

2008-09 NYSAA Fall Administration Training
Guided Practice #4 WORKSHEET – Connection Progression

Review the attached information and answer the following questions for each example.

Example A-AGLI from Grade Level

Review the information provided on the student page and the planning document provided. Using your Frameworks, answer the following question: Is the AGLI selected from the appropriate grade per the student’s date of birth? Fill in the table below which is excerpted from the Checklist of Things to Remember.

	1 st AGLI		2 nd AGLI	
	Yes	No	Yes	No
AGLI selected from grade per student’s date of birth				

Example B-Task Connected to AGLI

Review the AGLI and assessment task documented on the Data Summary Sheets provided. Using your Frameworks, determine if the task is same, comparable, or original. Fill in the two tables below: one is excerpted from the Checklist of Things to Remember and the other identifies the type of assessment task.

	1 st AGLI		2 nd AGLI	
	Yes	No	Yes	No
Task connects to AGLI				
Task is written simply without cues, prompts, levels of assistance, or criterion				

	1 st AGLI	2 nd AGLI
Task is the same		
Task is the comparable		
Task is the original		

Example C- Verifying Evidence Connects to Task

Review the assessment task documented on the Data Summary Sheets and the verifying evidence included behind each Data Summary Sheet. Fill in the table below regarding the verifying evidence connecting to the task as written.

	1 st AGLI		2 nd AGLI	
	Yes	No	Yes	No
Submit TWO pieces of VE for each AGLI assessed				
VE 1 connects to task				
VE 2 connects to task				

Example D-Verifying Evidence Connects to Task

Review the assessment task documented on the Data Summary Sheets and the verifying evidence included behind each Data Summary Sheet. Fill in the table below regarding the verifying evidence connecting to the task as written.

	1 st AGLI		2 nd AGLI	
	Yes	No	Yes	No
Submit TWO pieces of VE for each AGLI assessed				
VE 1 connects to task				
VE 2 connects to task				

2008-09 NYSAA-STUDENT PAGE

Student Information:

Date of Birth: 09/01/96
Last Name: Student First Name: Jane
Student ID# (assigned by school district): 000001
District of Residence: Somewhere District
Name of School Student Attends: ABC School - Intermediate
Attending School City/State: _____

Student most often receives instruction in the following setting (check one below):
 School Home Hospital or Other (specify): _____

NYSAA datafolio submitted for the following grade:

(check only one box based on the student's birth date)

	Birth Date Range	NYSAA Level	Content Areas Assessed
<input type="checkbox"/>	September 1, 1999—August 31, 2000	Grade 3	ELA, Mathematics
<input type="checkbox"/>	September 1, 1998—August 31, 1999	Grade 4	ELA, Mathematics, Science
<input type="checkbox"/>	September 1, 1997—August 31, 1998	Grade 5	ELA, Mathematics, Social Studies
<input checked="" type="checkbox"/>	September 1, 1996—August 31, 1997	Grade 6	ELA, Mathematics
<input type="checkbox"/>	September 1, 1995—August 31, 1996	Grade 7	ELA, Mathematics
<input type="checkbox"/>	September 1, 1994—August 31, 1995	Grade 8	ELA, Mathematics, Science, Social Studies
<input type="checkbox"/>	September 1, 1990—August 31, 1991	Secondary	ELA, Mathematics, Science, Social Studies

Administration Period for 2008-09 NYSAA: October 6, 2008–February 13, 2009

Supports Required per IEP (check and specify type for all that apply):

Type of Support	Details
<input type="checkbox"/> Assistive technology	_____
<input type="checkbox"/> Communication system	_____

Test Accommodations Required per IEP (check and specify type for all that apply):

<input type="checkbox"/> Flexibility in scheduling/timing	_____
<input type="checkbox"/> Flexibility in setting	_____
<input type="checkbox"/> Method of presentation	_____
<input type="checkbox"/> Method of response	_____
<input type="checkbox"/> Other	_____
<input type="checkbox"/> Braille	_____

Month in which the last collegial review of this datafolio was conducted _____

Grade 6

2008-09 NYSAA Administration Planning Tool

Grade Level Assessed: Grade 6

(Birth Date: September 1, 1996–August 31, 1997)

Student Name: Jane Student DOB: 09-01-96

Required Components		Choice Components	AGLI Codes
ELA*	Key Ideas	Standards** <input type="checkbox"/> 1 - Reading for information and understanding, OR <input type="checkbox"/> 2 - Reading for literary response and expression	Reading AGLI Code
	Reading		
	AND		
	Writing	<input type="checkbox"/> 1 - Writing for information and understanding, OR <input type="checkbox"/> 2 - Writing for literary response and expression	Writing AGLI Code
Mathematics*	Strands	Bands** <input checked="" type="checkbox"/> Number Systems, OR <input type="checkbox"/> Operations	Number Sense and Operations AGLI Code
	Number Sense and Operations		1 1 1 1 5 identify whole numbers
	AND		
	Algebra	<input checked="" type="checkbox"/> Variables and Expressions, OR <input type="checkbox"/> Equations and Inequalities	Algebra AGLI Code
			4 2 2 0 2 evaluate numerical expressions

*Some text on this document may be abbreviated. Complete text is found in the Test Blueprints of the NYSAA Frameworks.
 **More information regarding Required and Choice Components for each content area is found in the NYSAA Frameworks.

NYSAA DATA SUMMARY SHEET **Grade 7–ELA** **7**

Student's Name: Faye XXXXXX	Date of Birth: 10-1-1995
------------------------------------	------------------------------------

School Name:
Somewhere School

1st ELA Required Component: Key Idea - Reading

Choice Component (select one):

Standard 1: Students will read, write, listen, and speak for information and understanding.

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: **11109**

AGLI Text: **identify main ideas(s) in informational text(s)**

Assessment task:
Faye will identify the main idea in informational texts by dabbing the correct picture symbol when given a choice of two.

The SAT and page information below is not required, however it is helpful for scoring:

This assessment task is the **same** as SAT# _____ on PAGE _____ in the NYSAA Frameworks.

This assessment task is **comparable** to SAT# _____ on PAGE _____ in the NYSAA Frameworks.

This is an **original assessment task** developed by the teacher.

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

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy, and level of independence. Failure to record all required elements on both the Data Summary Sheet and the verifying evidence may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

NYSAA DATA SUMMARY SHEET

**Grade 7–ELA
(cont'd)**

7

Student's Name: Faye XXXXXX

Date of Birth:
10-1-1995

School Name: Somewhere School

2nd ELA Required Component: Key Idea - Listening

Choice Component (select one):

- Standard 1: Students will read, write, listen, and speak for information and understanding.**
- Standard 2: Students will read, write, listen, and speak for literary response and expression.**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: **31204**

AGLI Text: **take notes of main idea(s) and supporting detail(s) during a listening activity(s)**

Assessment task:

Faye will take notes by placing correct idea cards on a graphic organizer showing main ideas collected while listening to informational articles with one or two verbal prompts.

The SAT and page information below is not required, however it is helpful for scoring:

- This assessment task is the **same** as SAT# _____ on PAGE _____ in the NYSAA Frameworks.
- This assessment task is **comparable** to SAT# **31204B** on PAGE **_15_** in the NYSAA Frameworks.
- This is an **original assessment task** developed by the teacher.

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

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy, and level of independence. Failure to record all required elements on both the Data Summary Sheet and the verifying evidence may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

NYSAA DATA SUMMARY SHEET**Grade 8—SOCIAL
STUDIES****8****Student's Name:** John XXXXXX**Date of Birth:**

11-15-1994

School Name:

ABC Middle School

1st Social Studies Required Component: Standard 1 - US and NYS History

Choice Component (select one):

 Unit 7: Industrial Society **Unit 9: Between the Wars**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: **13309**AGLI Text: **list and/or explain reasons why immigrants came to the United States**Assessment task: **The student will list and/or explain reasons why immigrants came to the US after listening to an article about immigration during 1820 to 1920.***The SAT and page information below is not required, however it is helpful for scoring:*

- This assessment task is the **same** as SAT# _____ on PAGE _____ in the NYSAA Frameworks.
- This assessment task is **comparable** to SAT# _____ on PAGE _____ in the NYSAA Frameworks.
- This is an **original assessment task** developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)	Date 1: 1-21-09		Date 2: 2-3-09		Date 3: 2-11-09	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	50	2	100	4	100	4
Level of Independence	100	4	100	4	100	4
Scoring Rubric	Level	100% - 80%	79% - 60%	59% - 30%	29% - 0%	
	Rating	4	3	2	1	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy, and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

Name: John
 Date: Feb. 3, 09'

Accuracy: **100**
 Independence: **100**

Yearning to Breathe Free – Immigration during 1820 and 1920

Directions: Listen to the article and then answer the questions below.

1.) List four reasons why people came to America from other countries.

	<u>A</u>	<u>I</u>
Religious freedom	+	+
OWA land	+	+
Escape poverty	+	+
Political freedom	+	+

2.) What countries did most immigrants come from?

Ireland	+	+
Germany	+	+

2008-09 NYSAA Verifying Evidence Label

Date Student Performance: 02/03/2009

Student Name: **John XXXXXX**

Content Area: **Social Studies**

AGLI Text:

list and/or explain reasons why immigrants came to the United States

Task:

The student will list and/or explain reasons why immigrants came to the US after listening to an article about immigration during 1820 to 1920.

Accuracy: **100%** Independence: **100%**

Name John



Date ¹¹ 2-10-09

Industrialization and Immigration

Why did so many immigrants come to America between 1820 and 1920? Use details from the reading passage and explain.

1.)

Left because of political issues

2.)

Very poor, their homes were taken from them, and they had nowhere else to go

3.)

Starvation and poverty was high

2008-09 NYSAA Verifying Evidence Label

Date Student Performance: **02/11/2009**

Student Name: **John XXXXXX**

Content Area: **Social Studies**

AGLI Text:
list and/or explain reasons why immigrants came to the United States

Task:
The student will list and/or explain reasons why immigrants came to the US after listening to an article about immigration during 1820 to 1920.

Accuracy: **100%** Independence: **100%**

* Student was read an article about immigration during 1820 and 1920. Then given 6 choices (3 correct + 3 incorrect).

NYSAA DATA SUMMARY SHEET**Grade 8—SOCIAL
STUDIES (cont'd)****8****Student's Name:** John XXXXXX**Date of Birth:**

11-15-1994

School Name:

ABC Middle School

2nd Social Studies Required Component: Standard 5 - Civics, Citizenship and Government

Choice Component (select one):

 Unit 4: Experiment in Government **Unit 11: WWII to the Present**

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: **32303**AGLI Text: **identify one purpose of each branch of the United States government**Assessment task: **The student will identify one purpose of each of the three branches of government by matching the purpose to the branch.***The SAT and page information below is not required, however it is helpful for scoring:*

- This assessment task is the **same** as SAT# _____ on PAGE _____ in the NYSAA Frameworks.
- This assessment task is **comparable** to SAT# **32303** on PAGE **73** in the NYSAA Frameworks.
- This is an **original assessment task** developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)		Date 1: 12-2		Date 2: 12-16		Date 3: 12-19	
		%	Rating	%	Rating	%	Rating
Level of Accuracy		100	4	83	4	100	4
Level of Independence		75	3	100	4	100	4
Scoring Rubric	Level	100% - 80%	79% - 60%	59% - 30%	29% - 0%		
	Rating	4	3	2	1		

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy, and level of independence. Failure to record all required elements on both the Data Summary Sheet and the verifying evidence may disqualify the student from receiving a reportable score.

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NAME: JAN
DATE: 12/16/08

10 correct / 12 total responses
ACCURACY: 83%
INDEPENDENCE: 100%

BRANCHES OF US GOVERNMENT

DIRECTIONS: IDENTIFY THE BRANCHES OF THE US GOVERNMENT BY MARKING THE WORDS BELOW. THEN FILL IN THE BOXES FOR EACH BRANCH.

Governor	Executive <input checked="" type="checkbox"/>	Lobby Group
Legislative <input checked="" type="checkbox"/>	Mayor	Lawyer
Teacher <input checked="" type="checkbox"/>	Judicial <input checked="" type="checkbox"/>	Student <input checked="" type="checkbox"/>



Executive



Legislative



Judicial

Content Area: **Social Studies**

AGLI Text:

Identify one purpose of each branch of the United States government

Task:

The student will identify one purpose of each of the three branches of government by matching word cards of each branch of government with word cards of each purpose.

NAME: John
 DATE: Dec. 19, 2008

ACCURACY: 100
 INDEPENDENCE: 100

Our government has three branches. Imagine a triangle. At the top is the executive branch. The two bottom corners are the judicial branch and the legislative branch – also called Congress. Each part of the government is connected to the other. Each has its own responsibilities and powers. A system of checks and balances prevents one branch from gaining too much power. So how does this all work?

²One way is through the process of creating laws. Congress is responsible for making laws. A law starts this process as a bill. When Congress passes a bill, it goes to the president who reviews it. If he likes it, he signs it, and it becomes a law. If the president does not like it, he vetoes it. When the president decides to veto a bill, the Congress can vote on it again. If two-thirds of the Congress votes in favor of the bill, they override the veto. The bill becomes a law. The judicial branch can review laws made by Congress and approved by the president. They are responsible for deciding if the law agrees with our constitution. Should the judicial branch decide the law does not agree, it is ruled "unconstitutional." If the Congress still believes the idea should be a law, they must pass a constitutional amendment. Adding an amendment to the constitution is a long process. In addition to passing Congress, three-fourths of the state legislatures must approve an amendment for it to become a part of our constitution.

The president's powers are limited in the system of checks and balances. As the leader of the executive branch, the president ensures the enforcement of the laws in our country. In part, he does this by appointing leaders for the many departments and agencies in our government. These departments and agencies work to make our lives better. They make sure our food, air, water, and businesses are safe. They run the military, collect taxes, and help the elderly and disabled. They manage the National Parks and promote space travel. Our safety and protection on highways and roads, in airports, and in our health care system are all part of the government's responsibility to us. In order to limit the powers of the president, the Congress must approve the people chosen to fill these jobs.

Directions: Match the branch of government to its purpose. Only write the letter of the specific purpose next to each branch.

- 1.) Legislative Branch C
- 2.) Executive Branch A
- 3.) Judicial Branch D

A.) Enforce Laws	B.) Hires People
C.) Pass Laws	D.) Reviews Laws
E.) Checks and Balances	F.) Break Laws

2008-09 NYSAA Verifying Evidence Label

Date Student Performance: 12/19/08

Student Name: John XXXXXX

Content Area: **Social Studies**

AGLI Text:

identify one purpose of each branch of the United States government

Task:

The student will identify one purpose of each of the three branches of government by matching word cards of each branch of government with word cards of each purpose.

Accuracy: **100%** Independence: **100%**

NYSAA DATA SUMMARY SHEET

High School SCIENCE

HS

Student's Name: *Emily Student*

Date of Birth:

10/31/1990

School Name:

XYZ High School

1st Science Required Component: Standard 4 - Living Environment

Choice Component (select one):

Key Idea 1: Similarities/differences between living and non-living things

Key Idea 7: Human decision activities impact

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

AGLI Code: **21103**

AGLI Text: **recognize the five senses**

Assessment task: **The student will recognize the five senses by answering teacher created questions about each of the senses.**

The SAT and page information below is not required, however it is helpful for scoring:

This assessment task is the **same** as SAT# _____ on PAGE _____ in the NYSAA Frameworks.

This assessment task is **comparable** SAT# **21103** on PAGE **41** in the NYSAA Frameworks.

This is an **original assessment task** developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)		Date 1: 1/21/09		Date 2: 1/22/09		Date 3: 1/23/09	
		%	Rating	%	Rating	%	Rating
Level of Accuracy		40	2	60	3	100	4
Level of Independence		100	4	80	4	60	3
Scoring Rubric	Level	100% - 80%	79% - 60%	59% - 30%	29% - 0%		
	Rating	4	3	2	1		

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy, and level of independence. Failure to record all required elements on both the **Data Summary Sheet** and the **verifying evidence** may disqualify the student from receiving a reportable score.

Two pieces of verifying evidence are required for each AGLI (see Administration Manual for complete VE requirements). Verifying evidence must confirm data for LAST TWO DATES of student performance documented on this Data Summary Sheet.

2008-09 NYSAA Data Collection Sheet for Multi-Step Task

Student Name: Emily Student					Content Area: Science					
AGLI text: recognize the five senses										
Assessment task: The student will recognize the five senses by answering teacher created questions about each of the senses.										
ACCURACY KEY: (+) Correct Response (-) Inaccurate/No Response INDEPENDENCE KEY: (+) Independent (-) Prompted										
Step Description:	Date 01/20/2009		Date 01/21/2009		Date 01/22/2009		Date 01/23/2009		Date	
	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-	Acc +/-	Ind +/-
Smell-Nose	-	+	-	+	+	+	+	+		
Taste-Mouth	+	-	-	+	-	+	+	-		
Hear-Ears	+	-	+	+	+	-	+	+		
See(vision)-Eyes	-	+	+	+	+	+	+	+		
Touch-Hands	-	+	-	+	-	+	+	-		
Total +'s	2	3	2	5	3	4	5	3		
Total Steps	5	5	5	5	5	5	5	5		
Fraction	2/5	3/5	2/5	5/5	3/5	4/5	5/5	3/5		
Percent (%)	40	60	40	100	60	80	100	60		
Staff Initials (Req'd)	AB		AB		BC		AB			
Setting	C		C		C		C			
STAFF KEY (REQUIRED)	Name: Abigail XXXXXX Initials: AB					SETTING KEY (C) Classroom (F) Cafeteria (L) Library (G) Gym (O) Other specify:				
	Name: Brian XXXXXX Initials: BC									
	Name: _____ Initials: _____									

**NOTE: Data Collection Sheet cannot stand alone, supporting evidence is required.
Complete in full, including staff initials for each date.**

Name: Emily

Date: Jan. 22
Accuracy: 60
Independence: 80

My Five Senses

Directions: Recognize which of the choices below are the five senses by marking the one that represents each sense given a body part.

Think about this "With a _____ I can _____."

1.) Nose



A + I +

Smell



Touch

2.) Mouth



A - I +

See(vision)



Taste

3.) Ears



A + I -

Hear



Smell

4.) Eyes



A + I +

Touch

See(vision)



5.) Hands



A - I +

Hear



Touch

2008-09 NYSAA Verifying Evidence Label

Date Student Performance: 1/22/09

Student Name: **Emily Student**

Content Area: **Science**

AGLI Text:

recognize the five senses

Task:

The student will recognize the five senses by answering teacher created questions about each of the senses.

Accuracy: **60%** Independence: **80%**

NYSAA Observer Verification Form

Please Note: The Observer Verification Form is submitted with a Data Collection Sheet only. All information on this document must be completed in full or it will not be accepted as supporting evidence and will jeopardize the student receiving a reportable score.

Teacher completes this section:

Student Name: <u>Emily Student</u>	Date of Student Performance: <u>1/23/09</u>
<input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input type="checkbox"/> Social Studies	
AGLI text: <u>recognize the five senses (21103)</u>	
Assessment task: <u>The student will recognize the five senses by answering teacher created questions about each of the senses.</u>	
Accuracy: <u>100</u> % Independence: <u>60</u> %	

Observer* completes this section:

Observer Name: Kelly XXXXX

Observer Title/Position (REQUIRED):

Teacher
 Administrator
 Related Service Provider: Occupational Therapist, Physical Therapist, Speech & Language Therapist, Certified Occupational Therapy Assistant, Physical Therapist Assistant
 Nurse
 Other certified or licensed professional: _____ (title)

I hereby certify the assessment task was conducted in my presence.

Kelly XXXXX
OBSERVER SIGNATURE
 (cannot be the same person collecting data)

01-23-09
DATE
 (must be same date of student performance noted above)

*An Observer must be a certified and/or licensed teacher, administrator, school psychologist or related service provider, not **Supplementary School Personnel (a Teacher's Aide or Teaching Assistant may not serve as an observer as described in section 80-5.6 of the Regulations of the Commissioner of Education.)**

Note: Use only one date of student performance data per Observer Verification Form

NYSAA DATA SUMMARY SHEET

High School SCIENCE (cont'd)

HS

Student's Name: *Emily Student*
Date of Birth:
01/01/1991
School Name:
XYZ High School
2nd Science Required Component: Standard 4 - Physical Setting/Earth Science

Choice Component (select one):

 Key Idea 1: Relative motion and perspective

 Key Idea 2: Interactions among components of air, water, and land

Alternate Grade Level Indicator (Choose one AGLI for the selection indicated above)

 AGLI Code: **32104**

 AGLI Text: **identify weather conditions**
Assessment task: The student will identify weather conditions by completing a simple weather chart and attaching a weather picture each day for one school week.
The SAT and page information below is not required, however it is helpful for scoring:
 This assessment task is the **same** as SAT# _____ on PAGE _____ in the NYSAA Frameworks.

 This assessment task is **comparable** SAT# **32104A** on PAGE **58** in the NYSAA Frameworks.

 This is an **original assessment task** developed by the teacher.

Student Performance (record the last three dates of documented data in chronological order)	Date 1: 1/30/09		Date 2: 2/6/09		Date 3: 2/11/09	
	%	Rating	%	Rating	%	Rating
Level of Accuracy	100	4	100	4	80	4
Level of Independence	0	1	100	4	80	4
Scoring Rubric	Level	100% - 80%	79% - 60%	59% - 30%	29% - 0%	
	Rating	4	3	2	1	

Verifying evidence (VE) must confirm the student's name, date of student performance, content area, AGLI text, assessment task, level of accuracy, and level of independence. Failure to record all required elements on both the Data Summary Sheet and the verifying evidence may disqualify the student from receiving a reportable score.

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Name: Emily

Date: 2-6-09
Accuracy: 100
Independence: 100

THE WEATHER THIS WEEK — Week of: Feb. 2nd - 6th

MONDAY 2/2  Cloudy

TUESDAY 2/3  Rainy

WEDNESDAY 2/4  Rainy

THURSDAY 2/5  Snowy

*FRIDAY 2/6  Cloudy A+ I+

2008-09 NYSAA Verifying Evidence Label
Date Student Performance: 02-06-09
Student Name: **Emily Student**
Content Area: **Science**
AGLI Text:
identify weather conditions
Task:
The student will identify weather conditions by completing a simple weather chart and attaching a weather picture each day for one school week.
Accuracy: **100%** Independence: **100%**

* Student perf. data taken on last day of week - Feb. 6th

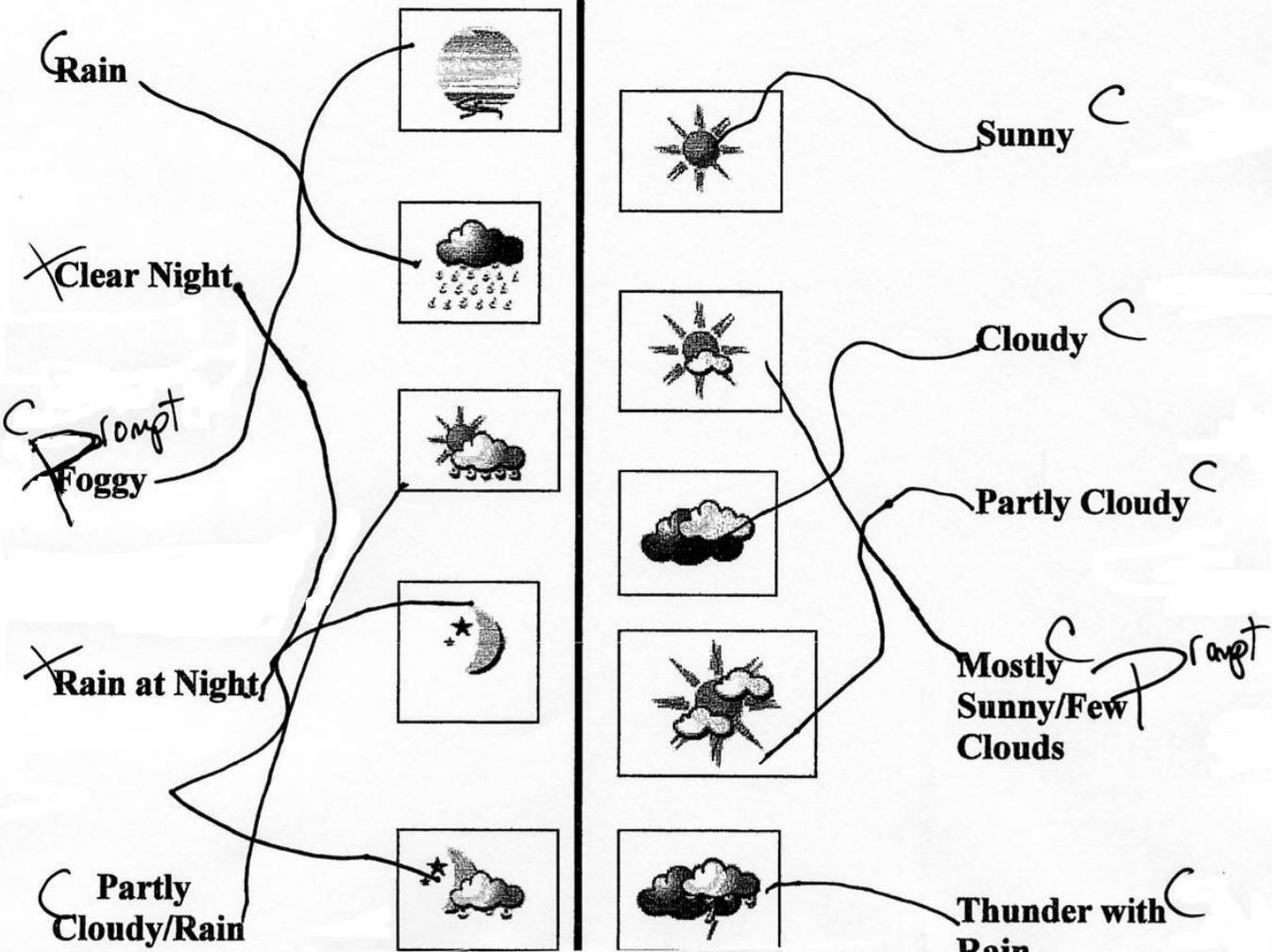
Name: Emily

Date: Feb. 11, 09

Acc: $\frac{8}{10} = 80\%$

Ind: $\frac{8}{10} = 80\%$

Match each weather condition to its symbol.



2008-09 NYSAA Verifying Evidence Label

Date Student Performance: 02-11-09

Student Name: **Emily Student**

Content Area: **Science**

AGLI Text:
identify weather conditions

Task:
The student will identify weather conditions by completing a simple weather chart and attaching a weather picture each day for one school week.

Accuracy: **80%** Independence: **80%**