

New York State Alternate Assessment

ADMINISTRATION MANUAL

2014–15



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The New York State Education Department
Office of State Assessment
Measured Progress, Inc.

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Regents of The University

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Introduction

This manual outlines the administration requirements for the New York State Alternate Assessment (NYSAA) for 2014–15. The administration period is September 29, 2014, to February 27, 2015. Teachers administering the NYSAA must carefully review and become familiar with the guidelines of the 2014–15 administration. **These guidelines are vital to successfully administering the assessment and helping teachers prevent errors that can jeopardize student scores.**

Overview of the NYSAA Test Design

As part of the Department’s alignment of all assessments to the New York State P-12 Common Core Learning Standards (CCLS), the NYSAA was redesigned beginning with the 2013-14 administration. The depth and breadth of the CCLS content assessed in the NYSAA has been reduced. The overall structure of the NYSAA remains consistent with past practice in that it is a datafolio-style assessment that includes student performance data and evidence and is designed to assess students with severe cognitive disabilities. The redesign is comprised of two major changes. The first is the implementation of a new test design. This test design is described in this manual as part of the guidelines provided on pages 9–31. The second major part of this redesign is the implementation of new test blueprints and the replacement of Alternate Grade Level Indicators (AGLIs) with a set of “Extensions” aligned to the CCLS for English Language Arts (ELA) and mathematics. With some modifications, the AGLIs will continue to be used to assess science and social studies, as appropriate per grade assessed.

The Department worked closely with special education and general education teacher committees from across the State and with the contractor team from Measured Progress in developing the new assessment. Teacher committees worked to develop Essences for the CCLS in ELA and mathematics, and then to develop Extensions aligned to those Essences. For each Extension, the committees developed Assessment Tasks. For the ELA and mathematics content areas, five standards have been identified that provide a broad representation of the content. Each student’s datafolio will include performance and evidence of their knowledge, skills and understanding for each of the five standards. Two dates of student performance will be documented for each standard in all content areas. Early in the administration period (September 29 to mid-November), teachers should administer a baseline data point to collect performance data and evidence that confirm the student has not yet mastered the assessed skill. Based on the outcome of the baseline data point, it may be necessary to adjust the level of complexity (choose another task at a higher or lower level of complexity). Between November and January, teachers should provide instruction and evaluation to gauge student growth. Before the end of the administration period (January to February 27, 2015), a final administration will be collected and documented in the datafolio. Detailed requirements and guidelines for this new process are provided on pages 9–31.

The Extensions, and the Assessment Tasks aligned to each Extension, are structured by level of complexity. A teacher may choose to assess a student at the less complex, middle, or more complex level, based on the baseline administration data. The assessed level of complexity may be taken into account when determining the student’s performance level for a content area.

Similarities and Differences

Teachers and administrators who are familiar with the NYSAA will recognize that some aspects of the assessment have remained the same, while other aspects were modified from previous years. It is critical that teachers, instructional teams, and administrators involved in assessing students carefully review this manual and the guidelines provided for the 2014–15 NYSAA.

The following information is meant to provide a brief overview of some of the similarities and differences between the current NYSAA and administration prior to 2013-14. This list is not all-inclusive.

The following are areas in which changes have occurred:

- AGLIs have been replaced by Extensions, which were developed by using the CCLS and assessment blueprints for ELA and mathematics.
- AGLIs will continue to be used to assess science and social studies; **however**, the array of AGLIs has been narrowed to reflect the test design, and Required/Choice components no longer need to be considered.
- Level of Complexity has been added to the NYSAA test design and, in addition to Level of Accuracy, will factor into a student's overall performance level.
- The ELA and mathematics Extensions, and the Assessment Tasks aligned to those Extensions, are organized into three Levels of Complexity.
- Student performance data will be collected on a baseline data point (September 29 to mid-November) and a final data point (mid-November to February).
- The number of required elements that must be documented on each piece of verifying evidence has been reduced from seven to three.
- Information about the student's Level of Independence will no longer be documented as a percentage score; Data related to independence will be recorded as a general Yes or No for each Standard assessed.

The aspects of the NYSAA that may be familiar to teachers and administrators include:

- All students participating in the NYSAA are being assessed on a datafolio-style assessment at the same grade-level content consistent with their nondisabled peers.
- All students participating in the NYSAA are assessed on content determined by their chronological age and date of birth.
- Documentation of student performance data (i.e., Level of Accuracy) is required.
- Two pieces of verifying evidence are required for each assessed Standard, one for the baseline and one for the final data point.
- The types of acceptable verifying evidence are the same as in past years.

The forms used to document information for a NYSAA datafolio are consistent with previous administrations; however, all forms have been revised, based on the new test design. Only the forms included in Appendix D of this manual can be used.

Age Ranges for the 2014–15 NYSAA

As most students who take the NYSAA are in ungraded classrooms, students are assessed based on their chronological age.

The NYSAA is a datafolio-style assessment that measures student progress in achieving the learning standards. All students in the following age ranges who are eligible to take the NYSAA must be tested in 2014–15. Students with severe disabilities are assessed according to chronological ages aligned with grade levels as indicated below. Students should be tested only once at each grade and in all of the content areas indicated for each grade. A misadministration occurs when a student who was required to be assessed on the NYSAA is not administered the assessment.

Age Ranges for Testing on the NYSAA in 2014–15		
Assessment	Birth Date	Student's Age between September 1, 2014, and August 31, 2015
Grade 3 ELA, Mathematics	September 1, 2005—August 31, 2006	9
Grade 4 ELA, Mathematics, Science	September 1, 2004—August 31, 2005	10
Grade 5 ELA, Mathematics	September 1, 2003—August 31, 2004	11
Grade 6 ELA, Mathematics	September 1, 2002—August 31, 2003	12
Grade 7 ELA, Mathematics	September 1, 2001—August 31, 2002	13
Grade 8 ELA, Mathematics, Science	September 1, 2000—August 31, 2001	14
Secondary-Level ELA, Mathematics, Science, Social Studies	September 1, 1996—August 31, 1997	18*

***Note:** NYSAA-eligible students who do not meet the age criteria above and will be leaving school before they reach their 18th birthday must 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, 1996 who have not been assessed at the secondary-level must be assessed in 2014-15 before they leave school.

Information regarding eligibility and participation criteria can be found on the Department's NYSAA Web site on the Important NYSAA Information link: <http://www.p12.nysed.gov/assessment/nysaa/>

Reporting Irregularities and/or Misadministrations

Pursuant to Section 102.3 of the Regulations of the Commissioner of Education, "Building principals are responsible for administering department examinations and maintaining the integrity of examination content and programs, in accordance with directions and procedures established by the commissioner." Accordingly, the building principal is responsible for all aspects of the school's test administration, including the administration of the NYSAA, and must take appropriate measures both to prevent, as much as possible, and to investigate all security breaches, irregularities, and misadministrations associated with the administration and scoring of the test.

In addition, the building principal must promptly report such events in writing to the Office of State Assessment by faxing a description of the incident to 518-474-1989. The fax must be written on school letterhead and signed by the building principal. The report must include the name, grade, and subject of the test; a brief description of the incident that caused the misadministration; and the name of the affected student.

Examples of security breaches, testing irregularities, and misadministrations of the NYSAA may include, but are not limited to, the situations listed below:

- A student with a severe disability, who was required to be assessed on the NYSAA, was not assessed during the NYSAA administration period.
- A datafolio was lost prior to scoring, or prior to the submission of the scan sheet to the Regional Information Center (RIC) or Large City Scan Center.
- Cheating occurred during administration or during scoring.

Mandatory Reporting of Testing Improprieties by Adults

The Department's Test Security Unit (TSU) handles all reports of testing improprieties by adults involved in the administration and scoring of State tests. School officials and personnel are required to report any incident of testing misconduct by an educator or other adult involved in testing. Reports should be made via the TSU Web site at <http://www.highered.nysed.gov/tsei/> by submitting the incident report form located on the main page under "Report Educator Test Fraud." The following are examples of improper testing conduct that must be reported to the TSU:

- All cases in which a teacher administered NYSAA outside of the test administration window.
- All cases in which it is suspected that a teacher falsified the date(s) on which the assessment tasks were administered.
- All cases in which it is suspected that a teacher gave hints or clues that indicated an answer or helped eliminate answer choices.

Process to Medically Excuse a Student From Participation in the NYSAA

Under certain circumstances, a school administrator may waive the NYSAA testing requirement for a student with a severe cognitive disability. The State Education Department allows students with severe disabilities to be medically excused when a student is too incapacitated to be tested because of an illness or injury resulting from a significant medical emergency, as documented by a medical practitioner, for more than 30 school days during the NYSAA administration period.

The medically excused option is reviewed by a school district administrator on an individual student basis. School administrators should work with parents to obtain documentation from a medical practitioner. A school district administrator completes the Not Tested Form, retains a copy in the student's permanent file, and submits the Not Tested Form when the completed NYSAA datafolios are submitted to the NYSAA Score Site Coordinator (SSC) for scoring after the close of the NYSAA administration period. The Not Tested Form is posted at: <http://www.p12.nysed.gov/assessment/nysaa/>

NYSAA Materials and Support

In the fall, every school district in New York State receives a master set of NYSAA administration materials. These materials are the primary resources and provide guidelines for administering the NYSAA. Training programs and ongoing technical assistance are provided to each district by regional 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 (see page 30 for more information about Collegial Reviews). Keep in mind that a Collegial Review does not guarantee that the datafolio will receive a reportable score. It is the responsibility of the teacher to make sure that all datafolio requirements are followed. For further information and assistance, contact your local AATN Specialist or the Regional Lead Trainer (RLT) in your area. RLTs are a free resource to all districts, schools, and teachers.

NYSAA Regional Lead Trainers (RLTs) 2014–15

Region Coverage	Regional Lead Trainer	Telephone/E-mail
NYC (non-District 75)	Ronald Miller	RonM138@yahoo.com (917) 957-1946
NYC (District 75)	Patricia Tweedy	TweedyConsulting@verizon.net (516) 384-2943
NYC (non-District 75 and District 75)	Susan Weinick	sweinick@gmail.com (516) 569-8335
Long Island and NYC support	Robert Bedford	drbedford@aol.com (516) 567-5780
Albany south to NYC and NYC support	Janet Stravitz	janetstravitz@aol.com (845) 304-5139
Chautauqua/Cattaraugus/Allegany/ Steuben/Chemung/Schuylers/Tioga/Erie Counties	Pamela Swan	pam@lion-s.us (585) 610-5927
Orleans/Genesee/Wyoming/Monroe/ Livingston/Wayne/Ontario/Yates/Niagara Seneca Counties	Virginia Singer	rsinger1@rochester.rr.com (585) 705-0163
Albany/Washington Counties north to Canadian border	Kathleen Burns	kkaburns51@aol.com (518) 383-1550
Cayuga County north to Jefferson/St. Lawrence Counties and east to Schoharie/Broome/Tioga	Linda Rohlin	lrohlin@caybores.org (315) 253-0361 ext. 5325

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

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 Committee on Special Education (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 or her needs regarding disability, culture, and native language so the student can demonstrate his or 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 the NYSAA. The CSE determines whether a student with a severe cognitive disability is eligible to take the NYSAA based on the following criteria:

- the student has a severe cognitive disability, 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 more information, see <http://www.p12.nysed.gov/assessment/nysaa/>

Section One: Steps for Administering the NYSAA

This section helps teachers select Extensions for ELA and mathematics and Alternate Grade Level Indicators (AGLIs) for science and social studies, identify appropriate Assessment Tasks, and complete the requirements for documenting student performance data for NYSAA datafolios.

2014–15 Steps for Completing a NYSAA Datafolio Administration Period: September 29, 2014–February 27, 2015

Note: Teachers are required to participate in Collegial Reviews of NYSAA student datafolios during the administration period. See page 30 for more information on Collegial Review.

	Step 1:	Confirm the students to be assessed; prepare to administer the NYSAA; and confirm content areas to be assessed.
FOR EACH CONTENT AREA ELA, Mathematics, Science, and Social Studies	Step 2:	Review the test blueprints for the content areas to be assessed.
	Step 3:	Review the Extensions or AGLIs and Assessment Tasks for the first content Standard being assessed.
	Step 4:	Determine an Extension or AGLI and Assessment Task from the most appropriate Level of Complexity for the student, to conduct the baseline administration. The same Assessment Task is used for both baseline and final administrations.
	Step 5:	Plan the evidence that must be included for each Standard.
	Step 6:	Conduct the baseline administration.
	Step 7:	Based on the results of the baseline administration, determine whether an adjustment should be made regarding the Level of Complexity assessed (move up, move down, stay). If any change is made in the task being assessed, conduct a new baseline and discard the previous administration.
	<i>Recommend Collegial Review</i>	
	Measured Progress ProFile™	Be reminded, that Measured Progress ProFile™ is available to all teachers to assist with their data collection, documentation, and datafolio organization: https://profile.measuredprogress.org/NYSAA/
	Step 8:	Continue to provide instruction and evaluate progress.
	Step 9:	Conduct the final administration no later than February 27, 2015 .
	Step 10:	Complete verifying evidence documentation (Measured Progress ProFile™).
	<i>Recommend Collegial Review</i>	
	Step 11:	Complete the Data Summary Sheets (Measured Progress ProFile™).
	Step 12:	Complete Steps 3–11 for all standards within this content area.
Step 13:	Complete the assessment for each content area to be assessed (Steps 3–12).	
Step 14:	Assemble the datafolio.	
<i>Recommend Collegial Review</i>		
Step 15:	Submit the datafolio to the building administrator no later than close of business on February 27, 2015. The building administrator will forward datafolios to the regional Score Site Coordinator. No further work, edits, additions, changes, etc. can be done to the student datafolio after February 27, 2015.	
Step 16:	Complete the online teacher survey at https://www.surveymonkey.com/s/1415NYSAATeacherSurvey .	

STEP 1	Confirm Students to be Assessed; Prepare to Administer the NYSAA
Recommended Timeline	September 29–October 2014

Review the Individualized Education Plan (IEP)

In preparation for administering the NYSAA, the teachers and instructional team members:

- Determine which students will be assessed.
 - Review each student’s IEP to confirm which students the CSE identified for participation in the NYSAA.
 - Use the Age Range Chart (see page 6) to confirm that the student meets the age criteria for participation in the 2014–15 NYSAA.
 - Determine the appropriate content areas that need to be assessed at each student’s grade level, using the Age Range Chart.
- Review the current IEP. Pay particular attention to sections denoting present levels of performance, annual goals and objectives, supports and adaptive equipment needed, program and testing accommodations, and assistive technology.
- Review the student’s latest progress reports, including report cards, previous NYSAA Scorer Worksheet and scores, and any other evaluative information.
- Use IEP information and the core curriculum to make an informed selection of Standards and Assessment Tasks that are challenging and appropriate for the student.

STEP 2	Review the Test Blueprints for the Content Areas to be Assessed
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Review Test Blueprints for each content area to be assessed

For the 2014–15 NYSAA administration, the Test Blueprints are provided in Appendix F. For ELA and mathematics each student is assessed on all five of the Content Standards indicated in the Test Blueprints. For science and social studies, students are assessed on each of the two standards indicated on the Test Blueprints, based on the grade being assessed. A student whose date of birth places him or her in grades 4, 8, or high school for the NYSAA is assessed in science. Only students whose dates of birth place them in high school are assessed in social studies.

Once the Test Blueprints are reviewed and understood move on to Step 3 to understand the selection of Extensions or AGLIs and Assessment Tasks.

STEP 3	Review the Extensions or AGLIs and Assessment Tasks for the First Standard Being Assessed
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Refer to the Frameworks section (Appendix F) for the grade at which the student is being assessed. Begin with the first standard to be assessed.

Content Standard

Review the standards to understand the grade-level content expectations of what a student at that grade should understand and be able to do by the end of each grade. The standards delineate specific expectations for each content area. For ELA and mathematics, the content standards are from the CCLS. For science and social studies, the content standards are from the core curriculum.

Review the Essences

Review the Essences to understand the big ideas taught and assessed for that standard.

Review the Extensions or AGLIs

Once teachers have an understanding of the Essences for the Standard, they review the corresponding Extensions or AGLIs. For each standard in ELA and mathematics, there are three Extensions presented across a spectrum of complexity from least to most complex. For each standard in science and social studies, AGLIs are presented across a spectrum of complexity from least to most complex. Teachers select the Extension or AGLI most appropriate for a student and plan to conduct the baseline administration. The vocabulary contained in the Extension or AGLI relates specifically to the knowledge, skills, and understanding being assessed. Many terms are defined in the content-area glossaries. Teachers should use the glossaries to ensure the Extensions or AGLIs are being assessed properly.

NOTE: For Science and Social Studies, follow the same process outlined in Steps 3–11 to select and assess AGLIs.

STEP 4

Determine an Extension or AGLI from the Most Appropriate Level of Complexity and Conduct the Baseline Administration

Extensions or AGLIs

In the Frameworks, Extensions and AGLIs are presented in a spectrum of increasing complexity: low, middle, and more complex. It is recommended that teachers start with the Extension or AGLI at the middle complexity. Choose one of the Assessment Tasks aligned to that Extension or AGLI and begin working with the student on the task.

General Assessment Task Information

An Assessment Task describes the student action being assessed and outlines the basic expectation of what will be demonstrated in the verifying evidence. The use of plurals and “AND,” “OR,” or “AND/OR” statements has been greatly refined. Those that are included are deliberate based on the skill(s) being demonstrated. Most Assessment Tasks are written so that, at a minimum, the student will demonstrate their knowledge, skill, and understanding for a Standard at least once on each date. Based on the teacher’s experience working with the student, the expectation is for multiple opportunities, questions, problems, items, etc. to be provided for the student to attempt on each date.

The same Assessment Task is assessed on both the baseline and final administrations.

Note: For the 2014–15 NYSAA administration, only the Assessment Tasks provided in the Frameworks (**for all content areas**) can be used to assess students. Teachers cannot modify or create their own Assessment Tasks. Tasks must be used as written in the Frameworks.

Teachers have flexibility in developing activities, appropriate for each student’s needs, to demonstrate the Assessment Tasks. Provide activities, format, presentation, and materials based on individual student needs. Refer to “Considerations for Collecting Evidence” for additional information and contact your AATN or RLT with questions.

Selecting Assessment Tasks

Each Assessment Task is aligned to a specific Extension or AGLI and is coded to indicate this correspondence. This coding shows the alignment between the Assessment Task and the corresponding Extension. For example,

Assessment Task (AT)	Aligns to Extension
AT45321A	45321

Important Considerations When Determining an Assessment Task

Consider the following items in the student’s IEP:

- present levels of performance
- annual goals and objectives
- testing accommodations
- supports and adaptive equipment
- assistive technology

Select an Assessment Task appropriate to the student’s learning modalities, abilities and strengths, and communication system.

An Example to Assist with Steps 2 through 4:

Student’s date of birth: January 5, 2005 (student will reach age 10 between September 1, 2014, and August 31, 2015)

Assessed grade level: Grade 4

Assessed content areas: ELA, mathematics, and science

- Go to the Frameworks (Appendix F).
- First, review the introduction to the Frameworks.
- Then, review the Test Blueprint for ELA.
- The blueprint indicates that students in Grade 4 must be assessed in the following:

	Strand	Sub-strand
Grade 4 ELA	Reading Standards for Literature	1) Key Ideas and Details
		2) Integration of Knowledge and Ideas
	Writing Standards	3) Production and Distribution of Writing
	Speaking and Listening Standards	4) Presentation of Knowledge and Ideas
	Language Standards	5) Vocabulary Acquisition and Use

- Review the Extensions for each sub-strand to determine the entry point appropriate for the student. Start at the middle level of complexity.
- After reviewing the Standards, Essences, and Extensions, the teacher decides to administer the baseline for Extension 1, Strand—Reading Standards for Literature, sub-strand—Key Ideas and Details, using Extension 41121 “describe a character, setting, and/or event from a story or drama, using specific detail from the text” and Assessment Task AT41121C “the student will describe an event in a story or drama using specific detail from text.”

STEP 5

Plan Evidence That Must Be Included for Each Standard

General Verifying Evidence Information

Verifying evidence is submitted for each assessed Standard. Verifying evidence is documentation provided to confirm the student’s performance of the assessed knowledge, skills, and understanding specific to what the Assessment Task outlines as the student action(s). Verifying evidence confirms the student performance data for the dates recorded on the Data Summary Sheet.

The Assessment Task indicates what the student will demonstrate, and this must be reflected in the verifying evidence. Teachers should ask themselves the following questions:

- “For the Assessment Task being conducted, what is the best way to represent the task?”

- “Does the verifying evidence show what the Assessment Task outlines as the student action?”
- “Does the verifying evidence demonstrate vocabulary from the Assessment Task and the Extension or AGLI?”

All verifying evidence and documentation must:

- be dated within the specified administration period (September 29, 2014, to February 27, 2015) on a date that school is in session;
- be original—no photocopies; correction fluid or tape, “white-out,” or “black-out” of any kind in whole or in part, used on any NYSAA forms, may disqualify the student from receiving a reportable score; and
- Assessment Tasks for ELA must be presented to the student in English and all verifying evidence, including student responses, must be submitted in English. It is acceptable to conduct the task and submit verifying evidence in languages other than English for mathematics, science, and social studies.

Verifying Evidence Details That Must Be Considered When an Assessment Task Has a Plural Included and Any “AND,” “OR,” or “AND/OR” Statements

Some Assessment Tasks may contain a plural to reflect a plural component within an Extension or AGLI.

If the task contains...	Then EACH PIECE of Verifying Evidence....
plural	Must demonstrate the plural component for that date
“s” in parentheses	May demonstrate the singular or plural component in the verifying evidence for that date

Some Assessment Tasks may contain an “AND,” “OR,” or “AND/OR” statement to reflect the statements or various components within an Extension or AGLI.

If the task contains...	Then EACH PIECE of Verifying Evidence...
AND	Must demonstrate all parts of the task for that date
OR	May demonstrate one of the two or more elements most appropriate for the student
AND/OR	May demonstrate all the elements from the task <u>or</u> demonstrate one or more of the more appropriate elements of the task

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 the following questions:

- 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 or her knowledge, skills, and 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, such as prerequisite or post-activity steps (e.g., gathering materials for a task, putting away materials for a task).

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.

Notation on Verifying Evidence

If a teacher feels that the verifying evidence needs an explanation for scoring, he or she should include a short notation on the verifying evidence. A notation should clarify for an outside person any information about the task (e.g., how it took place, materials used, choices presented), the verifying evidence itself, or how the performance data were calculated. This should be written directly on the piece of evidence. This is especially important when a Data Collection Sheet is used as verifying evidence and the Assessment Task has a plural or “AND” component. **Note:** Be sure that notations do not contradict the intent of the task being assessed. In some cases it may also be helpful to include an answer key. If included the answer key is considered part of the one piece of verifying evidence (e.g., page 2 of 2).

Content Area	Extension/AGLI	Assessment Task	Verifying Evidence (VE)	Notation Sample
ELA	Grade 4: Identify a character, setting, and/or event from a story or drama. (41111)	The student will identify a character related to a story or drama (e.g., after reading or listening to an excerpt from <i>Charlie and the Chocolate Factory</i> , the student identifies the main character as Charlie). (AT41111B)	Data Collection Sheet (multi-step) Steps: Character 1, Character 2, Character 3, Character 4 Supporting Evidence: Observer Verification Form for baseline administration, Observer Verification Form for final administration	After listening to a chapter from the story <i>Charlie and the Chocolate Factory</i> in class, the student was asked to identify characters from the story by choosing picture cards from a set of choices that included a character (Grandpa) from the text and a distractor.
Math	Grade 7: Generate an algebraic expression and/or an equation that includes a variable. (70821)	The student will generate an equation that includes a variable (e.g., the teacher writes, “Ten plus four equals n ,” and presents the choices: $1 + 10 = n$, $10 + 4 = n$, and $10 + 44 = n$; the teacher states verbally, signs, or writes the sentence, “Twenty-five minus n equals twenty” translates to $25 - n = 20$; the teacher states verbally, signs, or writes the word problem, “Mary saved \$12. How much more money does she need in order to purchase a book that costs \$16?” and presents the choices: $16 - 12 = x$, $x = \$4$ or $12 + 16 = x$, $x = \$28$]; Note: The student must show/select the algebraic sentences in a horizontal format). (AT70821C)	Student work product with the student’s choices circled for given equations	The equation problems/items were read to the student, he pointed to the written equations from a set of choices, and the teacher then circled the student responses.

Science	<p>Grade 8: Identify whether matter is a solid, a liquid, or a gas (83222)</p>	<p>The student will identify whether a substance is a solid, a liquid, or a gas. (AT83222) (e.g., the student labels an item with the appropriate state of matter; ice as a solid; milk as a liquid; rock as a solid; air as a gas; please note: it is acceptable to represent the state of matter in a container, for example, air in a balloon, or milk in a glass).</p>	<p>Data Collection Sheet (multi-step) Steps: object 1, object 2, object 3, object 4 Supporting Evidence: sequence of captioned photographs for baseline administration, Observer Verification Form for final administration</p>	<p>Baseline objects: rock, paper, water, balloon filled with air Final objects: toy car, balloon filled with air, sand, juice</p>
Social Studies	<p>High School: Identify the locations of cities outside the United States, on a map or globe (92123)</p>	<p>The student will identify the location of a major world city outside the United States on a map or globe by indicating the location of the city (AT92123) (e.g., place a miniature model representing Paris on a world map; an Eiffel Tower on Paris, Big Ben on London, Colosseum on Rome, or Canals on Venice; point to two different cities on a globe; place a sticker on Rio de Janeiro). Note: do not label the city(ies) on the map or globe.)</p>	<p>Original student work product where student glues names of major cities, outside the US, in the appropriate places</p>	<p>The student was asked to place the names of four cities in the correct location on a map of the world. The map included a picture of something each city is known for (e.g., Paris is known for the Eiffel Tower).</p>

Types of Verifying Evidence

Verifying evidence may include:

- an original student work product,
- a sequence of three or more captioned and dated photographs,
- a digital video or audio clip, and/or
- an original Data Collection Sheet with supporting evidence.

Two pieces of verifying evidence are submitted for each Assessment Task one piece of evidence that demonstrates student performance for the baseline, and one piece of evidence for the final. Each piece of evidence reflects student work performed on one day.

All verifying evidence must have the three required elements documented. These three elements can be recorded directly on the evidence or on a VE label. For further information on required elements, see Step 10.

Student Work Product

Valid student work product requirements:

- The student work product must be original. No photocopies (either in part or whole) of student responses are allowed, and it cannot contain correction fluid/tape, “black-out,” or teacher erasures. Student erasures are permissible, and including an annotation is helpful when a student has self-corrected.
- Examples may include worksheets, completed projects (completed in a single day), computer or interactive whiteboard (e.g., SMART board) print-outs, charts,* graphs,* or other similar products that the student created during the Assessment Task.

- The student may convey his or her answer using the mode of communication most appropriate for the student (e.g., eye gaze, blinking, head movement), and the teacher can record the student's answer on the work product.
- The work product may have multiple pages. When evidence includes multiple pages, it is recommended that the pages be numbered to ensure proper review and scoring (e.g., page 1 of 3, page 2 of 3, page 3 of 3).

Carefully review and modify any preprinted information (e.g., directions on a worksheet, pictures, diagrams) to ensure that the information does not conflict with the task being assessed or guide the student to the correct answer (i.e., template) prior to giving the worksheet to the student to complete. This applies to both commercial worksheets and worksheets printed from a teacher resource Web site. Directions, or other preprinted information that conflicts with the Assessment Task or that guides the student to the correct answer, may disqualify the student from receiving a reportable score.

***Note:** Work products completed over multiple days (e.g., weekly or monthly calendars or charts) can be submitted only as one piece of evidence for only the **last** date documented on the chart, calendar, or graph. A single chart or calendar cannot be submitted for both the baseline and final.

Sequence of Three or More Captioned and Dated Photographs

Valid photographic evidence requirements:

- There is a sequence of at least three photographs (more than three photographs may be included, but fewer than three will not be scorable).
- There is at least one caption for the series of photographs. Captions are a sentence or two describing the student's action(s) for each photograph.
- Photographs are taken on the same date and document one Assessment Task.
- Only steps demonstrating the student performing the specified Assessment Task are scorable. Do not include prerequisite or post-activity 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.
- A teacher must record for the sequence an overall score for the Level of Accuracy.

Digital Video or Audio Clips

Valid digital video and audio evidence requirements:

- There is only one DVD and/or CD per datafolio. DVDs or CDs may contain multiple clips as evidence for the assessed skills.
- Each clip cannot be longer than 90 seconds and must include recorded markers. Clips must show the student performing the task and should not include prerequisite or post-activity steps or preparation.
- Clips should be saved to the DVD or CD in a manner that is clear as to which Standard is being assessed. For example: ELA1, ELA2, ELA3, ELA4 and ELA5.
- A teacher must arrange clips by content area and document them on the NYSAA Digital Video and Audio Clip Summary Form. Make sure to double check the DVD or CD content against the Summary Form to confirm all clips are documented accurately. The Summary Form will assist Scorers in locating and reviewing clips. The Summary Form is secured to the DVD or CD case/sleeve.

Recorded Markers for Digital Video and Audio Clips

All digital video and audio evidence must contain recorded markers—one at the beginning of the clip and one at the end of the clip. The markers must include:

Before completing the task, record		After completing the task, record
REQUIRED	Recommended	REQUIRED
<ul style="list-style-type: none">• student name• date of student performance	<ul style="list-style-type: none">• content area• Standard• Extension or AGLI	<ul style="list-style-type: none">• Level of Accuracy

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

Securing DVDs and/or CDs

Each disc must be labeled with the student's name, teacher's name, and school's name. Attach the disc securely to the datafolio with a plastic sleeve, binder clip, or envelope.

Guidelines for Taking Photographic and/or Recording Digital Video and/or Audio Clip Evidence

When preparing to collect digital video, audio, and/or photographic evidence:

- Ask a colleague to operate the camera or recorder while you assess the student.
- Consider regularly recording digital video and/or audio clips and/or taking photographs of the student. The novelty of recording or photographing could disrupt classroom routine or distract students, resulting in an inaccurate record. The recording device and operator should be as unobtrusive as possible.
- Be sure that, if an automatic date and/or time stamp is functioning on the camera or recorder, the date is accurate and does not contradict the date of student performance documented in the datafolio. If the dates are discrepant, the evidence may not be scorable.

Informed Consent for Photographing and/or Recording Digital Video and/or Audio Clips—Student (Required for All Photographic and Digital Video and/or Audio Evidence)

The student's parent/family/guardian must sign the Informed Consent for Photographing and/or Recording Digital Video and/or Audio Clips form (Appendix D) within the administration period.

- The signed form is kept on file by the district.
- Do not include the consent form in the datafolio.
- Do not take photographs or recordings unless you obtain prior written permission.
- Adhere to local school district policy regarding permission for photographing or recording students.

Informed Consent for Incidental Photographing and/or Recording Digital Video and/or Audio Clips of Classroom Peers—Peers

If a recording or photograph depicts the student's peers, each peer's parent/family/guardian must sign an Informed Consent for Incidental Photographing and/or Recording Digital Video and/or Audio Clips of Classroom Peers form (Appendix D) during the administration period.

- The signed form is kept on file by the district.
- Do not include the consent form in the datafolio.

- Do not take photographs or recordings unless you obtain prior written permission.
- Adhere to local school district policy regarding permission for photographing or recording students.
- Images of peers may not be “blacked out” or have “faces covered.” Cropping the image to exclude peers is acceptable.

Original Data Collection Sheet

For a Data Collection Sheet to be valid, it:

- May be considered verifying evidence (as baseline and/or final) for one or two of the dates recorded on the Data Summary Sheet.
- Must include a minimum of three dates of student performance data within the specified administration period (September 29, 2014–February 27, 2015). The Data Collection Sheet may demonstrate student performance for:
 - Baseline data point + 2 or more dates of instruction,
 - 2 or more dates of instruction + final data point, or
 - Baseline data point + 1 or more dates of instruction + final data point.
- Must contain the three required elements and, for each date on which data is collected, the step, trial information, or time segment, and the Level of Accuracy must be recorded. The initials of the staff person collecting data must be included for each date that is being submitted as verifying evidence. The staff key must be completed with the staff initials and full name of the staff members who are responsible for recording the performance data on the Data Collection Sheet. Only the person recording or documenting the plus or minus Level of Accuracy should have his or her initials under each date that he/she recorded data. **Note:** An incomplete Data Collection Sheet may disqualify the student from receiving a reportable score.
- Requires submission of supporting evidence. There may be up to two pieces of supporting evidence included that confirm data recorded on a Data Collection Sheet. Supporting evidence is another type of verifying evidence (student work, photographs, digital video clip, or audio clip) as is an Observer Verification Form for the date(s) transcribed to the Data Summary Sheet. For further information on supporting evidence, see page 20.

Tasks may be documented as multi-step, multiple trial learning, or time-segmented (see Data Collection Sheet templates in Appendix D). Please refer to Step 6 for information on calculating the Level of Accuracy percentage.

- A multi-step Data Collection Sheet is used for Assessment Tasks that can be task-analyzed and broken into multiple, smaller steps. Multiple steps allow the student more opportunities for success in demonstrating the task. It can also be used when an Assessment Task is a single step. In a multi-step Assessment Task, the teacher identifies the number of steps required to complete the Assessment Task. Each step must be briefly described in the “Step” column. For each step that is conducted, a plus or minus must be recorded for the Level of Accuracy. The Steps information is required and should give an outside person a clear understanding of what the student action was for a particular step. Recording “Step 1, Step 2, Step 3, etc.” will likely not be sufficient information to confirm alignment to an Assessment Task.
- A multiple trial Data Collection Sheet is recommended when a task is conducted over multiple trials. Usually, the task is broken into smaller skills, and these sub-skills are taught individually through repeated trials. This Data Collection Sheet could also be used for a single-step activity conducted over multiple trials. The trial information must briefly describe

the skill or sub-skills being assessed, and should include a number for each skill or sub-skill. Each trial conducted must include the skill or sub-skill number and a plus or minus recorded for the Level of Accuracy. The trial information is required, and should give an outside person a clear understanding of what the student action was for a particular trial.

- A time-segment Data Collection Sheet is recommended for an Assessment Task that involves collecting evidence of student performance over a period of time. In a time-segmented Assessment Task, the teacher divides the activity into equal time segments. The length of each time segment must be recorded on a time-segment Data Collection Sheet. Each applicable time segment must have a plus or minus recorded for the Level of Accuracy. The time-segment information is required and should give an outside person a clear understanding of the length of time of each segment.
- Teachers may also create or use an existing Data Collection Sheet that is adapted to an individual student's needs. However, these Data Collection Sheets must include the three required elements and meet all of the same requirements previously described.

Supporting Evidence Submitted with a Data Collection Sheet

Supporting evidence is required whenever a Data Collection Sheet is submitted as verifying evidence. Since a Data Collection Sheet can be considered verifying evidence for either one or two dates of student performance, the supporting evidence must confirm student performance on the same date(s) transcribed to the Data Summary Sheet from the Data Collection Sheet.

All requirements for verifying evidence, including documenting the three required elements, apply to supporting evidence submitted with a Data Collection Sheet.

Supporting evidence can be:

- an original student work product,
- a sequence of three or more captioned and dated photographs,
- a digital video or audio clip, or
- an Observer Verification Form.

Observer Verification Form

The Observer Verification Form may be submitted as supporting evidence with a Data Collection Sheet, and 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.

Valid Observer Verification Form requirements:

- The Observer Verification Form cannot stand alone as verifying evidence, and it must be submitted directly following the Data Collection Sheet that it supports. If submitting more than one Observer Verification Form, place them in chronological order following the Data Collection Sheet.
- A teacher cannot submit Observer Verification Forms with other types of verifying evidence (e.g., student work products, photographs, digital video and/or audio clips).
- The top section of the Observer Verification Form, which contains the three required elements (student name, date of student performance, and Level of Accuracy), must be completed in full.
- Only one date of recorded observation may be submitted per Observer Verification Form. The date of the Assessment Task documented in the top section of the Observer Verification Form must be the same date on which the student performed the task as recorded on the Data Collection Sheet.

- An observer must be a certified and/or licensed teacher, administrator, school psychologist, or related service provider. The observer must indicate his or her title or position on the Observer Verification Form.
- Observers cannot be supplementary school personnel. Supplementary school personnel refers to a teacher's 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 and completing the Data Collection Sheet cannot sign the Observer Verification Form. The observer does not interact with the student or collect any student performance data while observing. He/she is acting as an observer simply to verify that the Assessment Task took place as is recorded on the Data Collection Sheet for that date. 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.
- The observer must sign and date the Observer Verification Form (at the bottom of the page) to certify that the Assessment Task was conducted in his or her presence. The date of the observer signature must be the same date that the Assessment Task was performed.
- Always double check to make sure that the observer's name and signature match, that the date of the signature at the bottom is the same as the date recorded on the top of the Observer Verification Form, and that these dates match the date that the Assessment Task was performed as indicated on the Data Collection Sheet.

Only the Observer Verification Form found in Appendix D of the 2014–15 NYSAA Administration Manual will be accepted.

Assessing Student Performance

When assessing student performance for the NYSAA, teachers should:

- provide initial directions and materials;
- use the student's preferred mode of communication and method of response;
- provide supports, adaptations, testing accommodations, and adaptive equipment or assistive technology as specified in 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 that the task is conducted. If, for example, a teacher plans to submit a Data Collection Sheet as evidence along with an Observer Verification Form as supporting evidence, he or she must 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 that the Assessment Task is completed; and
- conduct the task at school or at 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 in another facility (as indicated on the Student Page submitted in the datafolio).

Recording Performance Data

When recording student performance data:

- Determine who will conduct the task and collect data;
- Determine how the performance percentage for Level of Accuracy will be calculated for a specific task. It is possible to assign weights to responses or items, use a partial credit method, or develop a rubric for student performance. Any time a teacher rates a response in a manner other than the obvious correct/incorrect (e.g., they give partial credit for parts of

the answer), they should include a notation to explain the percentage calculation to an outside reviewer (see Notation pages 15 and 16).

- Record all of the data of student work during or immediately following student performance.
- Student performance can be recorded on the actual verifying evidence as a fraction and/or a percentage. Student performance, recorded on the Data Summary Sheet as the Level of Accuracy, is recorded as a percentage.
- Complete the remaining required elements for the verifying evidence. (See Step 10.)

Precautions When Recording Performance Data

- All datafolio contents, except student work, must be typed or handwritten.
- Using a pencil to complete documentation is acceptable. However, it is recommended that teachers use permanent ink, so that if they make a mistake, they are not tempted to erase the mistake.
- If teachers make a mistake or error while recording student performance data or required element information on evidence and/or on the VE label, they **MUST** manually cross out, correct, **and** initial the error. Do not erase, use correction fluid, “black-out,” or cover up a mistake or error on the evidence and/or VE label.
- Photocopies, correction fluid, erasures, “black-out,” or covering up information will not be accepted. Teachers must not make changes in this manner on the DSS, verifying evidence (student work products; written information related to digital video clips, audio clips, and photograph captions; information recorded on Data Collection Sheets; and Observer Verification Forms), and/or the VE label. The use of photocopies, correction fluid, erasures, or “black-out” will result in the student not receiving a reportable score.
- If students make mistakes or errors on an original student work product, they may self-correct by erasing the mistake or error. They must not use correction fluid, “black-out,” or cover up information on the mistake or error.

STEP 6	Conduct Baseline Administration
Recommended Timeline	By Mid-November

After selecting an Extension or AGLI, an Assessment Task to be assessed from one of the three levels of complexity, and the type of verifying evidence that will be collected, teachers conduct a baseline administration. The baseline data point will confirm whether the complexity level is appropriate for the student.

If the student has already mastered the skill, then a higher-level skill must be assessed. The baseline administration is collected before instruction occurs. It is acceptable for the Level of Accuracy for the baseline to be any score below 75%, including 0%. The baseline data point should be collected early in the administration period (September 29–mid-November).

Determining Student Performance for the Baseline Data Point

After reviewing the Extensions or AGLIs and confirming that the administration and evidence collection plan is in place, and a possible instruction plan is in place, teachers conduct a baseline administration and document student performance data on the student’s Level of Accuracy on the assessed task. A notation should be made on the DSS to indicate whether any prompt (refer to pages 23 and 24 for prompt guidelines) was provided to the student during the assessment task administration. Prompts do not need to be recorded on the verifying evidence.

Determining the Level of Accuracy

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

Accuracy Example:

Student indicates 8 correct responses out of 10 total possible responses

$$8/10 = 0.8 \times 100\% = 80\% \text{ accurate}$$

Document the percentage on the Data Summary Sheet.

Note: Rounding up is acceptable for a percentage calculation of 0.5 or above.

Role of Independence

Independence is no longer calculated as a percentage based on the number of steps or items which required a prompt. Instead, teachers document whether or not a student received a prompt during the completion of the assessment task, by recording "Yes" or "No" on the DSS as indicated.

Was the student prompted?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
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It does not matter if the student needs one or more prompts during the task. What matters is if any step or problem is done with prompting (Yes, student was prompted) or without prompts (No, student was not prompted [independent]).

Natural Cues or Initial Directions

Natural cues refer to a set of initial directions provided before a student begins to perform an Assessment Task. A natural cue or initial set of directions:

- should not be considered a cue or a prompt;
- does not affect the documented independence; and
- is presented in a format best suited for the student's mode of communication and abilities.

Verbal or Physical Cues or Prompts for Attention That Affect Independence Documentation

Verbal or physical cues or prompts are not initial directions and affect independence documentation. Verbal or physical cues or prompts are signals to the student to refocus on the assessment task. Refer to the table below. If any of these prompts are provided to the student during the assessment task, record "Yes" on the DSS. Prompts do not need to be recorded on the verifying evidence. Whether or not a student is prompted does not impact the student's overall performance score.

After initial directions and test item presented to student, communication to the student that enabled them to perform the task:	Verbal or Physical Prompts
Actions (verbal or physical) that attempt to gain the student's attention	<input type="checkbox"/> YES <input type="checkbox"/> NO
Refocusing or redirecting (verbally or physically) the student to test item	<input type="checkbox"/> YES <input type="checkbox"/> NO
Reminding student to complete all parts of item(s)	<input type="checkbox"/> YES <input type="checkbox"/> NO

To decrease a student's need for cues or prompts to perform an Assessment Task, the teacher 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.

Content or Construct Support That Results in an Administrative Error

Any support provided to a student that guides the student to the answer is considered an administrative error. Any other support that relates directly to the content or alters the content in any way invalidates the assessment. Refer to the chart below for details.

Reducing the number of options or choices presented to the student after they have been presented to the student
Rewording, revising, simplifying, or explaining the test item after it has been presented to the student
Any physical or verbal cue that leads to or prompts the student toward the correct answer for an item; purposeful physical guidance or restriction of movement during the assessment to obtain a desired response
The student receives “hints” or additional details during the assessment
Templates or other formats are provided that give or lead the student to the answer. For example: <ul style="list-style-type: none">• the verifying evidence is a sequencing worksheet that contains three boxes that state “First,” “Next,” “Last”; the student response choices are pictures that contain the words “First,” “Next,” “Last.”• the verifying evidence is a number line on which the student must provide missing numbers, but the correct number is provided as a shaded or dotted number in the spot and the student has to put a sticker of the number on the spot.
Manipulatives or strategies that change the construct of what is being assessed (e.g., use of calculators or arithmetic tables for Extensions in Grades 3–5)

While these actions may be appropriate for instructional purposes, they cannot be provided during the assessment process.

Testing Accommodations

The CSE determines which testing accommodations are required, based on the student’s documented needs. Testing accommodations:

- are documented on the student’s IEP;
- are designed to allow the student to demonstrate his or 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 documented on the NYSAA Student Page, if they are used during NYSAA administration, by checking the box next to the allowable testing accommodations and by checking each content area they apply to.

Testing accommodations are content-area specific and some apply only to certain content areas (i.e., use of calculator, abacus, or arithmetic tables are applicable only for mathematics and science). Testing accommodations provide for:

- flexibility in scheduling/timing (extended time to complete the assessment; e.g., double time);
- flexibility in setting (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);
- method of presentation (exclude Braille/large type and test read);
- method of response (amanuensis-scribe);
- other (exclude use of calculator, abacus, and arithmetic tables, use of spell-check/grammar-check devices, and waiving of spelling, paragraphing, and punctuation);
- Braille;
- large type;

- tests read;
- use of calculator, abacus, or arithmetic tables;
- use of spell-check/grammar-check devices; and/or
- waiving of spelling, paragraphing, or punctuation.

English Language Learner (ELL) testing accommodations are also content-area specific. ELL testing accommodations provide for:

- time extension;
- separate location;
- bilingual dictionary/glossary;
- oral translation;
- responses written in native language; and/or
- translated edition (selected tests).

For more information on testing accommodations, refer to the *Test Access and Accommodations for Students with Disabilities: Policy and Tools to Guide Decision-Making and Implementation (May 2006)* manual at <http://www.p12.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>.

Frequently asked questions about testing accommodations and the NYSAA can be found at <http://www.p12.nysed.gov/assessment/nysaa/tips-tools-12.html>.

STEP 7

Determine Whether an Adjustment Should Be Made in the Level of Complexity Assessed (Move Up, Move Down, Stay)

Evaluating the Baseline Data Point

If the baseline score is

- 74% or below, then the teacher may continue to instruct and assess the student on the chosen Extension or AGLI and Assessment Task;
- 75% or above, then the teacher must choose an Extension from a higher level of complexity or a different AGLI or must increase the rigor* of the Assessment Task.
- If the baseline score is 75% or higher, then the teacher will conduct the baseline administration again, using the harder Extension, different AGLI, depending on the content area. Using the same Assessment Task with increased rigor* to confirm the student has not yet mastered that skill is also acceptable. The new baseline administration must be what is documented on the DSS and included on the corresponding verifying evidence. If the baseline data point exceeds 75% and a high level Extension, different AGLI, or task with increased rigor* was not assessed it may affect the student's reportable score
- If the baseline score is 74% or below, then the teacher continues to instruct and assess the student on this Assessment Task. The final administration must be on the same Assessment Task as the baseline administration that is documented on the DSS.

*Note: increasing the rigor of the task would include expanding the performance expectations; including harder items; or increasing the number of questions, items, or steps. Any increase in rigor must still align to the Extension or AGLI.

STEP 8	Instruct, Re-evaluate, Instruct, Re-evaluate
Recommended Timeline	October–January

Provide ongoing instruction and evaluation

Once the baseline has been conducted, and the Extension or AGLI to be assessed is confirmed, it is recommended that, at a minimum, the student receive instruction and be evaluated two or three additional times between the baseline and final administrations. The minimum time period between the baseline and final administration should be at least 15 school days. The purpose of including at least 15 school days between the baseline and final administrations is to allow for instruction and the student to learn the new skill. More than 15 days is acceptable as long as the final administration takes place prior to the of administration period. There may be exceptions to this guideline. Any question about the number of days should be directed to the Department.

Administration Timelines

The following guidelines provide additional detail about managing the process of establishing the baseline data point, providing instruction, and conducting administration for the final data point:

- Baseline administration: October to mid-November
- Instruction: mid-November to early January
- Final administration: January to February

STEP 9	Conduct Final Administration
Timeline	No later than February 27, 2015

Following the instruction period, a final data point is administered and scored for Level of Accuracy. The date of the final data point should not be less than 15 school days after the date of the baseline data point, and should occur as close to the end of the administration period as possible (no later than February 27, 2015). Similar items and materials should be used for both the baseline and final administration.

STEP 10	Complete Verifying Evidence Documentation
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Evidence is required to confirm the documented scores for both the baseline and final data points.

Types of Evidence

Each datafolio may contain multiple types of evidence.

- Verifying evidence
- Supporting evidence (when a Data Collection Sheet is submitted as verifying evidence)

Required Elements for ALL Evidence (Verifying Evidence and Supporting Evidence)

Record the required elements for verifying evidence either directly on the verifying evidence or on a VE label attached to the evidence. Record the required elements for supporting evidence either directly on the supporting evidence or on a VE label attached to the supporting evidence.

The three required elements are:

- student name
- date of student performance
- Level of Accuracy

Extension/AGLI codes are optional.

Note: Failure to record the three required elements on the verifying evidence and/or supporting evidence may disqualify the student from receiving a reportable score.

Evidence Selection and Order

After completing the Assessment Task:

- Select one piece of verifying evidence that confirms student performance for the baseline and final data points; a total of two pieces of verifying evidence for each assessed Standard.
- If a Data Collection Sheet is submitted as verifying evidence for one or two dates on which the task was conducted during the administration period, the teacher must also select supporting evidence for the date(s). The supporting evidence documentation will confirm student performance data for the date(s) as recorded on the Data Collection Sheet.

Place each piece of verifying evidence directly behind the corresponding Data Summary Sheet.

- If the verifying evidence is a Data Collection Sheet, include the required supporting evidence for the date(s) transcribed to the Data Summary Sheet. Supporting evidence should be placed directly behind the Data Collection Sheet it is supporting.

Note: Scorers will only review the first two pieces of verifying evidence following the Data Summary Sheet. Do not submit extra evidence. This rule should not be confused with the requirement for “supporting evidence” submitted with a Data Collection Sheet or with a single piece of verifying evidence that contains multiple pages.

Verifying Evidence Labels

The three required elements must be recorded either directly on the verifying evidence or on a VE label affixed to the verifying evidence. See Appendix D for a template. The template prints on 2" x 4" self-adhesive labels.

Place the VE label so that no student work or information is obscured. Labels can be placed on the back of the evidence. If the label obscures any part of the student work or information, this may disqualify the student from receiving a reportable score. Refer to the Precautions When Recording Performance Data section on pages 21 and 22 for guidance when there is an error in documentation on a VE label.

STEP 11 Complete Data Summary Sheets

Complete the Data Summary Sheet

A Data Summary Sheet is required for each Standard being assessed. The teacher must:

- complete the student information, Extension or AGLI, and record the Assessment Task;
- transcribe the student performance data to the Data Summary Sheet for the baseline and final data points; and
- record Level of Accuracy as a percentage.

Note: An incomplete or missing Data Summary Sheet may disqualify the student from receiving a reportable score.

Transcribing Performance Data to the Data Summary Sheet:

Student Performance Data			
Baseline Data Point		Final Data Point	
Date	10/29/14	Date	1/30/15
Level of Accuracy	20%	Level of Accuracy	75%
Was the student prompted?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Was the student prompted?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

STEP 12	Complete Steps 3–11 for All Standards Within this Content Area
STEP 13	Complete Assessment for Each Content Area to Be Assessed (Steps 3–12)

STEP 14	Assemble the Datafolio
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Datafolio Binder

All assessment documents are secured in a ½” to 1” thick three-ring binder or other fastened folder.

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 pages in order following the NYSAA Table of Contents. Number each page sequentially. Page numbering can be done in any manner that is organized (e.g., handwritten on pages, using stickers on pages, using stickers on plastic sleeves). When evidence is a Data Collection Sheet and supporting evidence, the page numbering should still be written sequentially (e.g., if the Data Collection Sheet is page 10, and the supporting evidence is Observer Verification Forms, the first Observer Verification Form would be page 11).

Place all items within the datafolio in order, according to the NYSAA Table of Contents:

- NYSAA Student Page
- table of contents

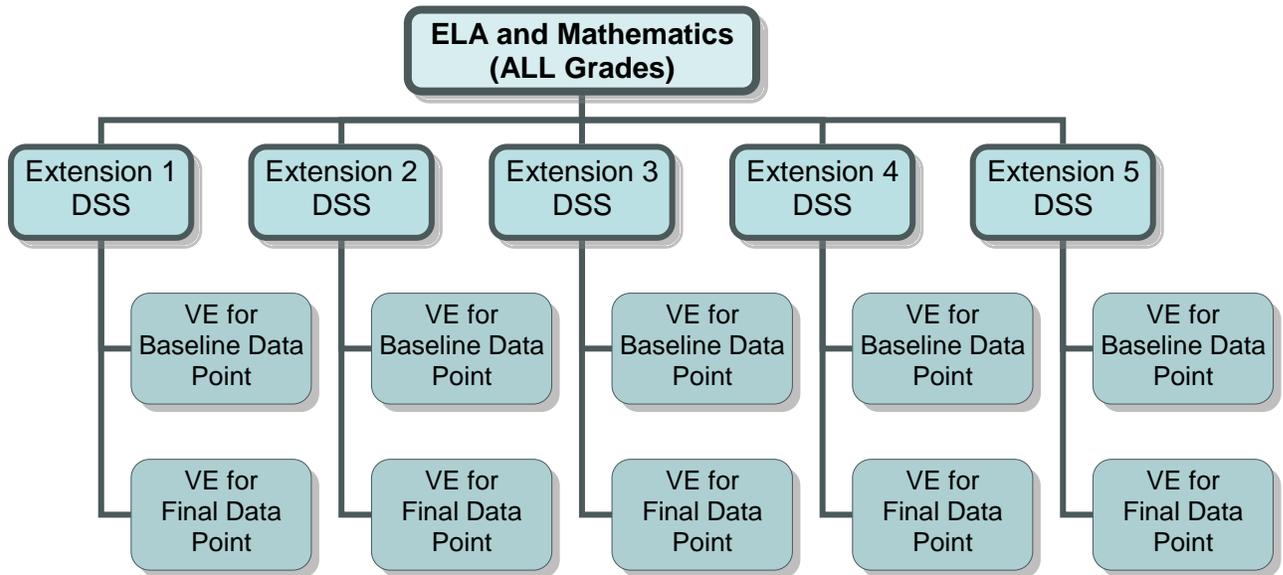
English Language Arts (ELA) and Mathematics

Include the following documents for each content area that is assessed. ELA should come first, then mathematics, then science, then social studies as applicable for the assessed grade. The Extensions or AGLIs within each content area should be organized using the numbers in boxes in the upper right corner of the Data Summary Sheets (Extension 1-Extension 5; AGLI 1-AGLI 2).

Extension 1:

- Data Summary Sheet
- Verifying evidence for the baseline data point (September 29 to mid-November 2014)
- Verifying evidence for the final data point (October through February 27, 2015)
 - If either piece of verifying evidence is a Data Collection Sheet, place supporting evidence directly behind the Data Collection Sheet.

Repeat this order for the remaining Extensions 2, 3, 4 and 5 in ELA and mathematics.



Science and Social Studies

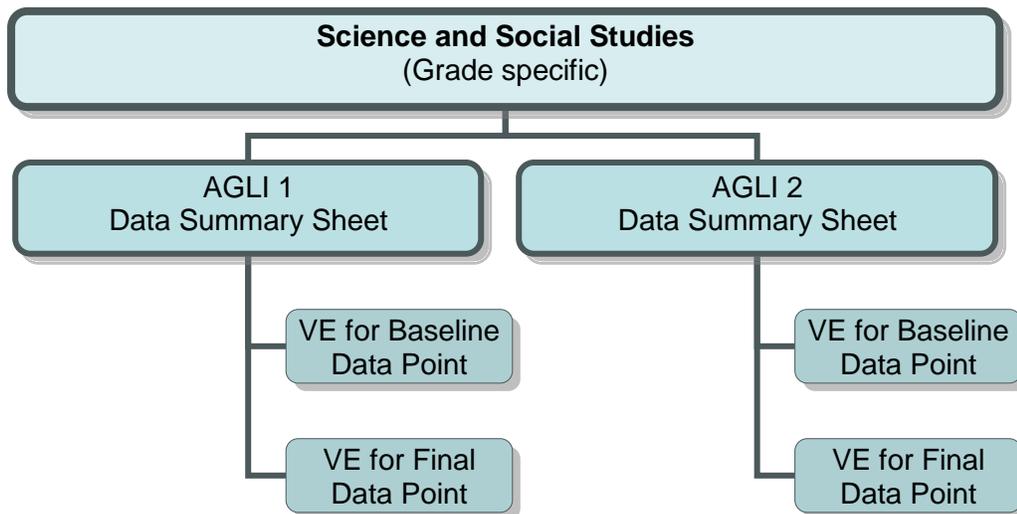
If Science and/or Social Studies is being assessed, then the order of documents is as follows:

AGLI 1:

- Data Summary Sheet
- Verifying evidence for the baseline data point (September 29 to mid-November 2014)
- Verifying evidence for the final data point (January through February 27, 2015)
 - If either piece of verifying evidence is a Data Collection Sheet, place supporting evidence directly behind the Data Collection Sheet.

AGLI 2:

- Data Summary Sheet
- Verifying evidence for the baseline data point
- Verifying evidence for the final data point
 - If either piece of verifying evidence is a Data Collection Sheet, place supporting evidence directly behind the Data Collection Sheet.



For Science and Social Studies, two AGLIs are completed for each content area.

Collegial Review

Collegial Review is required for each student datafolio. Collegial Review requires a colleague or administrator who is familiar with the NYSAA, but is not the student's teacher who prepared the datafolio, to review the student's datafolio contents. Reviewers should:

- be familiar with the current alternate assessment, and/or
- have attended 2014–15 Administration Training in the fall of 2014, and/or
- be experienced and qualified as a Scorer in spring 2014 (2013-14 scoring period).

The Department recommends the use of the Checklist of Things to Remember (Appendix E). There are two checklists that are tools to assist teachers while administering the NYSAA and during the reviews. The first checklist is the Checklist for Teachers Administering the NYSAA and is for teachers to use during the NYSAA process. The second checklist is the Checklist for Collegial Reviews and is for teachers to use during Collegial Reviews. It has space for feedback and recommendations.

It is recommended that multiple Collegial Reviews take place during the planning phase, at a midpoint during administration, and prior to the end of administration. Having multiple reviews will allow Reviewers to give feedback to the teacher about whether the appropriate connections have been made between the Essences/AGLIs and the Assessment Tasks and between the Assessment Tasks and the verifying evidence. All documents should be reviewed to confirm that they meet all procedural requirements. Collegial Review helps ensure, but does not guarantee, that a datafolio meets the procedural requirements in order to be scorable.

Indicate the month in which the last Collegial Review was conducted on the datafolio at the bottom of page 1 of the Student Page.

Final Checklist

To ensure the datafolio is ready for scoring, use the Checklist of Things to Remember (Appendix E). This checklist will assist the teacher 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 disqualify the student from receiving a reportable score.

STEP 15 Submit the Datafolio for Scoring

Submit the Datafolio for Scoring

Datafolios for all students, whether attending in-district or out-of-district placements, must be completed and submitted to building administrators by the close of business on February 27, 2015. No work or changes can be made to the datafolio after February 27, 2015.

The deadline for datafolios to be received by the district of residence for out-of-district placements is March 6, 2015.

The deadline for all datafolios (in-district and out-of-district placements) to be received by the regional Score Site Coordinator is March 13, 2015.

Scoring Datafolios and Reporting Results

The NYSAA scoring period is from March 16 through May 1, 2015.

Building administrators forward datafolios to the designated NYSAA 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. Student results will be made available to school districts in early fall 2015. Each school district provides parents with a copy of the NYSAA Student Report.

STEP 16 Complete the Online Teacher Survey

Online Teacher Survey

The Department conducts the teacher survey annually to obtain feedback on important questions related to the NYSAA. The survey is available online beginning the last day of the administration period (February 27, 2015) and remains online until the end of May 2015. Teachers are encouraged to complete the survey as close to the end of the administration period as possible to ensure that the responses reflect their experiences with the NYSAA.

The survey can be found at: <https://www.surveymonkey.com/s/1415NYSAATeacherSurvey>

Note: Teachers may access the survey using Internet Explorer or Firefox on a PC or using Safari on a Mac. Please use the most recent versions of these browsers in order to correctly access the survey. Also, in many cases a school building will have blocks set up regarding different Web sites—teachers may need to contact their IT person to enable viewing of the survey.

Section Two: 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 Extensions or AGLI; and
- the verifying evidence that is submitted is aligned with the Assessment Task.

Both of the connections must be clearly evident for the Standard to be scored.

- Performance

- Level of Accuracy is calculated as a percentage (0%–100%).

The assessed Level of Complexity may be taken into account when determining the student's performance level for a content area.

Avoiding Errors That Prevent a Datafolio from Receiving a Reportable Score

The following lists provide ways to prevent errors:

Extensions or AGLIs and Assessment Tasks

- Select Extensions or AGLIs and Assessment Tasks, as required and outlined in the NYSAA Test Blueprints (Appendix F), from the appropriate grade level according to the student's birth date (page 6 of this manual).
- The Assessment Tasks must be used as written; no original or modified tasks will be accepted.
- For ELA and mathematics, each of the five Standards and one Extension from each Standard must be assessed for all students.
- For science (grades 4, 8, HS) and social studies (high school only), each of the two Standards and one AGLI from each Standard must be assessed.

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

Datafolio Documents

- Use only the 2014–15 forms in this manual (Appendix D).
- Do not use correction fluid/tape or “black-out” on images or on written or typed information in the datafolio.
- Do not submit photocopies (either in part or in 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 made by a teacher. Cross out, correct, AND initial each teacher's mistake. Note that students may erase and rewrite their own responses.
- Be sure to document all three required elements on the Data Summary Sheet, verifying evidence (either on the actual evidence itself or a VE label), and supporting evidence.
- Do not submit verifying evidence or a Data Summary Sheet with dates that are outside the administration period.

- Carefully review documents to ensure information is consistent on the verifying evidence, VE label, and Data Summary Sheet.

Verifying Evidence

- Submit verifying evidence that clearly connects to the Assessment Task as written; be sure there is no information on the evidence that contradicts the vocabulary or intent of the Assessment Task being demonstrated.
- Review verifying evidence to ensure that no pre-printed information or directions contradict the intent of the Assessment Task.
- Review verifying evidence to ensure that the student has not been prompted (e.g., with a template) toward the correct response.
- Do not omit required datafolio components or submit incomplete documentation.
- Be sure to transcribe dates and student performance data accurately to the Data Summary Sheet.
- Be sure to include the required verifying evidence for baseline and final data points that confirm student performance for each assessed Standard.
- Submit the required supporting evidence when submitting a Data Collection Sheet.
- Submit a valid Observer Verification Form per the guidelines on pages 20 and 21 of this manual.
- Submit photographs (a minimum of three) that are sequential and include a written caption describing the action for each photograph. Submit only photographs taken on the same date.
- Include at least three dates on the Data Collection Sheet and include staff initials for each date documented.

SCORING RUBRIC

New York State Alternate Assessment (NYSAA) to measure Standards within the CCLS for ELA and mathematics and within the New York State Core Curriculum for science and social studies

PART I

Students with disabilities participating in the NYSAA are assessed according to chronological ages aligned to grade levels. Refer to the Age Range Chart for current date of birth ranges. Students should be tested only once at each grade and in all the content areas indicated for each grade. For all content areas, student performance data is collected on at least two dates within the administration period. Baseline data must be collected to confirm that the student has not yet mastered the selected Extension or AGLI.

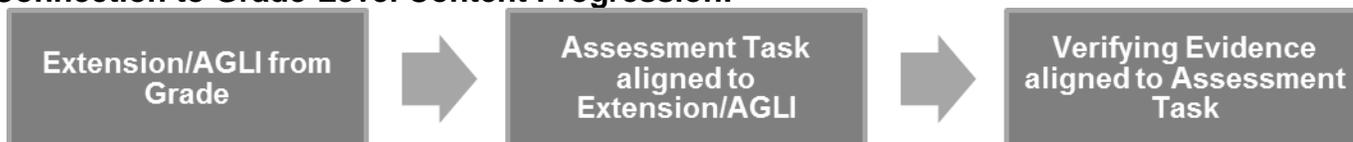
Grade	ELA	Mathematics	Science	Social Studies
3	5 Standards	5 Standards		
4	5 Standards	5 Standards	2 Standards	
5	5 Standards	5 Standards		
6	5 Standards	5 Standards		
7	5 Standards	5 Standards		
8	5 Standards	5 Standards	2 Standards	
High School	5 Standards	5 Standards	2 Standards	2 Standards

PART II:

FACTORS FOR A PERFORMANCE LEVEL: CONNECTION TO GRADE-LEVEL CONTENT, PERFORMANCE, LEVEL OF COMPLEXITY

Connection to Grade-Level Content = Extensions/AGLIs are assessed based on the appropriate grade-level academic content for students with severe cognitive disabilities. The Assessment Task must align to the Extension/AGLI chosen AND the verifying evidence must be aligned to the task. If these connections are not clear, the Extension/AGLI will not be scored.

Connection to Grade-Level Content Progression:



Performance = Level of Accuracy (%)

Level of Accuracy	The student demonstrates skills based on the Extensions or AGLIs resulting in a percentage for Level of Accuracy.		
Independence	Was the student prompted in any way during the administration of the assessment task? Yes or No.		
Level of Complexity	Less Complex	Middle	Most Complex

No or No Score (NS) results when one or more of these issues are identified during scoring (including but not limited to)

Connection to Grade-Level Content	Performance	Level of Complexity
<ul style="list-style-type: none"> Required Standard not assessed Extension or AGLI assessed from incorrect grade Incorrect Assessment Task assessed Verifying evidence does not demonstrate task 	<ul style="list-style-type: none"> Required data points and/or evidence not submitted Required elements not documented on evidence Verifying evidence not valid 	<ul style="list-style-type: none"> Score for baseline administration over threshold (Level of Accuracy is 75% or higher)

Section Three: Effective Practices and Resources

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

Guidelines for Ethical Generation of Student Performance Data

Each student is the primary author of his or 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 New York State Testing Program. As such, the building principal is responsible for all aspects of the school's administration of the NYSAA. It is designed to be shared and discussed with the student's parent/family/guardian, instructional team, and the CSE. Its primary values are to inform parents of their child's learning, to plan for instruction that is based on the core curriculum, and to provide information 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 must be authentic. Presenting evidence that the student did not produce, or using assistive technology that is not indicated in the student's IEP or used in the regular course of instruction, is not allowed. Only original student work and authentic documentation of student performance is acceptable for scoring.
- Teachers 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 September 29, 2014, through February 27, 2015.
- No further work, edits, additions, changes, etc. can be done to a datafolio after the close of the administration period on February 27, 2015.
- It is important for teachers to be familiar with the CCLS and Extensions for ELA and Mathematics, and the State Learning Standards and Core Curriculum and AGLIs for Science and Social Studies.
- Instruction and assessment activities for the student should be standards-based instructional activities and materials.
- Families should be informed and engaged in discussions about the Extensions or AGLIs, and the NYSAA.
- When developing an assessment timeline, teachers must assess the student(s) within the NYSAA administration period and should take into account the number of students being assessed in the classroom, as well as students' individual learning rates and instructional needs. It is important for teachers to plan enough time to compile and review datafolios before the last day of the administration period.
- It is important for teachers to participate in at least one Collegial Review session but attending multiple Collegial Review sessions is more beneficial.
- All students must be held to high expectations. Teachers should provide a wide range of instruction and opportunities for growth to students. The use of age-appropriate instructional materials and assessment strategies is important, as well as developing learning tasks that promote increased independence by the student.
- Students must be provided the appropriate testing accommodations and assistive technology as required and documented on their IEP.
- Teachers should provide opportunities for students to practice and demonstrate their knowledge, skills, and understanding across multiple settings.

Considerations for encouraging student engagement, eliciting student responses and producing authentic student work products when administering the 2014-15 NYSAA

Many students require supports, adaptations, and modifications to enable them to participate in instruction and assessment of the NYSAA Extensions and AGLIs. This section of the Administration Manual provides suggestions and strategies which have helped teachers to develop and administer the baseline, provide instruction and administer the final.

Best practice is to incorporate into the NYSAA administration those methods and materials which have resulted in successful learning outcomes during instruction and implementation of IEPs in the classroom. The use of materials, environments, and personnel which have already become familiar to the student through repeated experiences is a good way to start. Teachers have flexibility in developing assessment activities, appropriate for each student's needs to demonstrate the Assessment Tasks. Provide supports, technology, activities, formats, presentation, and materials based on individual student needs. Provide directions in a format that the student can understand. For the NYSAA, all printed text may be read aloud to students.

The content may be novel or at a higher level than your expectations of the student's potential, however, detailed planning at the beginning of the administration period, combined with instruction and repeated practice during the administration period will help provide positive NYSAA experiences for both student and staff.

- 1. Encouraging student engagement:** motivation, emotional and social factors, time/schedule, materials, learning modalities

Concern:

The student is stressed and anxious during testing situations.

Suggestion:

Conduct initial NYSAA components of baseline and instruction as a regular classroom activity to reduce "test pressure". Practice and further instruction on the task after baseline can also be conducted as a whole class, small group, or individual activity. Then, for the final assessment, tell the student "we are going to do the same activity and use the worksheet for your NYSAA datafolio. We can do it over again another day if we have more time."

Concern:

The student is distracted or frustrated by the level of the content and does not perform the task to completion or refuses to participate.

Suggestion:

Start again by demonstrating the assessment task with sample problems or items. Just remember not to use the any problems that are the same as a samples when you assess the student. Simplify and clarify the directions, material, and format of the worksheet or activity. You may consider reducing the number of response choices and items as well. Provide appropriate reinforcement and positive feedback after completion of each item during practice and instruction. Review errors and mistakes and correct the work with the student. You may provide the correct answer during instructional sessions.

Suggestion:

Select setting and materials that are based on the interests and experience of the student.

Incorporate materials and content that provide multi-media and concrete cues and experiences based on the students learning modalities and physical and sensory challenges. Remember the student does not need to write on a worksheet.

Students can perform the assessment task and the teacher can document the student performance on a Data Collection Sheet, with photographs, with digital video or audio tape, or the teacher can scribe or document the student's responses on a worksheet.

Suggestion:

Meet with school administration, related service providers, or support staff to plan time when a staff member can work with the student outside the class setting or in a separate activity area in the classroom.

- 2. Eliciting student responses:** provide response choices, supports and adaptations for students with physical or sensory challenges, alternate communication systems, types of materials, and presentation/format of directions and questions/items to student

Concern:

The student has sensory or physical challenges in addition to severe cognitive disabilities.

Suggestion:

If the student does not express their needs or choices through verbal communication, consider various alternate or augmentative communication systems for instruction. In the most basic systems, the student first learns to communicate YES or NO. For people without any means of communication, the ability to communicate 'NO' can be the beginning of the expression of choices and control over one's life and environment. When administering the NYSAA, present each response choice separately and provide an opportunity for the student to indicate NO or YES and document the student's response.

If the student can make a selection from a set of response choices verbally, using sign language, or by eye gaze, gestures, blinking, vocalization, body movements, etc., the person assessing the student may record the item and/or answer that the student selects. Refer to the content glossary definition of "Texts" for a description of the variety and type of forms of material that can be used as text.

Suggestion:

Incorporate materials and content that provide multi- or mixed media and concrete objects as cues and response choices. Select materials based on the students learning modalities and physical and sensory challenges. Remember the student does not need to write on a worksheet. They can perform the assessment task and the teacher can document the student performance on a Data Collection Form, with Photographs or the teacher can scribe or document the student's responses on the worksheet.

- 3. Producing authentic student work products:**

Concern:

Student does not write or hold a pencil, pen, crayon, or marker. The following suggestions and practices were provided by teachers during previous NYSAA administrations.

Suggestion:

Students may complete work samples using a computer or interactive board. The material can be printed, a VE label affixed to the back of the material, and submitted as a student work product. A notation can be recorded on the VE by the teacher, to clarify that the work sample is original and not a photocopy.

Students may select answers using a "touch screen."

Students may select answers using "switch interface" or an input device (e.g., adapted keyboard, or scanning with stop/select switch).

Students may create a map, diagram, drawing, or other text by 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, they may make marks on paper to select answers or indicate an object to select their response choice.

Place a rubber fingertip on the student's finger and place water paint or another washable non-toxic coloring material in a dish. The student dips his or her finger into the coloring agent 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 inkpad.

The student can apply self-adhesive labels with a check or a mark to indicate a selection.

NYSAA Resources

Web Addresses

Office of State Assessment:

<http://www.p12.nysed.gov/assessment/>

New York State Alternate Assessment:

<http://www.p12.nysed.gov/assessment/nysaa/>

Office of Special Education:

<http://www.p12.nysed.gov/specialed/>

Office of Information and Reporting Services:

<http://www.p12.nysed.gov/irs/>

Engage New York:

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

Key Documents

Important Changes Regarding Administration of the New York State Alternate Assessment for 2006–07:

<http://www.p12.nysed.gov/assessment/nysaa/archive.html>

Revised Guidelines for Participation of Students with Disabilities in State Assessments for 2006–07:

<http://www.p12.nysed.gov/specialed/publications/policy/ungraded.htm>

Parts 200–201 of the Regulations of the Commissioner of Education:

<http://www.p12.nysed.gov/specialed/lawsregs/part200.htm>

Special Education Policy Memorandum 01–02, January 2005, “The State Alternate Assessment for Students with Severe Disabilities”:

<http://www.p12.nysed.gov/specialed/publications/policy/alterassess.htm>

New York State Education Department Contacts

Office of State Assessment

Room 775 EBA
89 Washington Avenue
Albany, New York 12234
(518) 474-5902

Office of Special Education

Room 309 EB
89 Washington Avenue
Albany, New York 12234
(518) 473-2878

New York State

Special Education Quality Assurance Regional Offices

Western Regional Office..... (585) 344-2002
Central Regional Office (315) 428-4556
Eastern Regional Office..... (518) 486-6366
Hudson Valley Regional Office (914) 934-8270
Long Island Regional Office (631) 952-3352
New York City Regional Office (718) 722-4544