

Parent & Family Resources

DO YOU HAVE QUESTIONS?

Contact the New York State Education Department's
Office of State Assessment at:

518-474-5902

or email:

EMSCASSESSINF@nysed.gov

For more information:

VISIT THE NYSED WEB PAGES AT:

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

AND

<https://www.engageny.org/parent-family-library>

AND

Office of Special Education at:

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

AND

Special Education Parent Centers at:

<http://www.p12.nysed.gov/specialed/quality/parents.htm>

New York State Education Department
89 Washington Avenue
Albany, New York 12234

(518) 474-5902

FAX (518) 474-1989



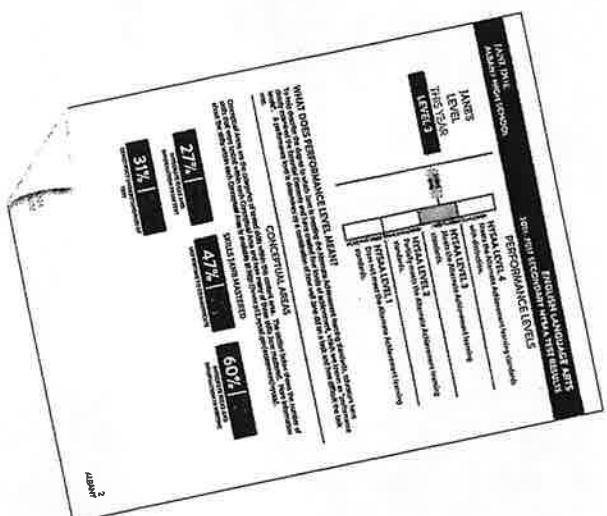
A Parent's Quick Guide to the New York State Alternate Assessment (NYSAA)



New York State Education Department

Parent Report: Your Child's NYSAA Results

Your child's school will send an Individual Score Report home in each area that your child was assessed. These results can be used as a starting point to help you understand your child's progress.



What is the New York State Alternate Assessment (NYSAA)?

The NYSAA is part of the New York State testing program that measures student performance on alternate achievement standards in the areas of English language arts (ELA), mathematics, and science for students with the most severe cognitive disabilities. These standards are reduced in complexity from the learning standards.

What do we mean by students with the most severe cognitive disabilities?

“Students with the most severe cognitive disabilities” can be defined as students who have limited cognitive abilities, combined with behavioral and/or physical limitations, and who require highly specialized educational, social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment.

Who should take the NYSAA?

Only students with the most severe cognitive disabilities are eligible to take the NYSAA. The Committee on Special Education (CSE) determines whether a student with a severe cognitive disability is eligible to take the NYSAA, based on the following criteria:

- The student has a severe cognitive disability, significant deficits in communication/ language, and significant deficits in adaptive behavior; **and**
- The student requires a highly specialized educational program that facilitates the acquisition, applications, 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.



Scores

What are NYSAA scores used for?

NYSAA scores show you and your child's teacher how your child is progressing on grade-level alternate achievement standards. These scores can help:

- Clearly identify your child's strengths and needs; **and**
- Provide information to allow for meaningful discussions surrounding your child's Individualized Education Program (IEP); **and**
- Set instructional priorities that inform your child's functional and academic goals and short-term objectives; **and**
- Identify your child's most effective method of communication across multiple settings.

The NYSAA measures student performance in:

English language arts (ELA), mathematics, and science

ELA, mathematics, and science will be assessed using Dynamic Learning Maps (DLM) alternate assessment system. DLM is a computer-delivered, adaptive assessment that measures student knowledge on Essential Elements. Essential Elements are alternate achievement standards that are reduced in depth and breadth from the learning standards. Students are assessed annually in ELA and mathematics in grades 3-8 and once at the secondary level prior to exiting high school. In science, students are assessed in grades 4 and 8 and once at the secondary level prior to exiting high school.



STUDENT EXIT SUMMARY

ATTACHMENT 2

For Students Eligible for the New York State Alternate Assessment (NYSAA)

Student:	School:	ID#:
Completed by:	Title:	Date:

STUDENT SKILLS, STRENGTHS AND INTERESTS

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COMMUNITY/WORK-BASED LEARNING EXPERIENCES (INCLUDING SCHOOL- AND COMMUNITY- BASED CAREER EXPLORATION, ASSESSMENT, TRAINING AND/OR SERVICE LEARNING OPPORTUNITIES)

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ACADEMIC PERFORMANCE: AS MEASURED BY NYSAA

ENGLISH LANGUAGE ARTS:	
MATH:	
SOCIAL STUDIES:	
SCIENCE:	

OTHER ACHIEVEMENTS, AWARDS AND HONORS

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Key for Levels of Independence (with the use of assistive technology and accommodations as appropriate)

1: Not Applicable	Student has not had an opportunity or been observed to attempt or complete task.
2: Extensive Support	Student requires ongoing assistance (verbal, physical, visual prompts) and close supervision to complete task.
3: Moderate Support	Student requires frequent assistance (verbal, physical, visual prompts) and periodic supervision to complete task.
4: Minimal Support	Student requires occasional assistance (verbal, physical, visual prompts) and intermittent supervision to complete task.
5: Independent	Student completes task without assistance/supervision.

STUDENT EXIT SUMMARY

For Students Eligible for the New York State Alternate Assessment (NYSAA) COMPETENCIES

Career Development: Knowledgeable about the world of work, career options, personal skills, aptitudes, and abilities relating to future career decisions.

Skills/Abilities	Level of Independence	Comments
Exhibits and/or expresses specific interests		
Demonstrates abilities related to specific interests		
Demonstrates awareness of opportunities for employment and/or other post-secondary activities related to specific interests		
Identifies skills needed for post-secondary success		
Identifies accommodations needed for post-secondary success		

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings.

Skills/Abilities	Level of Independence	Comments
Uses basic academic skills in community/work-based learning experiences (e.g., applies math skills to purchasing items, applies alphabetizing skills to sorting mail)		
Demonstrates skills learned in school in a variety of settings (e.g., home, community, workplace)		

Universal Foundation Skills

Basic Skills: Ability to read, write, listen, speak and perform arithmetical and mathematical functions.

Skills/Abilities	Level of Independence	Comments
Reading: Identifies and understands texts and symbols (e.g., stop, exit, and restroom signs)		
Reading: Identifies vocabulary associated with various jobs (e.g., matches tools to words)		
Writing: Creates pictures, symbols and objects and writes words and sentences to communicate information		

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Listening: Follows one step directions to complete a given task		
Listening: Follows two or more step directions to complete a given task		
Speaking: Uses language to interact with others (e.g., expresses needs, demonstrates understanding, and interacts socially with others). May include use of augmentative communication, as appropriate.		
Math: Demonstrates basic math skills, including counting with one-to-one correspondence, matching similar objects, and understanding concepts of quantity (e.g., more, less, etc.)		
Functional Math: Applies basic math skills to daily living (e.g., tells time, manages money)		
Thinking Skills: Ability to use ideas and information to make decisions and solve problems.		
Skills/Abilities	Level of Independence	Comments
Recognizes that there is a problem and requests assistance		
Solves routine problems in daily life (e.g., indicates choice from menu of items, dresses for the weather)		
Solves less common problems, such as contacting emergency services (e.g., dial 911)		
Demonstrates understanding of cause and effect (e.g., burned when touches hot stove; consequences of inappropriate behavior)		
Uses similar skills across a variety of settings (e.g., identifies building exits in different settings)		

Personal Qualities: Ability to self-manage, plan, organize, and take independent action.

Skills/Abilities	Level of Independence	Comments
Communicates preferences and needs		
Self-regulates during transitions (e.g., waits appropriately, engages in appropriate self-soothing activity in stressful situations)		
Transitions appropriately between activities		
Manages health (e.g., makes personal and health needs known)		
Performs personal care skills		
Uses unstructured time appropriately		
Interpersonal Skills: Ability to work independently or as part of a team and relate to different people across settings.		

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Skills/Abilities	Level of Independence	Comments
Asks for help when faced with difficult situations and individuals		
Self-advocates (e.g., seeks out and uses supports and accommodations)		
Accepts direction from authority figures		
Works independently		
Works as part of a team		
Respects the space and property of others		
Demonstrates appropriate behavior across settings		
Interacts appropriately with peers and others		
Participates in leisure/recreation activities		
Technology: Ability to use different types of technology and resources to satisfy personal and societal needs and wants.		
Skills/Abilities	Level of Independence	Comments
Identifies the correct tool/technology necessary to complete a given task		
Uses basic tools safely and appropriately (e.g., microwave, eating utensils, televisions, assistive technology)		

Managing Information: Ability to access and use information.		
Skills/Abilities	Level of Independence	Comments
Uses information to make simple decisions (e.g., responds to safety alarms, follows traffic safety rules)		
Accesses information from a variety of sources (e.g., internet, grocery ads, orders from a menu)		
Managing Resources: Ability to apply financial and human resources and manage time and materials to successfully carry out a planned activity.		
Skills/Abilities	Level of Independence	Comments
Selects the appropriate resources to complete a task		
Initiates tasks		
Remains on task		
Completes tasks within existing time limits		

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For Students Eligible for the New York State Alternate Assessment (NYSAA)

Manages household/environmental tasks (e.g., prepares meals, cleans room, does laundry)

Systems: Ability to understand how a system operates and identify where to obtain information and resources within that system.

Skills/Abilities	Level of Independence	Comments
Navigates the community (e.g., walking, public transportation)		
Demonstrates understanding of who to ask for help		
Uses appropriate health and safety practices		
Follows daily schedule and routines		
Adapts to new situations		
Understands and follows rules		
Other Universal Foundation Skills: Additional competencies student demonstrates that support post-school living, learning and working.		
Skills/Abilities	Level of Independence	Comments

Recommendations to Assist Student to Meet Post-secondary Goals

Education/Training Goal:	Employment Goal:	Independent Living Goal (if appropriate):
Recommendations		
Supports		
Accommodations		

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For Students Eligible for the New York State Alternate Assessment (NYSAA)

Assistive Technology/ Adaptive Equipment	
Environmental Supports	
Further Skill Development	
Adult Agencies Referrals/Contacts	
Other	