

**New York State
Alternate Assessment**

**ADMINISTRATION
MANUAL**

2009 – 10



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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 2009-10. The administration period is October 5, 2009 to February 12, 2010. Teachers administering NYSAA must carefully review and become familiar with the guidelines of the 2009-10 administration. These guidelines are vital to successfully administering the assessment and helps teachers prevent errors that can jeopardize student scores.

Age Ranges for the 2009-10 New York State Alternate Assessment

NYSAA is a datafolio assessment that measures student progress in achieving the learning standards through alternate grade level indicators. All students in the following age ranges who are eligible to take NYSAA must be tested in 2009-10. 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 the content areas indicated for each grade.

Age Ranges for Testing on NYSAA in 2009–10		
Assessment	Birth Date	Reaches Age Given Between September 1, 2009 and August 31, 2010
Grade 3 ELA, Mathematics	September 1, 2000—August 31, 2001	9
Grade 4 ELA, Mathematics, Science	September 1, 1999—August 31, 2000	10
Grade 5 ELA, Mathematics, Social Studies	September 1, 1998—August 31, 1999	11
Grade 6 ELA, Mathematics	September 1, 1997—August 31, 1998	12
Grade 7 ELA, Mathematics	September 1, 1996—August 31, 1997	13
Grade 8 ELA, Mathematics, Science, Social Studies	September 1, 1995—August 31, 1996	14
Secondary-Level ELA, Mathematics, Science, Social Studies	September 1, 1991—August 31, 1992	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, 1991 who have not been assessed at the secondary-level must be assessed in 2009-10 before they leave school.

Information regarding eligibility and participation criteria can be found on the Department's NYSAA website on the Important NYSAA Information link:
<http://www.emsc.nysed.gov/osa/nysaa/home.shtml>

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 NYSAA. Training programs and on-going technical assistance are provided to each district by a regional network of alternate assessment training network (AATN) specialists. Collegial reviews of “datafolios-in-progress” are required throughout the administration period to help teachers complete quality, scorable datafolios (see page 27 for more information about collegial review). Keep in mind that a collegial review does not guarantee that the datafolio will be scored. It is the responsibility of the teacher to make sure all datafolio requirements are followed.

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

NYSAA REGIONAL LEAD TRAINERS (RLTs) 2009-10

Region Coverage	Regional Lead Trainer	Telephone/Email
NYC	Ronald Miller	Rmiller68@nyc.rr.com (917) 957-1946
District 75	Susan Weinick	sweinick@gmail.com (516) 503-3521
Long Island NYC Support	Robert Bedford	drbedford@aol.com (516) 454-7856
Albany south to NYC NYC Support	Janet Stravitz	janetstravitz@aol.com (845) 634-3624
Chautauqua/Cattaraugus/Allegany/ Steuben/Chemung/Tomkins/Erie Counties	Kathryn Locke	Kathryn_locke@STEV.net (607) 295-7955 (607) 765-1033 cell
Orleans/Genesee/Wyoming/Monroe/ Livingston/Wayne/Ontario/Yates/ Seneca Counties	Virginia Singer	rsinger1@rochester.rr.com (585) 705-0163
Albany Washington Counties north to Canadian border	Kathleen Burns	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

District and building administrators and colleagues experienced with NYSAA may also be able to answer your 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/her needs regarding disability, culture, and native language so the student can demonstrate his/her present level of performance.

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

NYSAA Participation Criteria

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

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

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

Section One: Steps for Administering NYSAA

This section helps teachers select Alternate Grade Level Indicators (AGLIs), identify appropriate assessment tasks, and complete the requirements for documenting student performance data for NYSAA datafolios.

Steps for Completing a NYSAA Datafolio

Administration Period: October 5, 2009 – February 12, 2010

Step 1:	Confirm students to be assessed; Prepare to administer NYSAA, Confirm Date of Birth criteria
Step 2:	Determine Required Components using Test Blueprints
Step 3:	Determine Choice Components using Test Blueprints
Step 4:	Select two AGLIs per content area
Step 5:	Select an assessment task for each AGLI
Step 6:	Meet with Parent/Family/Guardian and complete survey
Steps 7-10: Address first selected AGLI (1 st choice component)	
Step 7:	Prepare to collect data
Step 8:	Conduct assessment task
Step 9:	Complete Verifying Evidence (VE) documentation
Step 10:	Complete Data Summary Sheet
Note: Teachers are required to participate in collegial reviews of NYSAA student datafolios during the administration period. See page 27 for more information on collegial review.	
Step 11:	Complete steps 7-10 for second selected AGLI (2 nd choice component)
Step 12:	Complete steps 7-11 for each content area to be assessed
Note: Teachers are required to participate in collegial reviews of NYSAA student datafolios during the administration period. See page 27 for more information on collegial review.	
Step 13:	Assemble the datafolio according to the standardized procedures described in this Administration Manual
Step 14:	Submit the datafolio to the building administrator no later than close of business February 12, 2010 . The building administrator will forward datafolios to the regional Score Site Coordinator. No further work, edits, additions, changes, etc. can be done to a student datafolio after February 12 th .
Step 15:	Complete the on-line Teacher Survey http://iservices.measuredprogress.org/NYSAASurvey.asp
Note: Teachers are required to participate in collegial reviews of NYSAA student datafolios during the administration period. See page 27 for more information on collegial review.	

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

Review the IEP

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

- Determine which students will be assessed.
 - Review the students' Individualized Education Programs (IEPs) to confirm which students the CSE identified for participation in NYSAA.
 - Use the birth date chart (see page 5) to confirm that the student meets the age criteria for participation in the 2009-10 NYSAA.
 - Determine the appropriate content areas that need to be assessed at each student's grade level using the birth date chart.
- Review the current IEP. Pay particular attention to sections denoting present levels of performance (PLOP), 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 scores, and any other evaluative information.
- Use IEP information and the core curriculum to make an informed selection of AGLIs and assessment tasks that are challenging and appropriate for the student.
- Select the NYSAA Planning Tool appropriate to the student's grade level based on the student's date of birth (Appendix E) to assist with organizing and tracking information for a student datafolio for steps 2 through 6.

STEP 2: DETERMINE REQUIRED COMPONENTS

Review Test Blueprints

Test Blueprints (Appendix H) are provided for each assessed content area. Each blueprint outlines the required and choice components for each grade.

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

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

REQUIRED COMPONENT							
Two ELA Key Ideas Must be Assessed at each Grade Level							
Required Key Ideas Vary by Grade as Marked by an X in the Chart Below							
ELA Key Idea ¹	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Reading	X	X	X	X	X	X	X
Writing		X		X		X	X
Listening	X		X		X		
Speaking*							

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

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

STEP 3: DETERMINE CHOICE COMPONENTS

Review Test Blueprints

The bottom table in each blueprint reflects the choice components. There are two choice components for each required component. An “X” marks the choice components within the required component.

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

For example, a teacher uses the student’s assessed grade level as grade 3 and selects either Standard 2 or Standard 4 *both* from Key Idea Reading *and* Key Idea Listening.

STEP 4: SELECT ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

Review the NYSAA Frameworks

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

Locate Grade Level Expectations

Once the required and choice components are determined, the teacher locates the grade level expectations in the NYSAA Frameworks.

Review the essences

Review the essences to understand the big ideas taught and assessed at that grade.

Review and select an AGLI

Once teachers have an understanding of the essences for the selected choice components, they review the corresponding AGLIs. AGLIs are presented across a spectrum of complexity from least to most complex. Teachers select the AGLIs most appropriate for a student.

Start from the most complex level and work backwards to select the appropriate AGLI.

Select one AGLI from each choice component that is:

- from the student’s assessed grade based on the NYSAA birth date chart;
- challenging for the student;

- appropriate for the student’s current level of academic performance; and
- based on the core curriculum taught in the current school year.

AGLI Details

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

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

- Some AGLIs are plural. If the AGLI is plural then the task must also reflect the plural components in the AGLI.
- Some AGLIs have a parentheses around an ‘s’. If there is a parentheses around an ‘s’, it means the teacher has the option of having the assessment task specifics be singular or plural, depending on what is appropriate given the student’s knowledge, skills, and understanding.

Using the NYSAA Model: An Example

Example to assist in executing Steps 2 through 4:

Student’s date of birth: January 5, 2000 (student will reach age 10 between September 1, 2009 and August 31, 2010)

Assessed grade level: Grade 4

Assessed content areas: ELA, mathematics, and science

- Review the introduction to the Frameworks (Appendix H).
- Review the Test Blueprint for ELA
- The blueprint indicates that students in Grade 4 must be assessed in
 - ELA Key Ideas of Reading and Writing
 - Key Idea-Reading, Standard 2 or 4
 - Key Idea-Writing, Standard 1 or 2
- The choice is between
 - Reading Standard 2 or Standard 4
 - and
 - Writing Standard 1 or Standard 2
- Select the standards under Reading and Writing. Review the AGLIs to determine the entry point. Start at the most complex level and work backwards to the point that is most appropriate for the student.
- After reviewing the AGLIs, essences, and grade level indicators, the teacher decides to assess the student using the AGLI “identify important character(s) and/or event(s) in story(s) read or read aloud by others (12106)” from Standard 2 within the Key Idea of Reading for the first Required Component for ELA. The teacher selects the AGLI “create picture(s), symbol(s), object(s), etc. to communicate information (21104)” from Standard 1 within the Key Idea of Writing as being appropriate for use as the second AGLI within the ELA Required Component for the student.

STEP 5: SELECT AN ASSESSMENT TASK

Assessment Task

An assessment task describes the student action being assessed.

Sample assessment tasks aligned to specific AGLIs are provided in the Frameworks. For example SAT12230 aligns with AGLI 12230. This coding shows the alignment between the sample assessment task (SAT) and the corresponding AGLI.

Assessment tasks must:

- describe student performance for a single activity which takes place in one day,
- be observable and measurable, and
- document both accuracy and independence based on 100 percent achievement levels. Do not include qualifier information in the assessment task (e.g., four out of five trials, with verbal prompts, etc.). Doing this may disqualify the student from receiving a reportable score.

Selecting or Writing an Assessment Task

Select sample assessment tasks only after first reviewing and understanding the corresponding AGLI. The connection between the AGLI and the assessment task must be clearly evident.

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

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

Some sample assessment tasks and teacher created tasks may contain an “and”, “or”, or “and/or” statement to reflect the statements or various components within an AGLI.

If the task contains...	The teacher...
“and”	Must include all parts of the task in the verifying evidence (in total)
“or”	May show one of the two or more elements most appropriate for the student in the verifying evidence
“and/or”	May show all the elements from the task or show one or more of the more appropriate parts of the task in the verifying evidence

Teachers may:

- Select a sample assessment task from the NYSAA Frameworks. For an assessment task to be considered the “same”, it is taken directly from the Frameworks with no changes or edits;
- Modify an assessment task so that it is comparable to a sample assessment task listed in the NYSAA Frameworks. A modified sample assessment task is edited from what is written in the Frameworks to reflect the student’s specific needs, abilities, or mode of communication; or
- Create an original assessment task.

Example of Selecting or Writing an Assessment Task for an AGLI	
Grade 4 Science AGLI11203 “identify similarities among objects or events”	
“Same” as sample assessment task in Frameworks	The student will identify by indicating what the similarities are in a given set of objects or events.
“Comparable” from sample assessment task in Frameworks	The student will identify by selecting word cards that indicate what the similarities are in given sets of objects or events.
“Comparable” from sample assessment task in Frameworks	The student will identify similarities in a given set of objects from a set of science objects by telling what the similarities are.
“Original” assessment task	The student will identify similarities among events by circling two similar events and writing three statements about their similarities.

To demonstrate the alignment to the AGLI when writing an original assessment task, the teacher should include:

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

Steps on how to create an original assessment task:

1. Identify and underline the verb or verb phrase in the selected AGLI with a single line. The verb or verb phrase is the action word that comes after “The student will ...”
2. Identify and underline the direct object in the selected AGLI with a double line. The direct object is a noun that comes after the verb and answers the question “What?”

Write the task by incorporating the verb and the direct object or their equivalents from the AGLI.

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

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

AGLI - ELA, grade 3 attend to and respond to (verb) <u>environmental sound(s)</u> (direct object) in the story AGLI Code 32106	Task The student will attend and respond by <u>raising his/her hand</u> (verb phrase) to <u>the environmental sounds</u> (direct object) each time they occur in the story.
AGLI - Mathematics, grade 8 identify (verb) <u>shapes that contain angles</u> (direct object) AGLI Code 31103	Task Given a circle and a square, the student will identify by selecting (verb phrase) <u>the shapes with angles</u> (direct object).
AGLI - Science, grade 4 recognize (verb) <u>scientific tool(s)</u> (direct object) used in a simple investigation AGLI Code 12101	Task The student will eye gaze to (verb) <u>a scientific tool</u> (direct object) commonly used in scientific experiments.

AGLI - Social Studies, high school <u>recognize</u> (verb) <u>work done on farms</u> (direct object) AGLI Code 21108	Task The student <u>will recognize</u> (verb) <u>pictures of people working on farms</u> (direct object) by selecting pictures of people working on farms.
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Always, refer to the essences and the grade level indicators to confirm that the intent of the AGLI is captured in the assessment task as written. Assessment tasks may go beyond the intent of the AGLI, but they cannot assess less than what is stated in the AGLI.

Important Considerations when Determining an Assessment Task

Consider the following items in the student’s IEP:

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

Select an assessment task appropriate to the student’s learning modalities, abilities and strengths, and communication system. Information about how the student will communicate or demonstrate their responses for the assessment should not be included in the assessment task as what is being measured; it should go after the verb or at the end of the assessment task. Include only information about what is being assessed in the task.

STEP 6: MEET WITH PARENT/FAMILY/GUARDIAN AND COMPLETE SURVEY

Completing the Parent/Family/Guardian Survey

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

- During the NYSAA administration period, the teacher arranges a meeting with the parent/family/guardian at school, home, or other location.
- If a meeting is not possible, the teacher and parent/family/guardian could engage in a telephone conference. The parent/family/guardian or the teacher fills out the PFG Survey.
- The third, but least preferred method for completing the survey is for the teacher to ask that the survey be completed by the parent/family/guardian at home and returned to the teacher.

A minimum of at least three attempts to contact the parent/family/guardian to complete the survey must be recorded on the last page of the survey. If the parent/family/guardian is unable or unwilling to complete the survey, all three pages of the survey (parent input section may be blank) must be submitted in the datafolio.

The best way to complete the PFG Survey is when you have an opportunity for a face-to-face conversation. If the form is sent home for completing, a follow-up interview should be conducted.

STEP 7: PREPARE TO COLLECT DATA

Preparing to Collect Data

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

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

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

Conduct a task analysis to determine the sequence and steps for the assessment task. List the steps that are specific to the task being assessed. Avoid including steps that are unrelated to what is being assessed, such as pre- or post-requisite steps (i.e., gathering materials for a task, putting materials for a task away, etc.)

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

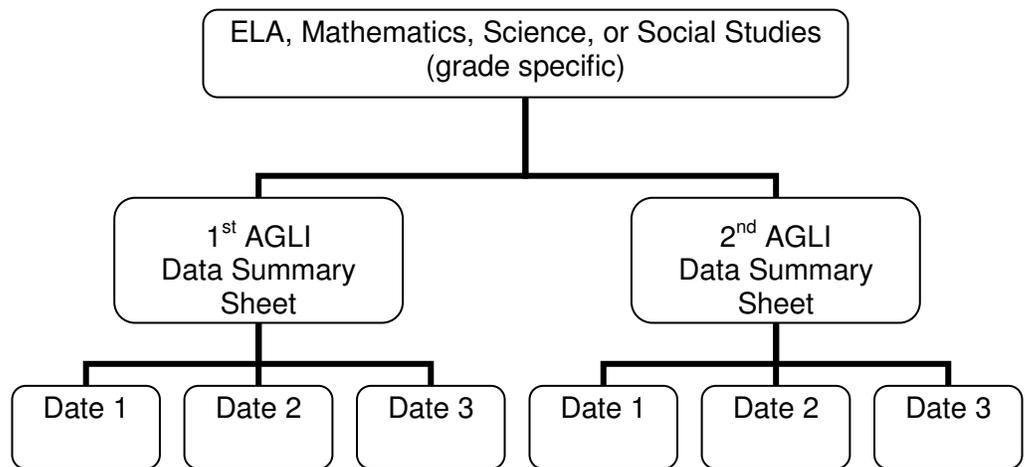
Verifying Evidence

Two pieces of verifying evidence are required for each assessed AGLI. Verifying evidence is documentation provided to confirm the student's performance of the assessed knowledge, skills, and understanding. Together, the pieces must confirm the student performance data from two of the three 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. If the task is plural then the verifying evidence (in total) must meet the plural indicated. In total means that between the two required pieces of verifying evidence the task is met. Teachers should ask themselves: "Does the verifying evidence show what the assessment task outlined as the student action?"

All verifying evidence and documentation must be original and dated within the specified administration period (October 5, 2009 to February 12, 2010). Photocopies, correction fluid or tape, "white-out", or "black-out" of any kind in whole or in part used on any NYSAA forms will jeopardize the student receiving a reportable score.

All verifying evidence for ELA must be submitted in English. It is acceptable to submit verifying evidence for mathematics, science, and social studies in languages other than English.



Two AGLIs are completed for each content area. Select one AGLI within the choice component for each of the required components. Submit VE for two of the three dates.

Verifying evidence may include:

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

All verifying evidence must be labeled with the following required elements:

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

These seven elements can be recorded directly on the evidence or on a VE label.

Notation on Verifying Evidence

A notation should clarify for an outside person any information about the task, (i.e., how it took place, materials used, choices presented, etc.), the verifying evidence itself, or how the performance data was calculated. If a teacher feels that the verifying evidence or its scoring needs an explanation, include a short notation on the verifying evidence. This should be written directly on the piece of evidence.

Original Student Work Product

Valid work samples submitted as verifying evidence:

- must be an original student work product.
- include worksheets, completed projects, charts*, graphs* or other similar products the student created during the assessment task.
- may have multiple pages. Clearly number each page to ensure proper review and scoring (e.g., page 1 of 3; page 2 of 3; page 3 of 3, etc.).

Carefully review any preprinted information (i.e., directions on a worksheet, pictures, diagrams, etc.) to ensure that the information does not conflict with the task being assessed or guide the student to the correct answer.

*Note: Work products completed over multiple days (e.g., weekly or monthly calendars or charts) can only be submitted as one piece of evidence for the **last** date documented on the chart or calendar.

Sequence of Captioned and Dated Photographs

Valid photographic evidence requirements:

- A sequence of at least three photographs (more than three photographs may be included, but fewer than three will not be scorable).
- A caption for each photograph. Captions are a sentence or two describing the student's action(s) for each photograph.
- Photographs taken on the same date that document one assessment task.
- 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 on the evidence an overall score for the level of accuracy and for the level of independence.

Video or Audio Tape Clips

Valid video tape and audio tape evidence includes:

- only one video tape and audio tape per datafolio. Tapes or cassettes may contain multiple clips as evidence for the assessed AGLIs.
- clips no longer than 90 seconds. Clips must show the student performing the task and should not include prerequisite or post-activity steps or preparation.
- clips arranged by content area and documented on the Video/Audio Tape Clip Summary Form. Secure the summary form to the tape case with a rubber band to assist scorers in locating and reviewing clips.

Recorded Markers for Video and Audio Tape Clips

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

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

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

- Level of accuracy, and
- Level of independence.

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

Securing Video Tapes and Audio Tapes

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

Guidelines for Photographic, Video Tape and Audio Tape Evidence

When preparing to collect video, audio, or photographic evidence:

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

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

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

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

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

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

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

Original Data Collection Sheet (DCS)

A Data Collection Sheet submitted as verifying evidence:

- may be considered verifying evidence for one or two of the three dates recorded on the Data Summary Sheet.
- must include a minimum of three dates of student performance data within the specified administration period (October 5, 2009 to February 12, 2010).

- must include only the data transcribed from the last (most recent) date(s) of student performance, from within the administration period to the Data Summary Sheet. These data may be confirmed with a combination of types of evidence; one piece of evidence for each of the date(s).
- must be completed in full. For each date on which data is collected the step/time segment/stimuli, the levels of accuracy and independence, and the initials of the staff person collecting data must be included in order for the date(s) to be scorable. Only the person recording or documenting the plus or minus level of accuracy and level of independence should fill in his/her initials under each date that he/she recorded data. **Note:** An incomplete Data Collection Sheet may jeopardize the student receiving a reportable score.
- requires submission of another type of verifying evidence (student work, photographs, video tape, or audio tape) or an Observer Verification Form (OVF, see page 20) for the date(s) transcribed to the Data Summary Sheet. Evidence accompanying a Data Collection Sheet is called supporting evidence (see page 20).

Tasks may be documented as multi-step, time-segmented, or discrete trial learning (see Data Collection Sheet templates in Appendix D). Please refer to Step 8 for information on calculating the level of accuracy and level of independence percentages.

- A multi-step Data Collection Sheet is used for assessment tasks that can be task analyzed and broken into multiple smaller steps. This allows 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 and a plus or minus must be recorded for the level of accuracy and level of independence. The steps information is required and should give an outside person a clear understanding of what the student action was for a particular step.
- A time-segment Data Collection Sheet is recommended for an assessment task that involves collecting student performance over a period of time. For example, if the AGLI is assessing the student attending to text read aloud, the teacher measures a single step task that can be broken up into increments to allow the student more opportunities for success in demonstrating his/her attending skills. 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 time segment must have a plus or minus recorded for the level of accuracy and level of independence.
- A discrete trial Data Collection Sheet is recommended when a task is conducted over multiple trials. This Data Collection Sheet could also be used for a single step activity conducted over multiple trials. Information regarding the expected behavior outcome must be recorded in the Key (K#)/Stimuli (S#) box on the sheet. For each trial conducted, the teacher records a plus or minus for the level of accuracy and level of independence.

- 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 seven required elements and meet all of the same requirements described previously.

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 verify either one or two of the three 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 apply to supporting evidence submitted with a Data Collection Sheet.

Supporting evidence can be a/an:

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

Observer Verification Form

The Observer Verification Form is designed to strengthen the procedural validity of the assessment. An independent person (someone other than the person collecting the data) observes the student performing the assessment task with a member of the instructional team, affirming that the assessment task occurred.

When submitting an Observer Verification Form as supporting evidence with a Data Collection Sheet, remember:

- The Observer Verification Form cannot stand alone as verifying evidence and it must be attached to the Data Collection Sheet.
- A teacher cannot submit Observer Verification Forms with other types of verifying evidence (e.g., student work products, photographs, video, etc.).
- An observer must be a certified and/or licensed teacher, administrator, school psychologist, or related service provider.
- Observers cannot be supplementary school personnel. Supplementary school personnel refers to a teacher aide or a teaching assistant, as described in section 80-5.6 of the Regulations of the Commissioner of Education.
- The person collecting the student performance data 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 or 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.

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

Only the Observer Verification Form found in Appendix D of the 2009-10 NYSAA Administration Manual will be accepted.

STEP 8: CONDUCT ASSESSMENT TASK

Assessing Student Performance

When assessing student performance for NYSAA, teachers should:

- Provide initial directions and materials;
- Use the student's preferred mode of communication;
- Provide supports, adaptations, test accommodations, and adaptive equipment or assistive technology as specified 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 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, be sure that the independent observer is present *before* the assessment task begins and that the Observer Verification Form is ready to be completed and signed on the same day the assessment task is completed; and
- Conduct the task at school or a school sponsored activity. Homework or work done outside the setting of a school activity will not be accepted unless the student receives special education programs and services at home, in a hospital, or other facility (as indicated on the 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 percentages will be calculated for a specific task. It is possible to assign weights to responses or items, use a partial credit method, or to develop a rubric for student performance. Anytime a teacher rates a response in a manner other than the obvious correct/incorrect (i.e., they give partial credit for parts of the answer) then they should include a notation to explain the percentage calculation to an outside reviewer (see notation page 16);
- Record all 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 and level of independence, is recorded as a percentage.

- Record the student's performance on the same assessment task on at least three separate dates. Transcribe the last three dates of student performance data to the Data Summary Sheet for the assessed content area and AGLI; and
- Complete the remaining required elements for the verifying evidence.

Precautions when Recording Performance Data

- All datafolio contents, except student work, must be typed or handwritten.
- If teachers make a mistake or error while recording student performance data, manually cross out, correct, and initial the error. Do not erase or use correction fluid.
- Photocopies, correction fluid, erasures, or "black out" will not be accepted. Teachers must not make changes in this manner on the Data Summary Sheet, verifying evidence (student work products, written information related to video tapes, audio tapes, and photograph captions, information recorded on Data Collection Sheets, and Observer Verification Forms), and/or the VE label. The use of photocopies, correction fluid, erasures, or "black out" will result in the student not receiving a reportable score.

Determining Level of Accuracy

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

Accuracy Example:

20 correct responses out of 25 possible total responses
 $20/25 = .8 \times 100\% = 80\%$ accurate = Level 4

Document both the percentage and the rating on the Data Summary Sheet
 Note: Rounding up is acceptable for a percentage calculation of .5 or above

Determining Level of Independence

Independence is a key measure of student performance for NYSAA. The level of independence cannot be estimated. It is determined by dividing the number of steps or items not requiring prompts or cues by the total number of steps or items in the task.

Independence Example:

Student completes a 6 step task with prompts on 2 steps
 $4/6 = .66667 \times 100\% = 66.7\%$ rounded up to 67% = Level 3

Document both the percentage and the rating on the Data Summary Sheet
 Note: Rounding up is acceptable for a percentage calculation of .5 or above

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

Natural or Initial Directions

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

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

Cues or Prompts

Cues or prompts are not initial directions and affect the level of independence score. Cues and prompts are:

- given to increase the likelihood that the student will give the correct or desired response;
- not considered part of the test accommodations; and
- a product of the learning style and/or physical and sensory abilities of the student (i.e., physical, visual, verbal, auditory, sensory).

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

Test Accommodations

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

- are consistent with the student's IEP;
- are designed to allow the student to demonstrate his/her knowledge, skills, and understanding with greater independence;
- do not change the level of the assessment, the construct of the assessment, or the criteria of the assessment task;
- are provided to the student during instruction and not just for assessment;
- are documented on the NYSAA Student Page by checking the box next to the allowable test accommodations; indicate the specific test accommodation on the lines provided on the student page.

Test accommodations that change the level of assessment, the construct of the assessment, or the criteria of the assessment task should be reflected in the documented student performance.

Test 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 (aids or adaptive technology; e.g. talking word processor);
- Method of response (amanuensis -scribe);
- Braille; and/or
- Other (calculator).

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

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

Distinguishing Between Cues, Prompts and Test Accommodations

Examples of cues or prompts.

- The student receives purposeful physical guidance or restriction of movement during the assessment to obtain a desired response.
- The student receives “hints” or additional detail, or is immediately told a response is incorrect.
- A fatigued or frustrated student receives additional cues to complete parts of the assessment task or is prompted to remain focused.
- The student is redirected or refocused (verbally or physically).
- Templates or other formats are provided that give or lead the student to the answer. For example, the verifying evidence is a sequencing worksheet that contains three boxes which state First, Next, Last; the student response choices are pictures that contain the words First, Next, Last. The verifying evidence is a number line where 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. For example, use of calculators or arithmetic tables for AGLIs that are assessing computation skills and do not state or allow for the use of a strategy.

STEP 9: COMPLETE VERIFYING EVIDENCE (VE) DOCUMENTATION

Types of Evidence

Each datafolio contains multiple types of evidence

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

Required Elements for ALL Evidence

After completing the assessment task:

- Select two pieces of verifying evidence which confirm student performance data for two of the three dates on which the task was conducted during the administration period.

Note: Two pieces of verifying evidence are required for each AGLI.

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

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

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

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

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

Verifying Evidence Labels

The required elements can 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 3.33" x 4" self adhesive labels.

Place the VE label so that no student work or information is obstructed. Labels can be placed on the back of the evidence. If the label obscures any part of the student work or information, the student may not receive a reportable score.

STEP 10: COMPLETE DATA SUMMARY SHEET

Complete the Data Summary Sheet

A DSS is required for each AGLI being assessed. The teacher must:

- Complete the student information, check the choice components box, and indicate the AGLI code, AGLI text, and the assessment task.
- Transcribe the last three dates of documented student performance data to the DSS. Record dates in chronological order with the most recent date in the right hand column.
- Record levels of accuracy and independence as percentages.
- Convert percentages to corresponding rubric ratings using the scoring rubric located on the DSS.

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

Transcribing Performance Data to the DSS:

Student Performance (record the last three dates of documented data in chronological order)		Date 1: 1/5/10		Date 2: 1/6/10		Date 3: 1/7/10			
		%	Rating	%	Rating	%	Rating		
Level of Accuracy		75	3	80	4	90	4		
Level of Independence		70	3	80	4	100	4		
Scoring Rubric	Level	100% - 80%		79% - 60%		59% - 30%		29% - 0%	
	Rating	4		3		2		1	

Document the last three, most recent, dates of student performance. Submit VE for two of the three dates.

STEP 11: COMPLETE STEPS 7-10 FOR SECOND SELECTED AGLI (2ND CHOICE COMPONENT)

STEP 12: COMPLETE STEPS 7-11 FOR EACH CONTENT AREA TO BE ASSESSED

STEP 13: ASSEMBLE DATAFOLIO

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

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

Required Datafolio Elements

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

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

Include the following documents for each content area assessed. ELA should come first, then mathematics, then science, then social studies as applicable for the grade assessed. The AGLIs within each content area should be organized by Required Components.

First Required Component—AGLI 1:

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

Second Required Component—AGLI 2:

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

Place pages in order following the format above. Number each page sequentially. Page numbering can be done in any manner that is organized (i.e., handwritten on pages, using stickers on pages, using stickers on plastic sleeves, etc.). When evidence is a Data Collection Sheet and Supporting Evidence, the page numbering should still be written sequentially (for example, if the Data Collection Sheet is page 10, and the Supporting Evidence is two OVFs, then OVF one would be page 11 and OVF two would be page 12).

Collegial Review

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

- familiar with the current alternate assessment;
- have attended training in the fall of 2009; and/or
- be experienced and qualified as a scorer in spring 2009.

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

It is recommended that collegial reviews take place during the planning phase, at a mid-point 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 AGLIs and the assessment tasks and between the assessment tasks and the verifying evidence. All documents should be reviewed to confirm 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 the Student Page.

Final Checklist

To ensure the datafolio is ready for scoring, use the Checklist of Things to Remember (Appendix F). 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 jeopardize the student receiving a reportable score.

STEP 14: SUBMIT DATAFOLIO FOR SCORING

Submit the Datafolio for Scoring

Datafolios for all students whether attending in or out-of-district placements must be completed and submitted to building administrators by the close of business on February 12, 2010. No work or changes can be made to the datafolio after February 12th.

The deadline for datafolios to be received by the district of residence for out-of-district placements is February 19, 2010.

The deadline for all datafolios (in and out-of-district placements) to be received by the regional Score Site Coordinator is February 26, 2010.

Scoring Datafolios and Reporting Results

Building administrators forward datafolios to the designated Score Site Coordinator for each BOCES or Big Five City school district. Score Site Coordinators store datafolios at a regional scoring center. NYSAA datafolios are scored at a regional location by qualified Scorers during the scoring period. Student results will be made available to school districts in late summer or early fall 2010. Each school district provides parents with a copy of the NYSAA Student Report.

STEP 15: COMPLETE THE ON-LINE TEACHER SURVEY

Teacher On-line Survey

The Department conducts the teacher survey annually to obtain feedback on important questions related to NYSAA. The survey is available on-line beginning the last day of the administration period (February 12, 2010) and will remain on-line until the end of May 2010. Teachers are encouraged to complete the survey as close to the end of the administration period as possible to ensure that the responses reflect the teacher's experiences with NYSAA.

The survey can be found at

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

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 AGLI and the verifying evidence submitted is aligned with the assessment task.

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

- Performance
 - Level of accuracy
 - Level of independence

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

Avoiding Errors that Prevent a Datafolio from Receiving a Reportable Score

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

How to prevent errors:

- Choose AGLIs, as required and outlined in the NYSAA Test Blueprints (Appendix H), from the appropriate grade level according to the student's birth date (page 5 of this manual).
- Assess one AGLI for one choice component for each required component as outlined in the NYSAA Test Blueprints.
- Use only the 2009-10 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 whole) in place of original materials. Photocopies of any portion of the datafolio will result in a no score rating for the date, AGLI, or content area for which the photocopies are submitted.
- Do not erase mistakes. Cross out, correct, AND initial each mistake.
- Be sure assessment tasks are observable and measurable and do not include a criterion in the assessment task.
- Submit verifying evidence that clearly connects to the assessment task as described.
- Do not omit required datafolio components or submit incomplete documentation.
- Be sure to accurately transcribe the last three dates of student performance data to the Data Summary Sheet.

- Be sure to document all seven required elements on the Data Summary Sheet, verifying evidence (either on the actual evidence itself or a VE label), and supporting evidence.
- Be sure to include the two pieces of required verifying evidence for two of the three dates of student performance for each assessed AGLI.
- Submit verifying evidence that confirms the data on the Data Summary Sheet.
- Submit the required supporting evidence when submitting a Data Collection Sheet.
- Submit a valid Observer Verification Form per the guidelines on page 20 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.
- Do not submit a Data Collection Sheet or Data Summary Sheet with dates that are outside the administration period.
- Do not submit discrepant documentation. Information on the verifying evidence, VE label, and Data Summary Sheet must agree.

NYSAA SCORING RUBRIC

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

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

CONNECTION TO GRADE LEVEL CONTENT + PERFORMANCE = RATING

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

Performance = Level of Accuracy + Level of Independence

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

Section Three: Effective Practices

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

Guidelines for Ethical Generation of Student Performance Data

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

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

- All teachers should describe the student's strengths and needs in positive terms.
- Student privacy is a right. Only the student should disclose confidential information (e.g., type of disability).
- All student work should be authentic. Presenting evidence that the student did not produce or using assistive technology not indicated in the student's IEP or used in the regular course of instruction is not allowed. Only original student work and original documentation of student work is acceptable for scoring.
- 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 October 5, 2009 through February 12, 2010.
- No further work, edits, additions, changes, etc. can be done to a datafolio after the close of the administration period on February 12, 2010.
- Be familiar with the NYS Core Curriculum and AGLIs.
- Develop standards-based instructional activities and materials.
- Inform and engage families in discussions about the core curriculum, AGLIs, and NYSAA.
- Develop an assessment timeline within the NYSAA administration period, taking into account the students' learning rates and instructional needs as well as the number of students being assessed in the classroom. Plan enough time to compile and review datafolios before the last day of the administration period. Participate in collegial review sessions.
- Hold high expectations for all students. Provide a wide range of instruction and opportunities for growth. Use age-appropriate instructional materials and assessment strategies and develop learning tasks that promote increased independence.

- Use test accommodations and assistive technology as recommended in the IEP.
- Provide opportunities for students to practice and demonstrate their knowledge, skills, and understanding across multiple settings.

Considerations for Collecting Evidence

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

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