

2014-15 New York State Alternate Assessment (NYSAA)

Administration Training: Best Practices, Recommendations, and Closing Notes

Office of State Assessment



University of the
State of New York
State Education
Department

Refer to NYSAA Tools

**New York State
Alternate Assessment**

ADMINISTRATION

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

Note: Teachers are required to participate in Collegial Reviews of NYSAA student datafiles during the administration period. See page 29 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.

Step 2: Review the test blueprints for the content areas to be assessed.

Step 3: Review the Extensions or AGLI 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.

Recommended Collegial Review:

Measured Progress ProfFile™ is available to all teachers to assist with their data collection, documentation, and datafile organization.

Step 8: Continue to provide instruction and evaluate progress.

Step 9: Conduct the final administration no later than February 27, 2015.

Appendix F:

NYSAA Frameworks

ADMINISTRATION

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

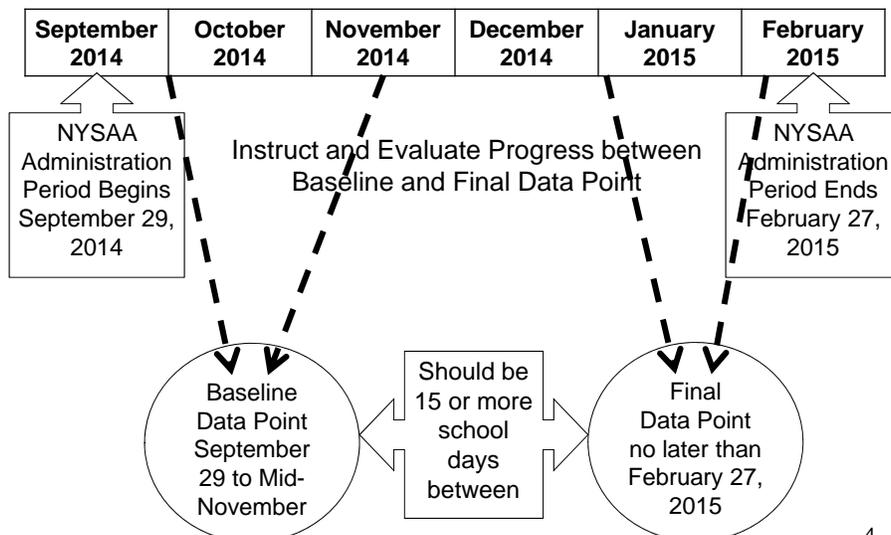
*Note: NYSAA-eligible students who do not meet the age criteria above and will be leaving school before they reach their eighteenth birthday must take the secondary-level NYSAA before they leave school (i.e., when they are 17 years old). NYSAA-eligible students with a birth date prior to September 1, 1996 who have not been assessed at the secondary-level must be assessed in 2014-15 before they leave school.

Understanding Content Being Assessed

- Review the
 - Standard
 - Essences
 - Extensions
- Assessment Tasks
- Refer to the content glossaries to ensure understanding of content terms

3

NYSAA Timeline for 2014-15



4

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 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 (%)

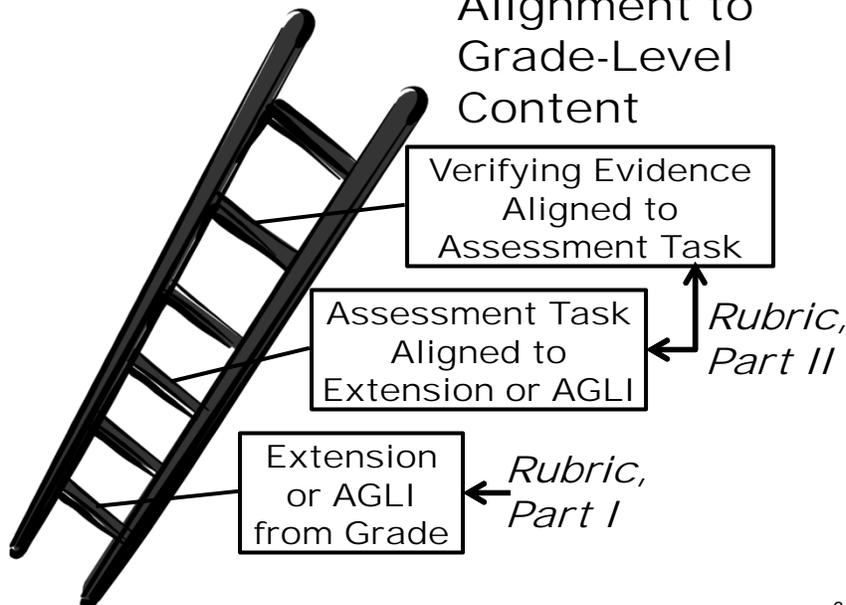
Level of Accuracy	The student demonstrates skills based on the Extensions or AGLIs resulting in a percentage for Level of Accuracy.			
Independence	Was the student prompted in any way during the administration of the assessment task? Yes or No.			
NEW Level of Complexity	<table border="1"> <tr> <td>Less Complex</td> <td>Middle</td> <td>Most Complex</td> </tr> </table>	Less Complex	Middle	Most Complex
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)

NYSAA Scoring Rubric

Alignment to Grade-Level Content



Aligning Verifying Evidence to the Assessment Task

- Carefully review the evidence to ensure there is no information that conflicts with the Assessment Task (e.g., directions).
- Include a notation when “how” the task was conducted is not clear.
- If there is a plural or AND statement in the task, each piece of evidence must demonstrate the requirements on its own.

7

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 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 choice is not appropriate.

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)

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)

NYSAA Scoring Rubric – No or No Score

8

Example: Items not related to task

AT65111A: the student will recognize a pronoun in verbal or written language.

Worksheet includes pronouns and verbs, calculate Level of Accuracy based on responses to pronouns ONLY

Grade 6—ELA, Extension 5: AT65111A
Directions: Indicate the pronouns and verbs below.

Which of the words below are pronouns?

he	tree	they
it	she	telephone

Which of the words below are verbs?

truck	jump	dance
homework	build	draw

9

Extensions and Assessment Tasks		ELA – Grade 4 RL.4.3	Extension 1
Less Complex	Assessment Tasks	Describe and/or analyze a story or drama (AT4111A)	<ul style="list-style-type: none"> The student will describe a character, setting, and/or event from a story or drama, using specific detail from text. (AT41121A) The student will provide a physical description of a character or setting using specific detail from the story or drama (e.g., for a character, the student describes the character's age, hair color, facial features, clothing, or other details mentioned in the story; for a setting, the student describes the weather, environment, time period, or other details mentioned in the story). (AT41121B) The student will describe an event in a story or drama using specific detail from text. (AT41121C) The student will describe an event, using specific detail from a story or drama. (AT41121D)

Frameworks: Assessment Tasks

First task in column has **broadest expectation** within this Level of Complexity

Other tasks (B, C, etc.) within this Level of Complexity have more **specific expectations**

10

How to use the "e.g."

Starting place for developing activity, worksheet, or setting up Data Collection Sheet

- The student will provide a physical description of a character or setting using specific detail from the story or drama (e.g., for a character, the student describes the character's age, hair color, facial features, clothing, or other details mentioned in the story; for a setting, the student describes the weather, environment, time period, or other details mentioned in the story). (AT41121B)

Extensions and Assessment Tasks

ELA – Grade 4
RL.4.3

Extension 1

Extensions	
Less Complex	More Complex
Identify a character, setting, and/or event from a story or drama. (41111)	Describe a character, setting, and/or event from a story or drama, using specific detail from text. (41121)
	Use detail from a story or drama to make and/or justify an inference about character thought, character motivation, setting, and/or event. (41131)

The student will use detail from a story or drama to make and/or justify an inference about character thought, character motivation, setting, and/or event (e.g., after reading or listening to an excerpt from *Charlie and the Chocolate Factory*, the student infers that the character of Willy Wonka likes children better than he likes adults because he selects a child to take over his chocolate factory). (AT41131)

Grade 4 ELA Ext. 1, AT41121B

Name: _____ Date: _____

Directions: Describe the character's physical appearance.

Consider the description and pictures of Violet in the book *The Hope Chest* by Karen Schwabach:

1.) Violet is



a mom



a young girl

2.) Violet wears



a hat on her head



a flower in her hair

Violet's clothes were



jeans and sneakers



long skirts or dresses

3.) Violet's hair was



short



long

Example: Start with Example to Build activity

- The student will provide a physical description of a character or setting using specific detail from the story or drama (e.g., for a character, the student describes the character's age, hair color, facial features, clothing, or other details mentioned in the story; for a setting, the student describes the weather, environment, time period, or other details mentioned in the story). (AT41121B)

Sample Evidence Sets:

<http://www.p12.nysed.gov/assessment/nysaa/samplesets-14.html>

NYSAA Sample Evidence Sets

Starting with the 2013-14 administration, the New York State Alternate Assessment (NYSAA) measures the Common Core Learning Standards in English language arts (ELA) and Mathematics, and NYS Learning Standards in Science and Social Studies. These standards are measured through a datafolio style assessment with *less depth, breadth, and complexity* than the regular assessment administered to all students.

Below are links to sample evidence sets in ELA and mathematics that demonstrate how student work can be designed to assess an Extension. These tasks are intended as samples to be used to assess the most challenged of all students with disabilities assessed on the NYSAA, but are not required.

Sample	Extension Summary	File
Sample 1: Grade 4 Math – Extension 40211	Extension Summary (9 Kb)	File (422 Kb)
Sample 2: Grade 6 ELA – Extension 62121	Extension Summary (8 Kb)	File (737 Kb)
Sample 3: Grade 7 ELA – Extension 71311	Extension Summary (9 Kb)	File (456 Kb)
Sample 4: Grade 7 ELA – Extension 73211	Extension Summary (8 Kb)	File (542 Kb)
Sample 5: Grade 7 Math – Extension 70611	Extension Summary (9 Kb)	File (508 Kb)
Sample 6: Grade 7 Math – Extension 70711	Extension Summary (9 Kb)	File (633 Kb)
Sample 7: High School ELA – Extension 92111	Extension Summary (9 Kb)	File (383 Kb)

15

Evidence Set – High School Math, Extension 5, AT91511A

Grade HS MATH Extension

NYSAA DATA SUMMARY SHEET

Student Name: Jason Student Date of Birth: [redacted]

Score: 1/2 = 50% accurate

Extension 5: Point to the data on the pictograph that shows how many balls are on each tray.

Teacher placed 2 trays in front of student and then placed balls on the tray as displayed above. Teacher then directed the student to point to the data on the graph which displayed the data for how many balls were on each tray.

The student was asked: Show me the data on the pictograph that shows how many balls are on the blue tray. Student pointed to the 2 balls for blue tray. (Correct)

Show me the data on the pictograph that shows how many balls are on the red tray. Student pointed to the 4 balls on red tray. (Correct)

SCORE: 2/2 = 100% accurate

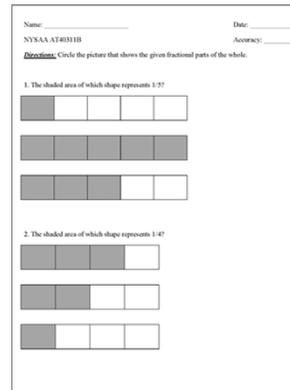
16

NEW Resources Available!

- Sample worksheets
- Samples for all content areas with a variety of assessment tasks

Teachers can

- Use the worksheets as presented
- Modify the worksheets to increase or decrease rigor, based on student needs and abilities



Name: _____ Date: _____
NYSAA AT40011B Accuracy: _____
Directions: Circle the picture that shows the given fractional parts of the whole.

1. The shaded area of which shape represents $\frac{1}{3}$?

2. The shaded area of which shape represents $\frac{1}{4}$?

The worksheet contains two questions. Question 1 asks for a shape representing 1/3, with three options: a 1x4 grid with 1 square shaded, a 1x5 grid with 1 square shaded, and a 1x6 grid with 2 squares shaded. Question 2 asks for a shape representing 1/4, with three options: a 1x4 grid with 1 square shaded, a 1x5 grid with 1 square shaded, and a 1x6 grid with 1 square shaded.

17

Key Components of the NYSAA for 2014-15

- Assess five (5) Standards in ELA and mathematics
- Use only the Assessment Tasks from Frameworks for all content areas
- Two pieces of VE required for each Standard
- Baseline Data Point (74% or less)
- Any change in task, must readminister baseline
- Final Data Point
- Record Yes or No whether prompts provided

18

Cautions from the Past Still Apply

- All work for NYSAA must be original, no photocopies, white-out, black out or tape over information.
- All dates documented in datafolio must be within specified administration period.



19

Confirm Documentation BEFORE Submitting to Scoring

Content	Grades	Data Summary Sheets	Verifying Evidence
ELA	ALL GRADES	5 Data Summary Sheets, one for each required Extension	VE for baseline and final for each DSS, total 10 pieces VE for content area
Math	ALL GRADES	5 Data Summary Sheets, one for each required Extension	VE for baseline and final for each DSS, total 10 pieces VE for content area
Science	4, 8, High School	2 Data Summary Sheets, one for each required AGLI	VE for baseline and final for each DSS, total 4 pieces VE for content area
Social Studies	High School	2 Data Summary Sheets, one for each required AGLI	VE for baseline and final for each DSS, total 4 pieces VE for content area

20

Best Practices

- NYSAA is intended to be a part of regular classroom instruction.
- Incorporate assessment into daily instructional practice.
- Set up a working folder for each student.
- Select one task and administer it for both the baseline and final data points.

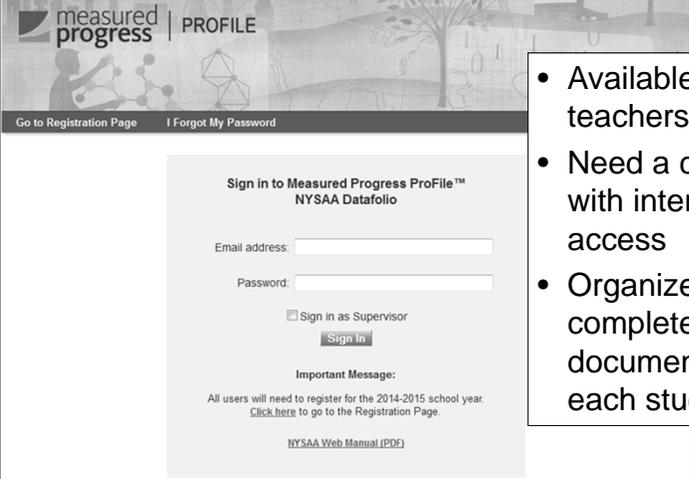
21

Things to Keep in Mind

- NYSAA is a part of the overall picture of a student's knowledge, skills and understandings.
- NYSAA should continue to be a part of an overall education plan.
- There is a substantial network of professionals available to assist and support teachers conducting the NYSAA.
- Don't reinvent the wheel, use the resources and tools provided.

22

Tools: Measured Progress ProFile™



- Available to teachers statewide
- Need a computer with internet access
- Organize and complete datafolio documents for each student

23

Collegial Review

- Teachers are required to participate in Collegial Reviews of NYSAA student datafolios during the administration period.
- At least one Collegial Review must be conducted on each datafolio; additional reviews are suggested.
- Record the month in which the last Collegial Review was conducted on the bottom of page 1 of the Student Page.



24

Technical Support & Resources

- **NYSAA Homepage:**
<http://www.p12.nysed.gov/assessment/nysaa/>
- **Office of State Assessment (OSA):**
<http://www.p12.nysed.gov/assessment/>
- **Office of Information and Reporting Services (IRS):**
<http://www.p12.nysed.gov/irs/>

25

Technical Support & Resources

- **Alternate Assessment Training Network (AATN) Specialists**
 - Designated by each BOCES/Big 5 City School District
 - Provide administration training and technical support
 - Support scoring and scoring training
- **Regional Lead Trainers (RLTs)**
 - Sub-contracted by Measured Progress
 - Assigned a geographic region to support
 - Support AATN Specialist training and provide technical assistance throughout administration and scoring
 - Contact information in the Administration Manual

26