

Subject: Timeline and Overview for The **New York State Alternative Assessment for Students with Severe Disabilities**

Timeframe:

The timeframe below is a guideline for you to complete the necessary paperwork in a timely manner. The deadline date is generally in February.

September: Review each student's IEP to Identify students (by date of birth) who have been designated by the CSE to take the NYSAA and develop a plan for compiling the necessary portfolio items for those students who meet the criteria below.

October: The data collection period is October 3, 2005 to February 10, 2005. Begin to collect the data for each specific student. Keep in mind that the requested work includes: *videotapes, audiotapes, photographs, and samples of student work.*

November-January: Review and assess the variety of work compiled

February 13: Notify David Hoag at the special education office that the information is completed and ready for submission to BOCES for grading. Bring portfolios in format specified during your Fall training to David Hoag.

Overview

State and federal laws require that all students at specified grade levels, including students with severe disabilities, participate in State assessments. To comply with these laws, New York State provides the New York State Alternate Assessment (NYSAA) for students with severe disabilities, as defined in Commissioner's Regulations, Part 100.2. The Committee on Special Education (CSE) determines whether or not a student is eligible to take the NYSAA based on the following criteria:

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

These criteria are outlined in the March 2001 memo from Lawrence C. Gloeckler entitled *The State Alternate Assessment for Students with Severe Disabilities*, which is available on the Web at <http://www.vesid.nysed.gov/specialed/publications/policy/alterassess.htm>.

In the **2005-2006** school year, all students in the following age ranges who are eligible to take the NYSAA must be tested.

NYSAA Level	Birth Dates	Content Area Assessed
Grade 3 equivalent	July 1, 1995–June 30, 1996	ELA, MATH
Grade 4 Equivalent	July 1, 1994- June 30, 1995	ELA, MATH, SCIENCE, SOC STUDIES
Grade 5 Equivalent	July 1, 1993–June 30, 1994	ELA, MATH
Grade 6 Equivalent	July 1, 1992-June 30, 1993	ELA, MATH
Grade 7 Equivalent	July 1, 1991- June 30, 1992	ELA, MATH
Grade 8 Equivalent	July 1, 1990 – June 30, 1991	ELA, MATH, SCIENCE, SOC STUDIES
High School Equivalent	July 1, 1987 – June 30, 1988	ELA, MATH, SCIENCE, SOC STUDIES

Administration and Scoring of the NYSAA and Return of Datafolios

- The completed datafolios of students placed outside the district must be returned to the district **on or about February 17, 2006**.
- All other datafolios must be received by the scoring site coordinator by February 17, 2006.

*Each student’s datafolio must be placed by the district in a 1½-inch, three-ring binder, as the datafolio may include videotapes, audiotapes, photographs, and samples of student work **as specified in the NYSAA training.***