2014-15 New York State Alternate Assessment (NYSAA)

Administration Training:
Best Practices, Recommendations, and Closing Notes

Office of State Assessment

Refer to NYSAA Tools
Understanding Content Being Assessed

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

NYSAA Timeline for 2014-15

- September 2014: NYSAA Administration Period Begins September 29, 2014
- October 2014: Instruct and Evaluate Progress between Baseline and Final Data Point
- November 2014: Baseline Data Point September 29 to Mid-November
- December 2014: Should be 15 or more school days between
- January 2015: Final Data Point no later than February 27, 2015
- February 2015: NYSAA Administration Period Ends February 27, 2015
**NYSSA Scoring Rubric**

**PART I**

Students are categorized according to the scale on the far left. Students are categorized depending on their test results as either: No or No Reason (No) results when none of these boxes are identified during scoring, Yes or Yes Reason (Yes) results when all of these boxes are identified during scoring.

<table>
<thead>
<tr>
<th>Level of Complexity</th>
<th>Less Complex</th>
<th>Middle</th>
<th>Ideal Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Accuracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verifying Evidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGLI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extension or AGLI</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PART II**

**NYSAA Scoring Rubric**

**Alignment to Grade-Level Content**

**Verifying Evidence Aligned to Assessment Task**

**Assessment Task Aligned to Extension or AGLI**

**Extension or AGLI from Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5 Standards</td>
<td>5 Standards</td>
<td>5 Standards</td>
<td>5 Standards</td>
</tr>
<tr>
<td>4</td>
<td>5 Standards</td>
<td>5 Standards</td>
<td>5 Standards</td>
<td>5 Standards</td>
</tr>
<tr>
<td>5</td>
<td>5 Standards</td>
<td>5 Standards</td>
<td>5 Standards</td>
<td>5 Standards</td>
</tr>
<tr>
<td>High School</td>
<td>2 Standards</td>
<td>2 Standards</td>
<td>2 Standards</td>
<td>2 Standards</td>
</tr>
</tbody>
</table>
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.

NYSAA Scoring Rubric – No or No Score

<table>
<thead>
<tr>
<th>Connection to Grade-Level Content</th>
<th>Performance</th>
<th>Level of Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Standard not assessed</td>
<td>Required data points and/or evidence not submitted</td>
<td>Score for baseline administration over threshold (Level of Complexity is 75% or higher)</td>
</tr>
<tr>
<td>Extension or AGIL assessed from incorrect grade</td>
<td>Required elements not documented on evidence</td>
<td></td>
</tr>
<tr>
<td>Incorrelated Assessment Task assessed</td>
<td>Verifying evidence not valid</td>
<td></td>
</tr>
<tr>
<td>Verifying evidence does not demonstrate task</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Which of the words below are pronouns?</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
</tr>
<tr>
<td>it</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which of the words below are verbs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>truck</td>
</tr>
<tr>
<td>homework</td>
</tr>
</tbody>
</table>

Frameworks: Assessment Tasks

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

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

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### Assessment Tasks

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Level of Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will describe a character, setting, and/or event from a story or drama, using specific details from text. (AT41121A)</td>
<td><strong>specific expectations</strong></td>
</tr>
<tr>
<td>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, 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)</td>
<td><strong>specific expectations</strong></td>
</tr>
<tr>
<td>The student will describe an event in a story or drama, using specific detail from text. (AT41121C)</td>
<td><strong>specific expectations</strong></td>
</tr>
<tr>
<td>The student will describe an event, using specific details from a story or drama. (AT41121D)</td>
<td><strong>specific expectations</strong></td>
</tr>
</tbody>
</table>
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)

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)
Frameworks Example – Mathematics

**Extensions and Assessment Tasks**

<table>
<thead>
<tr>
<th>Mathematics – Grade 5 5.OA</th>
<th>Extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Less Complex</strong></td>
<td><strong>Complex</strong></td>
</tr>
<tr>
<td>Identify a numerical expression. (5.OA.1)</td>
<td>Create a numerical expression given situation. (5.OA.2)</td>
</tr>
</tbody>
</table>

**Assessment Tasks**

- The student will identify a numerical expression (e.g., which is a numerical expression: 7, 7 ×, or 7 + 2?)
- Which is a numerical expression: 3 + 4 or 3 × 4 = 7? (5.OA.1A)
- The student will identify a numerical expression from a given set of numerical expressions and equations (e.g., which represents 5 minus 3, 4 × 3 = 6, 7 - 4, or 5 = 3?), (5.OA.1B)
- The student will create a numerical expression for a given situation (e.g., Sue works 6 hours and earns $10 for each hour. Write an expression for this situation [6 × 10], Lisa has five stickers and Jon gives her two more. Write a numeric expression for this story [5 + 2]; student can write the expression by hand or using an assistive device, use manipulatives, number or picture cards, etc. (AT50121)

**Reminders for Tasks and Verifying Evidence**

- Tasks are written to describe the minimum expectation of what will be assessed.
- Verifying Evidence must align to the Assessment Task.
- Follow verifying evidence requirements from the Administration Manual.
- Examples provided with tasks are a “starting place”, not required.
Sample Evidence Sets:

Evidence Set – High School Math, Extension 5, AT91511A
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

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
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.

Confirm Documentation BEFORE Submitting to Scoring

<table>
<thead>
<tr>
<th>Content</th>
<th>Grades</th>
<th>Data Summary Sheets</th>
<th>Verifying Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>ALL GRADES</td>
<td>5 Data Summary Sheets, one for each required Extension</td>
<td>VE for baseline and final for each DSS, total 10 pieces VE for content area</td>
</tr>
<tr>
<td>Math</td>
<td>ALL GRADES</td>
<td>5 Data Summary Sheets, one for each required Extension</td>
<td>VE for baseline and final for each DSS, total 10 pieces VE for content area</td>
</tr>
<tr>
<td>Science</td>
<td>4, 8, High School</td>
<td>2 Data Summary Sheets, one for each required AGLI</td>
<td>VE for baseline and final for each DSS, total 4 pieces VE for content area</td>
</tr>
<tr>
<td>Social Studies</td>
<td>High School</td>
<td>2 Data Summary Sheets, one for each required AGLI</td>
<td>VE for baseline and final for each DSS, total 4 pieces VE for content area</td>
</tr>
</tbody>
</table>
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.

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.
Tools: Measured Progress ProFile™

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

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.
Technical Support & Resources

• NYSAA Homepage:

• Office of State Assessment (OSA):

• Office of Information and Reporting Services (IRS):

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