



The Guide to Your Parent Report for the New York State Alternate Assessment (NYSAA)

THE NEW YORK STATE EDUCATION DEPARTMENT

This guide will help you understand the scores on your child's report and the recommendations for your child.

1 Letter from the Commissioner of Education

Dear Parent/Guardian,

The Committee on Special Education (CSE) has identified your child as eligible to participate in the New York State Alternate Assessment (NYSAA). Schools use the NYSAA to measure the progress of certain students with disabilities in the alternate learning standards for English language arts (ELA), mathematics, science, and social studies.

The NYSAA was developed for certain students with disabilities to ensure access to the core curriculum. Students are assessed on tasks aligned with grade-level performance expectations. These results should only be used as a starting point to help you understand your child's achievement. You can learn more about your child's achievement by reviewing classroom work, other standards-based assessments, and progress reports during the year; by attending parent-teacher conferences; CSE meetings and by establishing a strong partnership with your child's teachers.

Please use this report and the rich collection of work your child has produced to help your child reach his or her greatest potential.

2 Your child's information

Here you will find: your child's name, test year, subject of the test, assessment grade, school, and district.

3 Reminders

This area reminds you to use your child's report for productive discussions with your child's teacher. It encourages you to discuss what tasks were performed and what your child learned from participating in this assessment. Visit the Department's website at www.NYSParents.com for more information in English and Spanish.

4 Your Child's Performance Level

The arrow indicates the NYSAA level your child achieved.

5 What do the Performance Levels mean?

NYSAA-Level 4: Meeting the Alternate Grade Level Indicators for the Learning Standards with Distinction.

NYSAA-Level 3: Meeting the Alternate Grade Level Indicators for the Learning Standards.

NYSAA-Level 2: Partially Meeting the Alternate Grade Level Indicators for the Learning Standards.

NYSAA-Level 1: Not Meeting the Alternate Grade Level Indicators for the Learning Standards.

NEW YORK STATE EDUCATION DEPARTMENT

Parent Report

2 New York State Alternate Assessment (NYSAA) English Language Arts Results
For this parent or guardian of:
MARY A. PUPIL
Student ID: **987456302**
Assessment Grade: **4 Equivalent**
School: **SANDY VALLEY**
District: **GROW UNIFIED SCHOOL DISTRICT**

Dear Parent/Guardian,

1 The Committee on Special Education (CSE) has identified your child as eligible to participate in the New York State Alternate Assessment (NYSAA). Schools use the NYSAA to measure the progress of certain students with disabilities in the alternate learning standards for English language arts (ELA), mathematics, science, and social studies.

The NYSAA was developed for certain students with disabilities to ensure access to the core curriculum. Students are assessed on tasks aligned with grade-level performance expectations. This report shows results for your child on the NYSAA in ELA. These results should only be used as a starting point to help you understand your child's achievement. You can learn more about your child's achievement by reviewing classroom work, other standards-based assessments, and progress reports during the year; by attending parent-teacher conferences; CSE meetings and by establishing a strong partnership with your child's teachers.

Please use this report and the rich collection of work your child has produced to help your child reach his or her greatest potential.

Richard P. Mills
Richard P. Mills
Commissioner of Education

3 This report to talk with your child's teacher about what tasks were performed and what your child learned as a result of participating in this assessment.

• Visit the Department's website at www.NYSParents.com for more information.

Your Child's Performance Level

4 Your child's level: **NYSAA-Level 4**

Your child's performance: NYSAA-Level 3

5

- NYSAA-Level 4:** Meeting the Alternate Grade Level Indicators for the Learning Standards with Distinction.
- NYSAA-Level 3:** Meeting the Alternate Grade Level Indicators for the Learning Standards.
- NYSAA-Level 2:** Partially Meeting the Alternate Grade Level Indicators for the Learning Standards.
- NYSAA-Level 1:** Not Meeting the Alternate Grade Level Indicators for the Learning Standards.

6 Comparing your child's performance to state requirements

To meet New York State Alternate Learning Standards, students need to perform at NYSAA-Level 3 or above.

7 How is Performance Level Determined?

The content assessed in NYSAA ELA is aligned with the learning standards and grade level core curriculum established for all students by the New York State Board of Regents.

Students' performance is measured on Alternate Grade Level Indicators (AGLIs). AGLIs are descriptors of student performance expectations for students with severe cognitive disabilities that are aligned with grade level core curriculum established for all students by the Board of Regents.

8 Alternate Grade Level Indicators

This area lists and describes the Alternate Grade Level Indicators (AGLIs) assessed on the NYSAA. If your child was medically excused from taking this assessment because of a significant medical illness or injury as documented by a medical practitioner, no AGLIs are shown.

9 What does Performance Level Mean?

Here are descriptions of the knowledge, skills, and understanding students are expected to display in order to meet the requirements of each performance level.

10 What's next?

Review with your child's teacher the results of this assessment to understand your child's strengths and needs.

Talk with the Committee on Special Education about your child's program, curriculum, and instruction.

Work with your child's school to determine the most appropriate plan of action that would allow your child to reach his or her potential.

Visit www.NYSParents.com to find:

- Resources for parents of students requiring special education services.
- Information on the New York State Alternate Assessment.
- Information about helping students with disabilities to improve their reading skills.
- Resources for teachers looking to improve their instruction of students with disabilities.

Student ID: 987456302
Assessment Grade: 4 Equivalent
School: SANDY VALLEY
District: GROW UNIFIED SCHOOL DISTRICT

More about the NYSAA ELA results for MARY A. PUPIL

6 Meet New York State Alternate Learning Standards, students need to perform at NYSAA-Level 3 or above. Your child's performance on the alternate assessment: **NYSAA-Level 3.**

7 **How is Performance Level Determined?**

The content assessed in NYSAA ELA is aligned with the learning standards and grade level core curriculum established for all students by the New York State Board of Regents.

Students' performance is measured on Alternate Grade Level Indicators (AGLIs). AGLIs are descriptors of student performance expectations for students with severe cognitive disabilities that are aligned with grade level core curriculum established for all students by the Board of Regents.

8 **Your child's performance is measured on the following Alternate Grade Level Indicators (AGLIs):***

Reading for Literary Response and Expression
The student will understand plot, traces the sequence of events or action of a narrative leading to a logical ending.

Writing for Literary Response and Expression
The student will write complete sentences to respond to explicit literary questions about plot, setting, and/or character.

*Students are expected to complete two alternate grade level indicators for a content area in a particular grade level. If only one indicator is displayed above, the student only received a score for that one indicator in this content area. Knowledge evidence for one or more indicators will lower the student's performance level, even if the student attained both indicators.

**Overlaps in the knowledge, skills, and understanding students are expected to display in order to meet the requirements of each performance level.

9 **What does Performance Level Mean?**

Alternate Performance Level Descriptors for Grade 4 Equivalent ELA, NYSAA-Level 3**

- Student's performance is often accurate
- Student often demonstrates an understanding of AGLIs
- Student actively engages in tasks with occasional support (i.e., cues and/or prompts beyond scope of IEP recommendations)
- Student often attends to or reads literary text and/or different genres, and/or
- Student often identifies parts of a story and/or motives in text read, and/or
- Student often responds to questions, thoughts and/or opinions about text, and/or
- Student often identifies, re-orders, or arranges and/or creates pictures, symbols or words

10 **What's Next?**

Review with your child's teacher the results of this assessment to understand your child's strengths and needs.

Talk with the Committee on Special Education about your child's program, curriculum, and instruction.

Work with your child's school to determine the most appropriate plan of action that would allow your child to reach his or her potential.

Visit www.NYSParents.com to find:

- Resources for parents of students requiring special education services.
- Information on the New York State Alternate Assessment.
- Information about helping students with disabilities to improve their reading skills.
- Resources for teachers looking to improve their instruction of students with disabilities.

P. 0107, PwarrNYSAA_Png_01