video, audio, or photographic evidence, follow the guidelines below.

- Ask a colleague to operate the camera or recorder while you assess the student.
- The novelty of taping or photographing could disrupt classroom routine or distract students, resulting in an inaccurate record. For this reason, the camera and operator should be as unobtrusive as possible. Consider video taping, audio taping and/or photographing regularly, so that students do not find it novel.
- If an automatic date and/or time stamp is functioning on the camera or recorder, be sure that the date is accurate and does not contradict the date of student performance documented in the datafolio.

Informed Consent for Photographing, Video/Audio Tape Recording - Student (required for all photographic, video or audio evidence)

The student's parent/family/guardian must sign the Informed Consent for Photographing and Video/Audio Tape Recording form (Appendix B) within the administration period. The signed form is kept on file by the district and is not included in the datafolio.

- Do not take photographs or tape recordings unless you obtain prior written permission.
- Adhere to local school policy regarding permission for photographing or taping students.

Informed Consent for Incidental Photographing, Video/Audio Tape Recording - Peers

If a tape or photograph depicts the student's peers, each peer's parent/family/guardian must sign an Informed Consent for Incidental Photographing, Video or Audio Tape Recording during the administration period. The signed form is kept on file by the district. Do not include the consent form in the datafolio.

Images of peers may not be "blacked out" or "faces covered." Cropping the image to exclude peers is acceptable.

Original Data Collection Sheet (DCS)

- A Data Collection Sheet may be submitted as verifying evidence for one or both of the last two dates on the Data Summary Sheet.
- When submitting an original Data Collection Sheet as verifying evidence, it must include a minimum of three dates of data within the specified administration period (October 1, 2007 to February 8, 2008).
- Transcribe only the data from the last three (most recent) dates of student performance, from within the administration period to the Data Summary Sheet. These data may be confirmed with a combination of types of evidence; one piece of evidence for each of the last two dates.
- Complete Data Collection Sheets in full, including the name and initials of person(s) collecting data for each date. **Note:** An incomplete Data Collection Sheet may jeopardize the student receiving a reportable score.
- A Data Collection Sheet requires submission of another type of verifying evidence (student work, photographs, video tape or audio tape) or an Observer Verification Form (OVF, see page 26). Evidence accompanying a Data Collection Sheet is called supporting evidence.
- Three types of Data Collection Sheets are available (Appendix B):
 - Multi-step
 - Time segment
 - Discrete Trial Learning (Applied behavioral analysis)

Tasks may be documented as multi-step, time-segmented or DISCRETE TRIAL LEARNING (see Data Collection Sheet templates in Appendix B).

- In a multi-step assessment task, the teacher identifies the number of steps required to complete the assessment task. The teacher calculates the percentage of student independence based on the number of steps in which the student performed independently compared to the total number of steps (no prompts in 2 of 6 steps = $2/6 = 33\%$ independent). The teacher converts the level of independence using the scoring rubric (33% independent = Level 2) and enters the percentage and rating on the Data Summary Sheet for each date. Note: if necessary, rounding-up is acceptable for a calculation of .5 or above.
- In a time-segmented assessment task, the teacher divides the activity into equal time segments and counts the number of time segments in which the student received no prompts or cues compared to the total number of time segments. The teacher uses the scoring rubric to determine the level of independence (0%–100%) and enters the percentage and rating on the Data Summary Sheet for each date.
- Discrete Trial Learning Data Collection Sheets are essentially Multi-Step forms on which LSETs record student performance data based on discrete trial learning methodology. LSETs submitting such forms must adhere to all the requirements for multi-step DCSs. LSETs should also append a brief description of the task and the scoring if there is a possibility of confusion by the scorer.

Supporting Evidence Submitted with a Data Collection Sheet

Supporting evidence is required whenever an LSET submits a Data Collection Sheet as verifying evidence. Since a Data Collection Sheet can verify either one or both of the last two dates of student performance, the supporting evidence must confirm student performance on the same date(s) being verified by the Data Collection Sheet. The Data Collection Sheet requires one piece of supporting evidence for each date transcribed from the Data Collection Sheet to the Data Summary Sheet.

All requirements for verifying evidence apply to supporting evidence submitted with a Data Collection Sheet.

Supporting evidence for a Data Collection Sheet may include:

- Original student work product,
- Sequence of captioned dated photographs,
- Video tape or audio tape clip, or
- Observer Verification Form.

Do not submit an additional Data Collection Sheet as Supporting Evidence for a Data Collection Sheet.

Observer Verification Form

The Observer Verification Form is designed to strengthen the procedural validity of the assessment. An independent person (someone other than the person collecting the data) observes the student performing the assessment task with a member of the instructional team, affirming that the assessment task occurred. When submitting an Observer Verification Form as supporting evidence with a Data Collection Sheet, remember:

- The Observer Verification Form cannot stand alone as verifying evidence and it must be attached to the Data Collection Sheet.
- An LSET cannot submit Observer Verification Forms with other types of verifying evidence (e.g., work samples, photographs, video, etc.). The Observer Verification Form only accompanies a Data Collection Sheet.
- An observer must be a certified and/or licensed teacher, administrator, school psychologist or related service provider.
- Observers cannot be supplementary school personnel. Supplementary school personnel refers to a teacher aide or a teaching assistant, as described in section 80-5.6 of the Regulations of the Commissioner of Education.
- The person collecting the student performance data cannot sign the Observer Verification Form. The person collecting data must be different from the person observing the task and signing the Observer Verification Form. During scoring, the scorer will confirm this requirement by reviewing the name and initials of the staff member listed on the Data Collection Sheet and comparing that information with the signature on the Observer Verification Form.

- Only one date of recorded observation may be submitted per Observer Verification Form. The date of the assessment task documented on the Observer Verification Form must be the same date on which the student performed the task.
- The date of the observer signature must be the same date that the assessment task was performed.

Only the Observer Verification Form found in Appendix B of the 2007-08 NYSAA Administration Manual will be accepted.

STEP 8: CONDUCT ASSESSMENT TASK

Assessing Student Performance

When assessing student performance for NYSAA, LSETs should:

- Provide initial directions and materials;
- Use the student's preferred mode of communication;
- Provide supports, adaptations, test accommodations and adaptive equipment or assistive technology as specified on the IEP;
- Ensure that all documents, including the Observer Verification Form, are available at the time the task is completed or on the same day the task is conducted. If, for example, an LSET plans to submit a Data Collection Sheet as evidence along with an Observer Verification Form as supporting evidence, be sure that the independent observer is present *before* the assessment task begins and that the Observer Verification Form is ready to be completed and signed on the same day the assessment task is completed; and
- Conduct the task at school or a school sponsored activity. Homework or work done outside the setting of a school activity will not be accepted unless the student receives special education programs and services at home, in a hospital, or other facility (as indicated on the datafolio's Student Page).

Recording Performance Data

When recording student performance data:

- Determine who will conduct the task, collect data, and observe the student's performance when using an Observer Verification Form as supporting evidence;
- Record all data of student work during or immediately following student performance;
- Record the student's performance on the same assessment task on at least three separate dates. Transcribe the last three dates of student performance data to the Data Summary Sheet for the assessed content area and AGLI; and
- Complete the remaining required elements of the verifying evidence.

Precautions when Recording Performance Data

- All datafolio contents, except student work, must be typed or handwritten using permanent ink. DO NOT USE PENCIL.
- If mistakes or errors are made while recording student performance data, they must be manually crossed out, corrected and initialed. Do not erase or use correction fluid.
- Photocopies, correction fluid, erasure or "black out" will not be accepted. The LSET must not make changes in this manner on the Data Summary Sheet, verifying evidence (student work products, written information related to video tapes or audio tapes and photograph captions, information recorded on Data Collection Sheets, and Observer Verification Forms), and/or the VE label. The use of photocopies, correction fluid, erasure or "black out" will result in the student not receiving a reportable score.

Determining Level of Accuracy

Accuracy is a key measure of student performance for NYSAA. The LSET determines the level of accuracy by comparing the student's number of correct responses with the total number of expected responses.

Accuracy Example:

20 correct responses out of 25 possible total responses
 $20/25 = .8 \times 100\% = 80\%$ accurate = Level 4
Document both percentage and rating on the Data Summary Sheet
Note: Rounding up is acceptable for a calculation of .5 or above

Determining Level of Independence

Independence is a key measure of student performance for NYSAA. The level of independence is determined when the teacher observes and measures the frequency of cues or prompts that the student receives during an assessment activity. Determine the percentage of independence by dividing the total number of steps or items by the number of steps or items not requiring prompts.

Independence Example:

Student completes a 6 step task with prompts on 2 steps
 $4/6 = .66667$, rounded to $.67 \times 100\% = 67\%$ = Level 3
Document both percentage and rating on the Data Summary Sheet
Note: Rounding up is acceptable for a calculation of .5 or above

It does not matter if the student needs one or more prompts during one step or one example. What matters is if each step or each problem is done with prompts (0% independence) or without prompts (100% independence).

Natural or Initial Directions

Natural cues refer to a set of initial directions provided before a student begins to perform an assessment task is considered a "natural cue." A natural cue or initial set of directions:

- Should not be considered a cue or a prompt;
- Does not affect the level of independence documented; and
- Is presented in a format best suited to the student's communication mode and abilities.

Cues or Prompts

Cues or prompts are not initial directions. Cues and prompts are:

- Measured by frequency (how often they are provided) and affect the independence score;
- Given to increase the likelihood that the student will give the correct or desired response;
- Not considered test accommodations; and
- A product of the learning style and/or physical and sensory abilities of the student (i.e., physical, visual, verbal, auditory, sensory).

To decrease a student's need for cues or prompts to perform an assessment task, the LSET should:

- Structure tasks, environments, and materials in ways that enable the student to perform as independently and as accurately as possible; and
- Increase the student's independence by decreasing the frequency of cues or prompts over time.

Test Accommodations

The CSE determines which test accommodations are required based on the student's documented needs. Test accommodations:

- are consistent with the student's IEP;
- are designed to allow the student to demonstrate his/her knowledge, skills, and understanding with greater independence;
- do not change the level of the assessment, the construct of the assessment, or the criteria of the assessment task; and
- are provided to the student during instruction and not just for assessment.

For more information on test accommodations, refer to *Test Access and Accommodations for Students with Disabilities: Policy and Tools to Guide Decision-Making and Implementation (May 2006)* manual at <http://www.vesid.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>.

Frequently asked questions about test accommodations and NYSAA can be found at <http://www.emsc.nysed.gov/osa/nysaa/home.shtml>.

Distinguishing Between Cues, Prompts and Test Accommodations

Examples of cues or prompts.

- The student receives purposeful physical guidance or restriction of movement during the assessment to obtain a desired response.
- The student receives "hints" or additional detail, or is immediately told a response is incorrect.
- A fatigued or frustrated student receives additional cues to complete parts of the assessment task or is prompted to remain focused.
- The student is redirected (verbally or physically).
- The teacher provides templates or other formats that give the answer to the student.

Test accommodations provide for:

- adaptive or special equipment (e.g., study carrel);
- extended time to complete the assessment (e.g., double time); and/or
- the assessment to be administered in conditions or a location with minimal distraction (e.g., change room to one with minimal visual distraction or noise).

STEP 9: COMPLETE VERIFYING EVIDENCE (VE) DOCUMENTATION

Types of Evidence

Each datafolio contains multiple types of evidence

- Data Summary Sheets (DSSs)
- Verifying Evidence (VE)
- Supporting Evidence (when a DCS submitted as verifying evidence)

Required Elements for ALL Evidence

After completing the assessment task:

- Select two pieces of verifying evidence which confirm data for the last two dates of student performance for each of the two tasks selected for the two AGLIs.
- Record the required elements for verifying evidence either directly on the verifying evidence or on a VE label attached to the evidence.

The seven required elements are...	
<ul style="list-style-type: none">• student name• date of student performance• content area• AGLI text	<ul style="list-style-type: none">• assessment task• level of accuracy• level of independence

Note: Failure to record all required information on the verifying evidence may disqualify the student from receiving a reportable score.

- Place the verifying evidence in the datafolio directly behind the corresponding DSS.
- If the verifying evidence is a Data Collection Sheet, include the required supporting evidence for the date(s) transcribed to the DSS.

Note: If more than two pieces of verifying evidence are submitted for an AGLI, only the first two pieces of verifying evidence following the DSS will be reviewed by the scorer. This rule should not be confused with the requirement for "supporting evidence" submitted with a Data Collection Sheet or a single piece of verifying evidence that contains multiple pages.

Verifying Evidence Labels

LSETs may record the required elements either directly on the verifying evidence or on a VE label affixed to the verifying evidence. See Appendix B for a template. Template prints on 3.33" x 4" self adhesive labels.

Place the VE label so that no student work or information is obstructed. LSETs

may place labels on the back of the evidence. If the label obscures any part of the student work or information, the evidence may not receive a reportable score.

STEP 10: COMPLETE DATA SUMMARY SHEET

Complete the Data Summary Sheet

A DSS is required for each AGLI being assessed. The LSET should:

- Complete all fields on the DSS including student information, required and choice components, AGLI code (see NYSAA Frameworks in Appendix G), AGLI text and assessment task.

Note: Failure to record all required information on the DSS may disqualify the student from receiving a reportable score. If the DSS for a specified AGLI is missing, the AGLI will not receive a reportable score.

- Transcribe the last three dates of documented student performance data to the DSS for the assessed AGLI in chronological order. The last date of student performance appears in the right hand column.
- Record levels of accuracy and independence as percentages.
- Convert percentages to corresponding rubric ratings using the scoring rubric located on the DSS.

Make sure the two pieces of verifying evidence submitted for the assessed AGLI:

- Confirm the information recorded on the DSS,
- Correspond to the last two dates listed on the DSS, and
- Are placed directly behind the corresponding DSS.

Transcribing Performance Data to DSS:			Submit VE		Submit VE			
Student Performance (record the last three dates of documented data in chronological order)			Date 1:	1/3/08	Date 2:	1/4/08	Date 3:	1/5/08
			%	Rating	%	Rating	%	Rating
Level of Accuracy			75	3	80	4	90	4
Level of Independence			70	3	80	4	100	4
Scoring Rubric	Level	100% - 80%	79% - 60%	59% - 30%	29% - 0%			
	Rating	4	3	2	1			

Document the last 3 dates of student performance

STEP 11: COMPLETE STEPS 6-10 FOR 2nd AGLI

STEP 12: COMPLETE STEPS 2-11 FOR THE REMAINING CONTENT AREAS

Return to Step 2 and complete each step for the remaining content area(s) in which the student is being assessed.

STEP 13: ASSEMBLE DATAFOLIO

Datafolio Binder All assessment documents are secured in a ½" to 1" thick three-ring binder or other fastened folder that will secure the datafolio contents.

Binders and folders should have a pocket on the inside front cover to hold demographic and scoring documents during the scoring process.

Required Datafolio Elements

Place all items within the datafolio in order, according to the NYSAA Table of Contents (See Appendix B).

- NYSAA Student Page
- Table of Contents
- Parent/Family/Guardian Survey

Include the following documents for each content area assessed.

AGLI 1:

- Data Summary Sheet for this AGLI; and
- Two pieces of Verifying Evidence
 - If either piece of Verifying Evidence is a Data Collection Sheet, place Supporting Evidence directly behind the DCS.

AGLI 2:

- Data Summary Sheet for this AGLI; and
- Two pieces of Verifying Evidence
 - If either piece of Verifying Evidence is a Data Collection Sheet, place Supporting Evidence directly behind the DCS.

Collegial Review Collegial review is required for each student datafolio during the 2007-08 NYSAA administration period. Collegial review entails that a colleague or administrator who is familiar with NYSAA, but is not the student's LSET, review the student's datafolio contents.

SED recommends the use of the Checklist of Things to Remember (Appendix D) to guide these reviews. Collegial review provides feedback to the LSET about whether the appropriate connections have been made between the AGLIs and the assessment tasks selected for a given student. Collegial review helps ensure, but does not guarantee, that a datafolio meets the procedural requirements in order to be scorable.

The LSET must indicate the month in which the collegial review was conducted on the Student Page of each datafolio.

Finalizing the Datafolio

Once the LSET has completed documentation of student performance for all AGLIs assessed, all required documents are assembled in the binder.

- Use the sample Table of Contents to organize the datafolio contents. Number the pages and record the page numbers on the Table of Contents so scorers can easily locate and review datafolio contents.
- Confirm all documentation on Data Summary Sheets, verifying evidence and supporting evidence (if applicable) is complete.
- Does the task connect to the AGLI? Does the VE connect to the task?

- Confirm that all changes recommended at collegial review have been made.

Final Checklist

To ensure the datafolio is ready for scoring, use the Checklist of Things to Remember (Appendix D). This checklist will assist the LSET in making sure that all required parts of the datafolio are included and are complete.

Note: Failure to complete all of the required documents as specified in this manual may jeopardize the student receiving a reportable score.

STEP 14: SUBMIT DATAFOLIO FOR SCORING**Submit the Datafolio for Scoring**

Datafolios for all students whether attending in or out-of-district placements must be completed and submitted to building administrators by the close of business on February 8, 2008.

The deadline for datafolios to be received by the district of residence for out-of-district placements is February 15, 2008.

The deadline for all datafolios (in and out-of-district placements) to be received by the regional Score Site Coordinator is February 22, 2008.

Scoring Datafolios and Reporting Results

Building administrators forward datafolios to the designated Score Site Coordinator for each BOCES or Big Five City school district. Score Site Coordinators store datafolios at a regional scoring center. NYSAA datafolios are scored at a regional location by qualified scorers during the scoring period of March 3, 2008 through April 11, 2008. Student results on NYSAA will be made available to school districts in late summer or early fall 2008. Each school district provides parents with a copy of the NYSAA Student Report.

STEP 15: COMPLETE THE ON-LINE LSET SURVEY**LSET Online Survey**

SED conducts the LSET survey annually to obtain feedback on important questions related to NYSAA. The survey is available on-line beginning the last day of the administration period (February 8, 2008) and will remain on-line until the end of May 2008. LSETs are encouraged to complete the survey as close to the end of the administration period as possible to ensure responses reflect LSET's experiences with NYSAA.

The survey can be found at

<http://iservices.measuredprogress.org/NYSAASurvey.asp>

Section Three: Scoring Criteria

This section provides information on how scores are determined and documented for each student.

NYSAA Scoring Dimensions

NYSAA datafolios are scored using two dimensions:

- Connection to Grade Level Content

The connection to grade level content dimension is met when the assessment task is clearly aligned with the AGLI and the verifying evidence submitted is aligned to the assessment task, as described.

Both the connections must be clearly evident for the AGLI to be scored.

- Performance
 - Level of accuracy
 - Level of independence

Both the level of accuracy and level of independence are components of the Performance dimension and are calculated as a percentage (0%–100%) and then rated on a scale of 1, 2, 3 or 4.

Avoiding Errors that Prevent a Datafolio from Receiving a Reportable Score

Note: This list does not include every error that may result in a content area not receiving a reportable score.

How to prevent errors:

- Choose AGLIs, as required and outlined in the NYSAA Test Blueprints (Appendix G), from the appropriate grade level according to the student's birth date (Birth Date Chart, Manual on page 6).
- Assess one AGLI for one choice component for each required component as outlined in the NYSAA Test Blueprints.
- Use only the 2007-08 forms in this manual (Appendix B).
- Do not use correction fluid or "black-out" on images or on written or typed information in the datafolio.
- Do not submit photocopies (either in part or whole) in place of original materials. Photocopies of any portion of the datafolio will result in a no score rating for the date, AGLI, or content area for which the photocopies are submitted.
- Do not erase mistakes. Cross out, correct AND initial each mistake.
- Use only permanent ink (not pencil) to document student assessment data.
- Submit verifying evidence that clearly connects to the assessment task as described.
- Do not omit required datafolio components or submit incomplete documentation.
- Be sure to accurately transcribe the last three dates of student performance data to the Data Summary Sheet.

- Be sure to document all seven required elements on the Data Summary Sheet, verifying evidence (either on the actual evidence itself or a VE label) and supporting evidence.
- Be sure to include the two required pieces of verifying evidence for the last two dates of student performance for each assessed AGLI.
- Submit verifying evidence that confirms the data on the Data Summary Sheet.
- Submit the required supporting evidence when using a Data Collection Sheet.
- Submit a valid Observer Verification Form per the guidelines contained in this manual.
- Submit photographs (three minimum) that are sequential and include a written caption describing the action for each one. Submit only photographs taken on the same date.
- At a minimum include the three required dates on the Data Collection Sheet.
- Do not submit a Data Collection Sheet or Data Summary Sheet with dates that are outside the administration period.
- Do not submit discrepant documentation. Information on the verifying evidence, VE label and Data Summary Sheet must agree.

2007–08 NYSAA SCORING RUBRIC

For each content area at each grade, two AGLIs must be assessed on at least three dates within the administration period. Charted below are the two Required Components for each grade and content area. (Reference the NYSAA Frameworks in Appendix G.)

Content	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
ELA	<ul style="list-style-type: none"> • Key Idea Reading • Key Idea Listening 	<ul style="list-style-type: none"> • Key Idea Reading • Key Idea Writing 	<ul style="list-style-type: none"> • Key Idea Reading • Key Idea Listening 	<ul style="list-style-type: none"> • Key Idea Reading • Key Idea Writing 	<ul style="list-style-type: none"> • Key Idea Reading • Key Idea Listening 	<ul style="list-style-type: none"> • Key Idea Reading • Key Idea Writing 	<ul style="list-style-type: none"> • Key Idea Reading • Key Idea Writing
Mathematics	<ul style="list-style-type: none"> • Strand Number Sense & Operations • Strand Measurement 	<ul style="list-style-type: none"> • Strand Number Sense & Operations • Strand Measurement 	<ul style="list-style-type: none"> • Strand Number Sense & Operations • Strand Geometry 	<ul style="list-style-type: none"> • Strand Number Sense & Operations • Strand Algebra 	<ul style="list-style-type: none"> • Strand Number Sense & Operations • Strand Statistics & Probability 	<ul style="list-style-type: none"> • Strand Geometry • Strand Algebra 	<ul style="list-style-type: none"> • Strand Algebra • Strand Statistics & Probability
Science		<ul style="list-style-type: none"> • Standard 1 Scientific Inquiry • Standard 4 Living Environment & Physical Setting/ Earth Science 				<ul style="list-style-type: none"> • Standard 1 Scientific Inquiry • Standard 4 Living Environment & Physical Setting/ Earth Science 	<ul style="list-style-type: none"> • Standard 4 Living Environment • Standard 4 Physical Setting/ Earth Science
Social Studies			<ul style="list-style-type: none"> • Standard 1 US and NYS History • Standard 5 Civics, Citizenship and Government 			<ul style="list-style-type: none"> • Standard 1 US and NYS History • Standard 5 Civics, Citizenship and Government 	<ul style="list-style-type: none"> • Standard 1 US History • Standard 2 Global History

CONNECTION TO GRADE LEVEL CONTENT + PERFORMANCE = RATING

Connection to Grade Level Content = AGLIs are the expansion of the academic content for students with severe cognitive disabilities. The assessment task must connect to the AGLI AND the verifying evidence must demonstrate the task. If these connections are not clear, the AGLI will not be scored.

Performance = Level of Accuracy + Level of Independence

RATING	4	3	2	1	No Score (NS)
Level of Accuracy	The student demonstrates skills based on AGLIs with an average of 80-100% accuracy.	The student demonstrates skills based on AGLIs with an average of 60-79% accuracy.	The student demonstrates skills based on AGLIs with an average of 30-59% accuracy.	The student demonstrates skills based on AGLIs with an average of 0-29% accuracy.	Required evidence of student performance was not submitted OR Scorer was unable to determine a score based on the submitted evidence.
Level of Independence	The student seldom requires cues or prompts when demonstrating skills based on the documented AGLIs. (80-100% Independence)	The student requires limited cues or prompts to demonstrate skills based on the documented AGLIs. (60-79% Independence)	The student requires extensive cues or prompts to demonstrate skills based on the documented AGLIs. (30-59% Independence)	The student requires constant cues or prompts to demonstrate skills based on the documented AGLIs. (0-29% Independence)	Required evidence of student performance was not submitted OR Scorer was unable to determine a score based on the submitted evidence.

Section Four: Effective Practices

Educators, members of the CSE, and special education administrators may find this information helpful as they prepare to meet the requirements for administering NYSAA.

Guidelines for Ethical Generation of Student Performance Data

Each student is the primary author of his/her NYSAA datafolio. Students with severe cognitive disabilities often require supports in order to generate datafolio work products. The best datafolio work combines high-quality instruction with valid and reliable assessment procedures.

The NYSAA datafolio is an official scorable document of the NYS Testing Program. It is designed to be shared and discussed with the student's parent/family/guardian, instructional team, and CSE. Its primary values are to inform parents of their child's learning, plan for instruction that is based on the core curriculum, and provide data for CSE decision-making. Follow the guidelines below to ensure the ethical generation of student work.

- All teachers should describe the student's strengths and needs in positive terms.
- Student privacy is a right. Only the student should disclose confidential information (e.g., type of disability).
- All student work should be authentic. Presenting work samples, performance data, staged photographs, audio, or videotape that the student did not produce or using assistive technology not indicated in the student's IEP or used in the regular course of instruction is not allowed. Only original student work and original documentation of student work is acceptable for scoring.
- LSETs and instructional team members must collect and organize NYSAA evidence and compile entries within the designated NYSAA administration period. The dates for the NYSAA administration period are October 1, 2007 through February 8, 2008. For more information, go to: <http://www.emsc.nysed.gov/osa/nysaa/home.shtml>.
- No changes may be made to NYSAA datafolios after the close of the administration period, February 8, 2008.
- Be familiar with the NYS Core Curriculum and AGLIs.
- Develop standards-based instructional activities and materials.
- Inform and engage families in discussions about the core curriculum, AGLIs, and NYSAA.
- Develop an assessment timeline within the NYSAA administration period, taking into account the students' learning rates and instructional needs as well as the number of students being assessed in the classroom. Plan enough time to compile and review datafolios before the last day of the administration period. Participate in Collegial Review sessions.

- Hold high expectations for all students. Provide a wide range of instruction and opportunities for growth. Use age-appropriate instructional materials and assessment strategies and develop learning tasks that promote increased independence.
- Use testing accommodations and assistive technology as documented on the IEP.
- Provide opportunities for students to practice and demonstrate their knowledge, skills, and understanding across multiple settings.

Considerations for Collecting Evidence

Collecting student work products for students who cannot write with or hold a pencil, pen, crayon, or marker can be very challenging when preparing to assess some tasks. The following suggestions and practices were suggested by LSETs during previous NYSAA administrations.

- Students may complete work samples using a computer. The material can be printed, a VE label affixed to the back of the material, and submitted as a student work product.
 - Students may select answers using a “touch screen.”
 - Students may select answers using “switch interface” or an input device (e.g., adapted keyboard, IntelliKeys™, or scanning with stop/select switch).
 - Students may produce a map, a diagram, a drawing or other artwork using graphics software.
 - Students may photograph selected items with a digital camera or create materials using an image scanner.
- If students can point to or touch a selection:
 - He/she may make marks on paper to select answers or make choices.
 - Place a rubber fingertip on student’s finger and place water paint or another washable non-toxic coloring material in a dish. The student dips his/her finger and makes a mark on the paper when touching a selected answer.
 - The student can indicate a selection with a self-inking stamp, a special symbol, or with a stamp and inepad.
 - The student can apply self adhesive labels with a check or a mark to indicate a selection.
- If the student can make a selection verbally or by eye gaze, the person assessing the student may record the item and/or answer selected.

Section Five: Measured Progress ProFile™ Software

Measured Progress's ProFile™ is a Web-based software system available to LSETs statewide to assist in documenting student performance data.

Web-Based Program

ProFile™ is a Web-based program available to all New York State LSETs. Teachers statewide can log on from any computer with internet access and manage datafolios for each of their students participating in NYSAA.

- ProFile™ includes all of the required NYSAA documents which can be completed on-line, printed, and submitted for scoring in a traditional datafolio.
- The software is available for both IBM/PC and MacIntosh platforms.

ProFile™ offers LSETs the ability to efficiently collect and store student performance data during the administration period. It can be used as a management tool when conducting alternate assessments for several students simultaneously. Once the LSET enters student information, it is automatically entered into all of the documents associated with that student's datafolio.

Note: Any information entered and stored in ProFile™ will be available during the administration period (October 1, 2007–February 8, 2008). Users will not have access to student data after the close of the administration period on February 8th. It is the responsibility of the school district to maintain a permanent record of student assessments.

Before Submitting Datafolios for Scoring

While ProFile™ is a helpful tool for collecting and documenting student performance data, errors can still occur.

- An administrator or colleague familiar with the administration of NYSAA should engage in a collegial review by carefully reviewing each datafolio prior to the end of the administration period.

Advantages to Utilizing the Software

The ProFile™ software offers:

- The ability to access and manage datafolios on any computer.
- The software program administrator can correct software problems in one place and universally implement them with no additional downloads.
- The system ensures the confidentiality of all information by encrypting the data between the server and the user's computer, so that it cannot be read.
- Student files are protected from crashes on a secure server.
- If a student moves to another teacher or district, files can be reassigned to the receiving teacher.

Accessing the Program

ProFile™ is available on-line from your computer's browser screen.

- Enter the address

<http://www.nysaaprofile.org/>

- Mac users should access the website using Safari instead of Internet Explorer, then follow the on-screen directions.
- ProFile™ is easy to use. For those who prefer written documentation, a User Manual is available on-line from the log-in page. Users may print and review this document prior to using ProFile™.

ProFile™ Technical Support

ProFile™ Technical Support from Measured Progress:

- Toll free telephone number **1-866-834-8880**
- E-Mail: **jcunningham@measuredprogress.org**

When requesting support, have the following information ready:

- Your name and school
- Your computer platform (Windows or MacIntosh)
- Software version
- What do you want to do that you cannot do?

Technical support is available during regular business hours. Generally you will receive a response within 24 hours—often sooner.