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New York State Alternate Assessment

School Administrator's Manual

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General Information about the New York State Alternate Assessment (NYSAA)

About the NYSAA

The NYSAA is part of the New York State Testing Program that measures student knowledge of the Essential Elements (EEs) in the academic areas of English Language Arts (ELA), mathematics, and science for students with severe cognitive disabilities. The EEs are alternate achievement standards that are reduced in depth, breadth, and complexity from the State's grade-level academic achievement standards. They have been adopted by the State for students with severe cognitive disabilities.

NYSAA-eligible students are assessed using the Dynamic Learning Maps® (DLM®) Alternate Assessment System. New York is part of the DLM consortium of state departments that use and develop the DLM Alternate Assessment system. Accessible Teaching, Learning, and Assessment Systems (ATLAS) at the University of Kansas facilitates the DLM Consortium in partnership with the Center for Literacy and Disability Studies at the University of North Carolina at Chapel Hill.

The NYSAA is a computer-based adaptive assessment that allows for optimal student accessibility and provides useful guidance to help inform instruction. Students are assessed annually in ELA and mathematics in Grades 3-8 and one time at the secondary level prior to exiting school.

Students participating in the NYSAA in science are assessed once each at the elementary, middle, and high school levels. Students eligible to participate in the Grade 4 NYSAA in science will not be tested in the 2022-23 school year. Instead, these students will be tested in Grade 5 the following year (spring 2024). Beginning with the 2023-24 school year and thereafter, NYSAA-eligible students will be tested in science in Grade 5, Grade 8, and one time at the secondary level (Grade 9 cohort) prior to exiting school. For more information, refer to the Administration of the New York State Alternate Assessment in the 2022-23 School Year memorandum.

Contact Information

For assistance with NYSAA policy, testing accommodations, Educator Portal accounts, student IDs, test administration, or test security questions, please contact the Office of State Assessment (OSA) at 518-474-5902 or via email to: emscassessinfo@nysed.gov.

For technical support for the Kite Educator or Student Portal platforms, please contact DLM at 1-855-277-9751 or via e-mail to DLM-support@ku.edu.

NYSAA Eligibility and Participation Criteria

Students with severe disabilities, as defined in section 100.1(t)(2)(iv) of the Regulations of the Commissioner of Education, are eligible for participation in the NYSAA. "Students with severe disabilities" refers to students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education and/or social, psychological, and medical services in order to maximize their full potential

for useful and meaningful participation in society and for self-fulfillment. Students with severe disabilities may experience severe speech, language, and/or perceptual-cognitive impairments and challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports, and assistive technology devices.

Students to be Tested

Only students with severe cognitive disabilities are eligible for the NYSAA. A school's Committee on Special Education (CSE) determines annually whether a student with a severe cognitive disability is eligible to take the NYSAA. The CSE's decision must be documented in the student's Individualized Education Program (IEP). Refer to the Eligibility Criteria for Participation in the New York State Alternate Assessment (NYSAA) (memo & checklists) and the Office of Special Education website for the criteria that the CSE must use to determine eligibility for the NYSAA.

Once a student is determined eligible by the CSE, the Birthdate Ranges for Students with Disabilities memorandum (Appendix A) should be referred to in order to determine the student's grade and subjects to be administered based on the student's chronological age.

The CSE annually reviews and determines whether students with severe cognitive disabilities are eligible to take the NYSAA, and this decision is documented on the student's IEP.

English Language Learners (ELLs)

For ELLs who are NYSAA eligible, there is a one-time exemption from the State's ELA assessment. Schools are permitted to exempt from the 2023 ELA NYSAA only those ELLs who, on April 1, 2023, will have been attending school in the United States for the first time for less than one year. However, these students must take the NYSAA in all other subjects appropriate to their age-equivalent grade level. For further explanation, please refer to the SIRS Manual and search on "NYSESLAT and Accountability".

Out-of-District Students

If a student is placed outside the school district of residence, it is the school district or school that the student is attending that is responsible for testing the student. For example, if a school district placed a student at a BOCES, the BOCES is responsible for testing the student. If the student is placed at a nonpublic school with an approved special education program (853 School), a Special Act School District, a State-Operated School, State-Supported School (4201 School) (see list of approved schools) or at an approved out-of-State residential school, that school is responsible for testing the student.

Homebound Students

Homebound students (also known as home-tutored students) fall into two categories: students who remain enrolled in a school but are provided temporary instruction in the home and students who are unable to attend school for the remainder of the school year because of a physical, mental, or emotional illness or injury substantiated by a licensed physician or, for students with disabilities, are placed in homebound instruction by the

CSE and are instructed at home or in a hospital by a tutor provided by the district of responsibility. The school district providing instruction in the home or hospital is responsible for testing the student.

Home-Instructed Students
NYSAA students who are home-instructed (home-schooled) are not eligible for the NYSAA. For further information, see section 100.10(h) of the Regulations of the Commissioner of Education.

Medically Excused
Under certain circumstances, a school administrator may grant a medical excuse from the NYSAA testing requirement for a student with a severe disability. Students with severe disabilities are allowed to be medically excused when the student is too incapacitated to be tested because of an illness or injury resulting from a significant medical emergency, as documented by a medical practitioner. The medically excused option is reviewed by a school district administrator on an individual student basis. School administrators should work with parents to obtain documentation from a medical practitioner. For more information, refer to Process to Medically Excuse a Student with a Severe Cognitive Disability from Participation in the New York State Alternate Assessment (NYSAA).

NYSAA and the Skills and Achievement Commencement Credential

NYSAA students are **not** required to have completed the secondary NYSAA to receive the Skills and Achievement Commencement Credential prior to exiting high school. Contact the Office of Curriculum for more information at emscurric@nysed.gov or emscgradreq@nysed.gov for graduation requirements.

Who May Administer the NYSAA

Pursuant to Section 102.3 of the Regulations of the Commissioner of Education, "Building principals are responsible for administering [State] examinations and maintaining the integrity of examination content and programs, in accordance with directions and procedures established by the commissioner." Principals are responsible for ensuring that all staff authorized to administer the NYSAA comply with the requirements and instructions contained in this manual and all DLM-issued manuals.

The NYSAA is a secure State exam. Only qualified personnel should administer the NYSAA. Qualified personnel should be certified teachers or administrators able to carry out standard examination procedures and should have special training in administering the NYSAA.

In public and charter schools, the staff administering the NYSAA should be certified teachers. In religious and independent schools, it is highly recommended that the staff administering the NYSAA be certified teachers. The principal is responsible for making the final determination as to whether a teacher may administer the NYSAA.

In the DLM system, only a user with the role of teacher who has completed the DLM Required Test Administrator Training can administer the NYSAA to students who have been rostered to them. Please refer to page 16 of the Data Management Manual for further information on User Roles.

Kite Educator Portal Account and User Roles

Kite Educator Portal is the administrative application through which staff and educators manage student data and retrieve reports and extracts.

Each user in Educator Portal is assigned a role, which gives that user permission to access specific student data within the assigned school and/or district. The role of District Test Coordinator (DTC) needs to be assigned in Educator Portal by OSA.

Once the DTC has activated their account, they can then set up other user accounts. For further information on adding users, refer to page 52 of the Data Management Manual.

New York Approved Roles in Educator Portal	Description	Manuals and guides to help users understand their roles and processes
District Test Coordinator (DTC)	A person at the district level who is able to perform test coordinator functions. Can add roles and users in a district and the component buildings. Can upload enrollment and roster files and modify student records. **This role is a good match for district Data Stewards and Assessment Coordinators.**	DTCs often use the Assessment Coordinator Manual, Data Management Manual, and Educator Portal User Guide.
Building Test Coordinator (BTC)	A person in the building who is able to perform test coordinator functions. Can assign roles to users and add users in an individual building. Can upload enrollment, roster, and Test Exit Clear (TEC) files for the building only.	BTCs should refer to the Data Management Manual and the Educator Portal User Guide.
Teacher	Educators have access only to the records for those students linked to their account by a roster. Can view student records and edit some information. Can view and edit First Contact Survey (FCS)	Teachers need to read and understand the topics addressed in the Test Administration Manual, which provides further guidance and screen shots. Teachers should also refer to

	and the Personal Needs and Preferences (PNP) Profile. **This role is a good match for the test administrator, educator, or test examiner.**	the Accessibility Manual to better understand the accessibility supports and test administration practices allowed and not allowed. Teachers should also familiarize themselves with the Educator Portal User Guide.
Building User	Can access records for all students in that building. Can view student records and edit some information.	Data Management Manual and Educator Portal User Guide for extracts and reports.
District User	Has limited access to all students in the district with some view and edit permissions.	Data Management Manual and Educator Portal User Guide for extracts and reports.
District Superintendent	Has view and edit permissions for users, students, and rosters in a district.	Data Management Manual and Educator Portal User Guide for extracts and reports.

Preparing to Administer the NYSAA

In the beginning of the school year, the DTC/BTC should familiarize themselves with the Assessment Coordinator Checklists, Important Dates to Remember, and Administration Schedule.

In addition, the DTC/BTC should share the Educator Checklist and Important Dates to Remember with those in the role of teacher. The DTC or BTC should also share the Technology Coordinator Checklist with District or Building IT staff.

Administration Schedule

The 2022-23 NYSAA Test Window takes place **Monday, March 13, 2023, through Friday, June 9, 2023.** The assessment must be completed, or the appropriate special circumstance codes entered by June 9, 2023.

Important Dates (excerpted from Dates to Remember)

9/12/22 - 2/22/23	ELA, Math, and Science Instructionally Embedded Assessment window is open. (Use of this window is optional.) • The window is closed 12/22/2022 - 01/02/2023.
10/04/22	DLM Required Test Administrator Training is open.
11/12/2022	NYSAA-eligible students need to be identified in the State data warehouse with the program service code **0220** to be included in the NYSED enrollment pull. Districts/Schools using the Instructionally Embedded Assessment Window must comply with this deadline.
11/14/22	NYSED pulls students identified as NYSAA-eligible for loading of enrollment file to Educator Portal.
11/16/22	NYSED loads enrollment file to Educator Portal. *
11/30/22	Recommended deadline to complete First Contact Survey (FCS) and Personal Needs and Preferences (PNP) Profile for participation in spring assessment to use the Instructionally Embedded Assessment Window.
3/13/23 - 6/09/23	Spring assessment administration window is open.
7/23/23	This is the last day to download and save all Data Extracts in Educator Portal pertinent to district needs.

***Districts/schools can enroll and subsequently roster students prior to the NYSED load of enrollment data; they do not have to wait for NYSED to load the enrollment file.

Test Security

The NYSAA is considered a secure State exam, and, as such, principals are responsible for ensuring that all staff authorized to administer the NYSAA comply with the requirements and instructions contained in this manual and in all DLM-issued manuals.

To minimize the number of testing irregularities, principals should conduct a review of the test administration procedures prior to each test administration with all staff responsible for test administration. Test administrators and other educational staff who support implementation are responsible for complying with the following Kite test security standards:

1. Assessments (testlets) are not to be stored or saved on computers or personal storage devices; shared via email or other file sharing systems; or reproduced by any means.

2. Except where explicitly allowed as described in the Test Administration Manual, electronic materials used during assessment administration may not be printed.
3. Users will not give out, loan, or share their passwords with anyone. Allowing others access to an Educator Portal account may cause unauthorized access to private information. Access to educational records is governed by federal and State law.
4. Those who violate the Kite test security standards may be subject to their state's regulations or State education agency policy governing test security.

DLM Required Test Administrator Training (Moodle)

There is **required** online training for all staff administering the NYSAA. The training is located on the DLM website under Training Courses. The required training can be completed in a group setting or individually at a self-directed paced. Each teacher will have their own username and password. The required online training will be available until the testing window closes.

All staff assigned to the teacher role in the Educator Portal will be automatically enrolled in this course. Teachers will have to activate their Educator Portal accounts prior to accessing this training. New teachers who did not go through training in the previous years will be assigned New Teacher training. Returning teachers, who administered the previous year, will be enrolled as returning teachers.

The new teacher training consists of four modules and the returning teacher training only has one module. Each teacher must successfully complete the modules with a passing score of 80% on the post-tests before administering the NYSAA to a student.

Teachers can receive Continuing Teacher and Leader Education (CTLE) (Appendix F) hours for the Required Test Administrator Training noted above and for any of the DLM Professional Development Modules, as well as the annual fall Training, offered through NYSED and DLM.

Student Enrollment in the Kite Educator Portal

NYSAA-eligible students need to be identified in the State data warehouse with the program service code 0220 by November 12, 2022, to be included in the NYSED enrollment pull scheduled for November 14-16, 2022.

For students enrolled after this date, the DTC/BTC will need to add these students manually in Kite. To add students manually, please see the Instructional video or refer to page 90 of Data Management Manual.

New York State Student Identification System (NYSSIS)

NYSSIS is a NYSED-developed technology that assigns and maintains a unique 10-digit number or student identifier based on an LEA-submitted set of student demographic data that is fed into a matching algorithm and returned with either a matched ID, a new ID, or

placed in a Hold Queue for manual resolution. IDs are used to provide longitudinal continuity for a student's records over their time in the NYS Student Information Repository System (SIRS).

Each student enrolled in Educator Portal (EP) must have a NYSSIS ID included in their enrollment record. District student management systems will contain NYSSIS IDs. They can also be found using NYSED's NYSSIS application system. District/Building Test Coordinators will need an account created and entitled to the NYSSIS application through the State Education Department Delegated Account System (SEDDAS) application located in the NYSED application business portal. In a nonpublic or charter school, the principal of that school must entitle access; in a public school, contact the district superintendent; for BOCES, the BOCES superintendent at the main location entitles access; and for BOCES RIC, contact your director. Refer to Appendix C.

If you are having difficulty locating the NYSSIS ID, please contact OSA via email.

Transferring of Students

When a student transfers from one district to another within New York State, especially during the testing window, it is best practice to transfer a student rather than exit them. By using the transfer option, the student's FCS and PNP, as well as any completed testlets, will transfer with them. To transfer students between districts, please contact OSA and provide the NYSSIS ID and district as well as the building to which the student will be transferred.

Exit Codes

In some situations, it may be appropriate to use an Exit Code (Appendix D) to remove a student from Educator Portal prior to testing. Students must be enrolled in Educator Portal to be exited from the system. The District/Building Test Coordinator can exit students from Educator Portal. See page 109 of the Data Management Manual for directions on exiting students. The best practice is to exit students before the assessment window opens.

Rostering Students

Once students are enrolled in Kite Educator Portal, DTC/BTCs must then create rosters. Rosters link students to their teacher (test administrator) for each subject being tested and provide test administrators access to their students' information in Educator Portal. Rosters can be created manually or by using a roster upload template file.

First Contact Survey

Once a student is rostered to a teacher, the teacher should review the student's IEP and complete the student's First Contact Survey (FCS). The First Contact Survey is a

collection tool in Educator Portal that the teacher uses to provide information about the student's communication method, any assistive technology devices the student might use, motor or sensory impairments the student may have, and the student's academic performance. The items on the First Contact Survey are used to link the student with assessments that are at the most appropriate level of complexity in each subject. The DLM assessments are known as testlets.

Testing Accommodations and Accessibility Supports

In general, students with disabilities must be provided with the testing accommodations specified in their IEPs or 504 Plans when taking State assessments. It is the principal's responsibility to ensure that students receive their testing accommodations and that those staff who will be providing them are appropriately trained. Teachers are advised to become familiar with the accommodations specific to the NYSAA.

The CSE determines an individual student's testing accommodations based on the student's needs. The student's IEP provides the testing accommodations to be used for the student.

The DLM alternate assessment system provides accessibility supports that allow NYSAA-eligible students to meaningfully participate in the NYSAA. These accessibility supports enable administrators and teachers to customize the NYSAA assessments to meet the individual needs of students. A student's IEP must clearly document all testing accommodations, including accessibility supports, that will be provided to the student when participating in the NYSAA.

Prior to testing, the teacher selects the accommodations in the Personal Needs and Preferences (PNP) Profile to be provided during the assessment, based on the testing accommodations indicated on a student's IEP. Teachers should refer to page 26 of the Accessibility Manual and the Accessibility Supports memo.

Braille

The last day to request the shipment of Braille forms or embossing paper is February 13, 2023. In the PNP Profile, the teacher would select the correct braille form for the student. Braille forms are available in Unified English Braille (UEB) for ELA and science and Nemeth code for math. DLM supplies uncontracted braille forms for ELA, math, and science, but not for all EEs and linkage levels. Braille should not be selected for emerging braille readers. Braille should be selected only if the student is proficient enough in braille to demonstrate their knowledge, skills, and understanding of the EEs in the DLM alternate assessment by independently reading uncontracted braille. There are other accessibility options for students who do not read uncontracted braille, such as Alternate Form-Visual Impairment, magnification, human read aloud, or spoken audio. Refer to page 23 of the Accessibility Manual for further information on Braille and Alternate Form-Visual Impairment supports.

Oral Translations for English Language Learners

The DLM test system does not provide translated forms of the NYSAA. It is available in the English language only. Therefore, when testing English Language Learners in the NYSAA, it is permissible for a school to orally translate text that is visible on the computer screen into the student's native language. Unless exceptions are noted on the Testlet Information Page (TIP) or at the beginning of a test section, the text can be translated, and the students' answers accepted in English or their own native language. The school is responsible for the translation process and procedure for the DLM assessments. Refer to The Provision of Oral Translations for the New York State Alternate Assessments in English Language Arts, Mathematics, and Science for further information.

In addition, for the writing question in the ELA writing testlet, ELLs may provide their responses in their native languages, unless exceptions are noted in the Testlet Information Page (TIP) or at the beginning of a test section. Districts and schools should plan for translation services, as they are responsible for the translation process and procedure.

The Office of Bilingual Education and World Languages and the Regional Bilingual Education Resource Networks (RBERNs) can assist schools in locating people who can aid in the translations. A directory of the RBERNs is available.

Test Administration Resources

Practice Activities and Released Tests

It is recommended that teachers and students familiarize themselves with the DLM alternate assessment system by taking part in the practice activities and reviewing released testlets. Practice activities are designed to familiarize users with how testlets appear in Student Portal. One practice activity is for students and the other is for teachers. Released testlets are like actual testlets. These testlets contain items that align to EEs at designated linkage levels. The Guide to Practice Activities and Released Testlets and the Test Administration Manual (page 39) have instructions for accessing these resources.

Instructionally Embedded (IE) Assessment

The IE assessment is another way for teachers and students to become more familiar with the DLM alternate assessment system. IE assessments are computer-delivered alternate assessments that are intended to be relaxed, constant, and integrated with classroom instruction. The IE assessments are testlets very much like those used for summative DLM assessments Teachers have the option to administer the IE Assessments during the fall and winter months. It closes prior to the required spring assessment window opening. The FCS must be completed prior to accessing the IE Assessment. The FCS is analyzed and used to determine the recommended linkage level for each EE for each subject in the Instruction and Assessment Planner. Teachers can choose EEs immediately after submitting the FCS and can accept the system recommended linkage level or select a different one. The Educator Portal User Guide (page 53) and Test Administration Manual (page 88) has instructions for how to use the IE Assessment.

During Testing

Test Tickets

The DLM assessments are known as testlets. A testlet is a grouping of three to nine items, depending on the subject. Each testlet begins with an engagement activity that's designed to motivate students, provide a context, and activate prior knowledge.

Once the testing window opens and the teacher has completed all the steps to prepare to administer the NYSAA, they must retrieve a student's test ticket, access the Testlet Information Page (TIPs), and prepare test materials as noted in each TIP. If the testing window is open and there are no testlets available for the student, please see Appendix H for troubleshooting tips.

Prior to testing, teachers will need to access test tickets in Kite Educator Portal. Test tickets contain the student's name and password to access the Kite Student Portal where they take the NYSAA. Test tickets are located under the Manage Tests tab. Teachers can access the Test ticket only if they have completed the DLM Required Test Administrator Training. This document may be printed, but it is a secure document and needs to be handled securely. If printed, it should be destroyed after testing.

Testlet Information Pages (TIPs)

Prior to administering a testlet to a student, the teacher must access the TIPs associated with each new testlet that becomes available. The TIPs provide detailed information about a specific testlet, including certain test materials needed for the testlet, alternate text for human read aloud, and more. TIPs are available in the Kite Educator Portal after each testlet is assigned to a student. TIPs are secure documents and need to be handled securely. If printed, it should be destroyed after testing.

Test Materials

The TIP for each testlet identifies information and materials needed for each testlet. Prior to testing, the teacher should carefully review the TIP and gather materials for testing in advance. Sometimes materials are required and cannot be substituted, but substitutions are allowed in most cases. If a testlet requires materials, the TIP will state the specific materials mentioned in the testlet and describe their attributes so that test administrators may find appropriate substitutions. Refer to page 83 of the Test Administration Manual for more information on materials needed, substitutes allowed, and supports not allowed. There is additional test material guidance specific to ELA, math, or science.

Writing Testlets

The DLM system uses information from the First Contact survey about the student to determine which type of writing testlet the student should receive. The DLM writing

testlets assess a student's ability to communicate using writing and the precursor skills that lead to writing. Because these skills focus on understanding letters, words, and the expression of ideas through words, picture or word selection is not an appropriate method of composing text for the DLM alternate assessment writing testlets. When the testlet response options refer to "writing" or "the student wrote," this can include any method the student uses for writing. For more information on the Writing testlets refer to Appendix F.

Special Circumstance Codes

If a student cannot participate in the NYSAA, a special circumstance code (Appendix B) is entered to provide an explanation as to why the student was not tested. Only the District/Building Test Coordinators (D/BTC) can enter special circumstance codes for students. These codes are specific to each school year's testing window only and to the subject for which they are entered. Special circumstance codes can be entered only during the testing window and must be entered prior to the close of the testing window.

For more on entering special circumstance codes, please refer to the DLM directions.

Test Completion

Please note that test administrators will receive notification in Kite Student Portal that testlets have been completed for a student in a content area; for example, a student completed 2 out of 9 testlets in ELA. In addition, test administrators should keep a chart tallying the number of testlets students have completed to compare with the expected number to be completed as found in the TAM (see chart below). Note that field tests are not included in this count (see below). **District Test Coordinators must run a Data Extract Report to determine that all testing for each subject has been completed.**

NUMBER OF TESTLETS FOR SPRING ASSESSMENT

Grade	Math Testlets	ELA Testlets	Science Testlets	Field Testlets
3	8	9	Not tested	0 or 1
4	8	9	Not tested*	0 or 1
5	8	9	Not tested**	0 or 1
6	7	9	Not tested	0 or 1
7	7	9	Not tested	0 or 1
8	8	9	9	0 or 1
High School-cohort grade 9	7	9	9	0 or 1

*Students eligible to participate in the grade 4 NYSAA in science will not be tested in the 2022- 23 school year. **Instead, these students will be tested in grade 5 the following year (spring 2024).

Field Testing

Once all required spring assessments are complete, there may be zero or one field test delivered in each of the content areas. The field test testlet may be harder or easier than the last operational testlet the student completed for the Essential Element. If it is too difficult for the student, the student or test administrator may leave a response unanswered or choose an option indicating the student did not respond (if available), and then submit the testlet. Student responses on field test testlets will not be scored. Test administrators can expect each field testlet to take the same approximate time to administer as an operational testlet. Test administrators are strongly encouraged to deliver the field testlets, which help build a larger operational bank of available testlets. Please see the chart on page 15 for the number of testlets delivered per grade level. Field tests will not be counted in the total tests delivered according to the above. After you have completed the required testlets, please go back into Kite Educator Portal to see if a field testlet, which is labeled with NA, is available just as you would check for an operational assessment. Remember: After you have completed the required testlets, please go back into Kite Educator Portal to see if a field testlet has become available.

Teacher Surveys

Teacher surveys will be delivered in Student Portal again this spring. The survey is optional, but it is strongly recommended that the survey be completed. The survey is accessed under the "Other" tab. It does not pop-up during student test administration. Utilize the Exit Does Not Save button should it be accidently opened by the test administrator or student during testing. Please complete the survey.

Reporting Irregularities and/or Misadministration

Pursuant to Section 102.3 of the Regulations of the Commissioner of Education, "Building principals are responsible for administering [State] examinations and maintaining the integrity of examination content and programs, in accordance with directions and procedures established by the commissioner." Accordingly, the building principal is responsible for all aspects of the school's test administration and must take appropriate measures both to prevent, as much as possible, and to investigate all security breaches and irregularities associated with the administration and scoring of the test. In addition, the principal, where the misadministration took place, must report the following testing irregularities and misconduct by students—in writing, on school letterhead, and signed by the principal—to OSA via email to emscassessinfo@nysed.gov. New York City public schools must also email testsecurity@schools.nyc.gov.

Testing Irregularities or student test misconduct that must be reported:

- All student infractions of NYSED's policy prohibiting the possession or use of cell phones and other communications devices during State assessments. A student may be allowed to retain an otherwise prohibited device in their possession if there is documentation on file at the school from a medical practitioner that the student requires such a device during testing.

- All test administrator infractions regarding violation of the Kite security agreement, including reproducing the assessment (i.e., printing, storing, saving, taking screen shots, etc.) as well as sharing login credentials or providing unauthorized access to the assessment.
- All confirmed cases of students cheating.
- All instances of school officials or staff members providing students with unauthorized/inappropriate testing accommodations or tools when not included on the students IEP.
- All instances of school officials or staff members providing students with other nonstandard test administrations, unrelated to cheating.
- All instances of student testing being completed at the wrong grade level and/or subject. **Note:** If testing window is still open, the school can request a test reset from OSA by phone at 518-474-5902 or via email to emscassessinfo@nysed.gov and the student can take the correct grade and subject test prior to the test window closing.
- All instances of a student taking an assessment by using another student's login credentials.

The report, signed by the principal where the misadministration took place, must include:

- The school's Basic Educational Data System (BEDS) code,
- The school district and school name,
- The subject and grade of the NYSAA,
- A brief description of the incident,
- The number of students affected,
- NYSSIS ID numbers of affected students, and
- The principal's determination as to whether the incident constitutes a misadministration. If the incident is determined to be a misadministration, then the principal must submit a corrective action plan indicating how they will prevent the incident from occurring again.

Mandatory Reporting of Testing Improprieties by Adults

NYSED's Office of School Personnel Review and Accountability (OSPRA) handles all reports of testing improprieties by adults involved in the administration and scoring of State tests. School officials and personnel are required to report any incident of testing misconduct by an educator or other adult involved in testing. Reports should be made via the OSPRA website by submitting the incident report form located on the main page under the tab "Report Educator Test Fraud."

No adverse action, including dismissal and any disciplinary action, may be taken against an employee who files a mandatory report of testing misconduct because the employee filed a report. Anyone who takes such unwarranted adverse action against another employee may face disciplinary action by NYSED.

Examples of Improper Testing Conduct Reported to OSPRA:

- All suspected or confirmed cases of a school official or staff member giving aid or impromptu lessons on specific test content to students immediately before or during a state test.
- All instances of a test administrator completing the assessment for a student.
- All suspected or confirmed cases of a test administrator altering student responses on the assessment.
- All instances of an administrator or teacher instructing another administrator or teacher to alter or interfere with student responses.

Coding of Invalid Tests

Any breaches or irregularities, except interruptions caused by power outages or alarms, may be determined by the school or by OSA to invalidate a student's test results. In cases where a student's test has been invalidated, the administrator must:

1. Notify OSA of the administrative error via phone at 518-474-5902 or via email to emscassessinfo@nysed.gov. In order to expedite accurate reporting, provide the BEDS code, district and school building name, subject, grade, and NYSSIS IDs.
2. If the testing window is still open, the district should also enter the special circumstance code, "State Use 1 (10001)", in the Educator Portal. Directions for entering special circumstance codes, can be found on the NYSAA Test Administration Resources website.
3. If the testing window has closed, then NYSED will document that a misadministration has occurred.
4. On the L2RPT SIRS-301 Tested/No Tested Confirmation Report verification report, a student for whom an administrative error occurred will not receive a valid score and will appear as "not tested."

Circumstances that Should Not Be Reported as Administrative Errors

Please contact OSA during the test administration if there is a circumstance where it might not be appropriate to invalidate a student's test result. For example, the NYSAA test window is open, and a student was tested at an incorrect grade level. OSA can have the test reset and the student can then test at the correct grade level while the test window is open. In these circumstances, OSA will work with district administrators to provide further guidance. If such circumstances occur, the administrator should notify OSA immediately for further assistance.

After Testing

Reporting of NYSAA Results

There are two versions of NYSAA Score Reports are available: A NYSED version and a DLM version. The NYSED version is available through NYSED's L2RPT system in the SIRS-502 Score Report – NYSAA. The District Data Coordinator at each district will have information on how to access this system. The NYSED score report is intended to be shared with parents.

The DLM score reports are available in Educator Portal in August of each school year. Please refer to pages 91-96 in the Educator Portal User Guide for specific instructions for accessing the reports.

DLM Individual Student Score Reports consist of two parts: a Performance Profile, which summarizes skill mastery for related content (e.g., a specific conceptual area or domain) and for the subject overall, and a Learning Profile, which describes the skills, as they relate to each EE, that were included in the assessment and how the student's mastery of these skills compares to alternate achievement grade-level expectations. A student-specific score report is available for each subject on which a student was assessed.

Individual Student Score Reports will be available for students who participated in one or more testlets of the NYSAA in ELA, mathematics, and/or science. These are for teacher use only.

Performance Profile

The Performance Profile provides a report of the student's overall performance in a subject. Please note that there is no exact correlation between mastering a particular linkage level on a specific EE and the overall performance level in the subject.

- Reports include only valid student records as determined by State-level review of results. If a student record was invalidated during the State's two-week review window, the student will not have an Individual Student Score Report.

Learning Profile

A Student Learning Profile Report describes the student's mastery of certain skill levels for each assessed EE. For every EE in ELA and mathematics, there are skills at five linkage levels: Initial Precursor, Distal Precursor, Proximal Precursor, Target, and Successor. For every EE in science, there are skills at three linkage levels: Initial, Precursor, and Target. These levels are shown in columns on the Learning Profile. The Target level represents the grade-level expectation for students with the most significant cognitive disabilities. Each student is assessed on one linkage level for all EEs on the blueprint, except for Writing. Students are typically not assessed at every linkage level and may not be assessed on every EE.

A Student Learning Profile Report provides one piece of evidence to help inform instruction of NYSAA students and helps to build a bridge between the alternate achievement standards, the State assessment, and teaching.

Class- and School-Level Results

The Class Results Report provides a summary of results for all students who were rostered to the teacher. The report lists individual students, the number of EEs tested, number of skills mastered, and their final achievement level. Each school receives Class Results Reports for every teacher with students enrolled in the DLM alternate assessment. The students are arranged alphabetically by grade level. All subjects assessed are included on the report.

The School Results Report contains the same information as the Class Results Report along with the teacher for each student added in an additional column. Records for the entire school are organized by grade and then by teacher and student in alphabetical order.

District- and State-Level Results

The District Results Report provides one table of results. Each row shows the number of students assessed at that grade and subject and the number of students who achieved at each performance level. The last column indicates the percent of students at the target or advanced levels. The State Results Report has the same formatting and provides the same type of information for all student records in the State.

How Reports Are Distributed

Individual Student Score Reports are available through the Kite Educator Portal platform. The reports will only contain information pertaining to the testlets that the student completed. The Performance Profile would indicate that the student has a zero on performance or no levels mastered for EEs that were not assessed, and the Learning Profile would indicate that a student was not assessed on those EEs.

An Educator Portal user with the role of District Superintendent, DTC, BTC or Teacher will have access to Individual Student Score Reports (Learning and Performance Profile Reports) for students who were assessed the previous spring. To access the reports, the authorized user logs into Educator Portal.

Educator Portal users with the role of District Superintendent, DTC, or BTC will select Alternate Assessment from the Reports dropdown menu. Next the authorized user selects the End-of-Year tab and Student (Individual) or Students (Bundled). Educator Portal users with the role of Teacher will have access to Student Learning Profile Reports for students who are rostered to them for the current school year's assessment. Teachers will have

access to the reports by logging into the Educator Portal platform and selecting the Student Report Archive from the Reports tab dropdown.

Questions regarding the Individual Student Score Reports may be directed to OSA.

Data Extracts

The deadline to save 2022-23 Data Extracts in Kite is by **July 23, 2023**. After that the system clears out in preparation for next year.

If you want or need to save the test reports, please refer to page 40 of the Assessment Coordinator Manual for types of extracts you can access and page 76 and page 97 in the Educator Portal User Guide for explanations of each report.

To access the Data Extracts: Log in to Educator Portal and select the REPORTS tab. Then, select DATA EXTRACTS from the drop-down menu. A list of available extracts will display. The list will vary depending on the user's role. The amount of data in the extracts will also vary depending on the user's role. Select the New File button in the Action column to the right of the desired extract's name to access the extract. If the extract has been accessed previously, a pop-up message will explain that the previous extract will be deleted. To proceed with the request, select the Yes button. Once generated, which may take a few minutes depending on the amount of data involved, the extract will appear as a downloadable CSV file in the File column. CSV files are like Microsoft Excel spreadsheets and can be filtered and sorted as desired.

Downloaded extracts must be securely saved or deleted since they contain private information. Follow State and district test security policies and procedures.

Appendices

A. Birthdate Ranges for Students with Disabilities Participating in the 2022-23 New York State Alternate Assessment (NYSAA)

Students with disabilities participating in the New York State Alternate Assessment (NYSAA) are assessed according to chronological ages aligned with grade levels. The chart below provides information on the age ranges for students with disabilities participating in the 2022-23 NYSAA. Students should be tested based on their birthdate in the content areas indicated for each grade level.

Please contact OSA if you have any questions regarding the birthdate ranges for students participating in the NYSAA.

Birthdate	NYSAA Grade and Component	Reaches this Age Between September 1, 2022, and August 31, 2023
September 1, 2013–August 31, 2014	Grade 3 ELA and Math	9
September 1, 2012–August 31, 2013	Grade 4 ELA and Math*	10
September 1, 2011–August 31, 2012	Grade 5 ELA and Math	11
September 1, 2010–August 31, 2011	Grade 6 ELA and Math	12
September 1, 2009–August 31, 2010	Grade 7 ELA and Math	13
September 1, 2008–August 31, 2009	Grade 8 ELA, Math, and Science	14
September 1, 2004–August 31, 2005	Secondary-Level ELA, Math, and Science**	18

*NYSAA-eligible students who meet the age criteria for Grade 4 are NOT expected to be tested in science this year. NYSED is transitioning the Grade 4 Elementary-Level Science Examination this year, so do NOT roster students to Grade 4 science for spring 2023 NYSAA. Refer to the Administration of the New York Alternate Assessment in the 2022-23 School Year for further guidance.

**NYSAA-eligible students who do not meet the age criteria above for the secondary level and will be exiting school before they reach their eighteenth birthday must take the secondary-level NYSAA before they leave school (i.e., when they are 17 years old). NYSAA-eligible secondary-level students who were expected to participate in the spring 2020, spring 2021, or spring 2022 NYSAA administration but could not do so are NOT expected to take the NYSAA before they exit school.

Reminder: All NYSAA-eligible students noted in the secondary-level age range above are assigned to the Grade 9 cohort in Educator Portal, regardless of the actual grade that the student is enrolled in at school. The grade must be 9 in the Educator Portal system.

B. Special Circumstance Codes

For directions on how to enter special circumstance codes, refer to the Special Circumstance Codes Directions.

NYSAA Not-Tested Category	NYSAA Not-Tested Description	DLM Special Circumstance Code in Kite Educator Portal
Absent	The student was in attendance for fewer than 30 school days as a NYSAA-eligible student between March 13-June 9, 2023 (ELA, Mathematics, and Science) and it was determined that there was not enough time to assess the student.	Chronic Absences (13813)
Arrived After Cutoff Date for Test Administration	The student arrived in the district too late for the district to enter the student into the Kite Educator Portal and complete the assessment. The cutoff date is generally three weeks prior to the closing of the test window.	Other (9999)
Medically Excused	The student was too incapacitated to be tested because of an illness or injury resulting from a significant medical emergency, as documented by a medical practitioner. The medically excused option is reviewed by a school district administrator on an individual student basis. Students taking the NYSAA are not considered medically excused from testing because of their disability.	Medical Waiver (3454)
Took Another Assessment to Fulfill Testing Requirement	The student took another approved assessment (i.e., a New York State general assessment, (or approved alternative) or Regents Examination (or approved alternative)) to fulfill the testing requirement in a particular content area.	Other Reason for Non-Participation (13831)
Parent Refusal	The student was not administered the NYSAA, based on a parent refusal of the NYSAA assessment. This does NOT include students who were unable to engage in the assessment at the time of the testing for whom a valid score of zero is appropriate.	Parent Refusal (13820)

Misadministration/ Reporting Irregularities	The building principal is responsible for all aspects of the school's test administration and must report testing irregularities and misconduct by students and staff—in writing, on school letterhead, and signed by the principal—to OSA via fax to 518-474-1989 or by email to emscassessinfo@nysed.gov. Examples of misadministration, include, but are not limited to: • All test administrator infractions regarding the violation of the Kite Security Agreement, including reproducing the assessment or sharing login credentials. • All instances of test administrators providing students with unauthorized testing accommodations. For more information on the definition of Misadministration/Testing Irregularity, visit http://www.nysed.gov/state-assessment/test-administration-resources	State Use 1 (10001)
	DO NOT USE	State Use 2 (10002)

Note: In some situations, it may be more appropriate to exit or transfer a student rather than enter Special Circumstance Codes. If a student moves to a new district or school, the sending school can exit the student from Educator Portal or contact the NYSED to transfer the student to the new district. For a full list of possible exit reasons, please visit the DLM Data Management Manual.

C. NYSSIS (NYS Student Identification System)

NYSSIS provides **unique statewide identification numbers to all students** participating in the NYS PreK - 12 Student Information Repository System (SIRS), also called the statewide (Level 2) student data warehouse. The SIRS provides a single source of standardized individual student records for analysis at the local, regional, and State levels to improve student performance and to meet State and federal reporting and accountability requirements. NYSSIS IDs are a unique 10-digit number assigned to each NYS student and used to provide continuity for a student's records (including State testing) during their time in the NY school system.

How do I access the NYSSIS ID?

You need an account created and entitled to the NYSSIS application through the SEDDAS application located in the NYSED application business portal. In a nonpublic or charter school, the principal must entitle access; in a public school, contact the district superintendent; for BOCES, the BOCES superintendent at the main location, and for a BOCES RIC, your director.

What if I am new or there are changes in my district/school?

A nightly automated process runs to create accounts and entitle/un-entitle accounts to the NYSSIS web application for the CEO position of a public district, BOCES district, charter school, non-public school and BOCES RIC **based on the existing data submitted to SEDREF from your institutional school building location or district building location**. This process handles a staff change in the CEO position of an institutional location. All account entitlements of the previous CEO will be transferred to the new CEO of the same institutional location.

What if I cannot locate the NYSSIS ID #?

Contact either the Office of State Assessment at EMSCASSESSINFO@nysed.gov or Computer Based Testing at CBTSupport@nysed.gov for more assistance in obtaining the NYSSIS ID # for a student.

Moreover, the Local Education Agency (LEA) (i.e., school/district) may need to work with their contracted Level 1 data center to submit their student data to get a NYSSIS ID if the student record(s) have not been submitted to the NYSSIS system yet. (Turnaround time can be less than an hour).

D. Exit Circumstance Codes

DLM Exit Code in Kite Educator Portal	Exit Code Description	NYSAA Clarification
1	Student transferred to a public school in the same district.	Contact NYSED to transfer student between schools.
2	Student transferred to a public school in a different district.	Contact NYSED to transfer student to different district if testing has begun in order to transfer completed testlets.
3	Student transferred to a public school in a different state.	
4	Student transferred to an accredited private school.	Ex: Special Acts, 853s, 4201s, State-operated, and NYS-approved out-of-State schools
5	Student transferred to a nonaccredited private school.	Ex: Independent/secular, religious
6	Student transferred to home schooling.	Section 100.10(h) Regulations of the Commissioner of Education
10	Student death.	
13	Student reached maximum age for services.	Section 200.5(a)(5)(iii) of the Regulations of the Commissioner of Education
14	Student discontinued schooling.	Ex: Dropped out
16	Student moved within the US and is not known to be in school.	This is different from code 3, in which the student was known to transfer.
17	Unknown educational services provided to student.	
18	Student data claimed in error/never attended.	Ex: Student is not eligible, based on birthdate chart, but was mistakenly enrolled.
30	Student no longer meets eligibility for alternate assessment.	Ex: A CSE meeting was held, and the student's graduation program has changed.
98	Unresolved exit for student.	

E. Quick DLM Reference and Resource Guide

A quick reference and resource guide to direct educators and test administrators to frequently accessed DLM test administration information.

DLM website dynamiclearningmaps.org (Select your state under the For States tab)	Educator Portal educator.kiteaai.org	Moodle training.dynamiclearningmaps.org	Kite® Student Portal application
Manuals (e.g., TEST ADMINISTRATION MANUAL, ACCESSIBILITY MANUAL)	DLM security agreement	Facilitator Guide for Required Test Administrator Training (includes Moodle login information)	Tech personnel download the app to student testing devices
Blueprints, Essential Elements, linkage levels	Student rosters	Guide to DLM Required Test Administrator Training (includes Moodle login information)	Login using students' usernames and passwords
Guides (e.g., EDUCATOR PORTAL USER GUIDE, Guide to DLM Required Test Administrator Training, Guide to Practice Activities and Released Testlets)	PNP profile and First Contact survey	Test Administrator Training modules	Students' testlets
Link to Professional Development modules at dlmpd.com	Testlet Information Pages (TIPs)	Test Administrator module post-tests	Practice testlets using demo student profiles from the Guide to Practice Activities and Released Testlets (demo.sue29, etc.)
Other DLM resources and state-specific resources	Retrieval of students' usernames and passwords	Test Administrator Training completion certificate	

F. Continuing Teacher and Leader Education (CTLE)

A registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during every five-year registration period if they practice in a NYS Public or Non-Public School, Special Act District, or BOCES.

For more information on the CTLE determination process, visit CTLE.

Acceptable CTLE must be taken from a sponsor approved by the New York State Education Department.

Acceptable CTLE shall be study in the pedagogy or content area of any certificate title held by the individual.

The 2022 annual fall NYSED-sponsored NYSAA (DLM) facilitated training and the 2022-23 Test Administrator Training (Moodle) self-directed trainings are available for CTLE credit.

To receive credit, please email emscassessinfo@nysed.gov, and provide the following:

- ✓ your name as it appears on your New York State teaching certification,
- ✓ your email, school, and location,
- ✓ name and type of training,
- ✓ date, and
- ✓ copy of training completion certificate.

Any questions, email emscassessinfo@nysed.gov or call 518-474-5902

G. Writing Testlets

There are two types of writing testlets:

- **Emergent writing** testlets are used for students who do not yet have or are working on early symbolic understanding.
- **Conventional writing** testlets are used for students who have symbolic understanding and can use writing tools to communicate.

To read more about writing testlets, visit Instructional Resources.

The DLM system uses information from the First Contact survey about the student to determine which type of writing testlet the student should receive.

The DLM alternate assessment writing testlets are designed to measure student ability for between two and six Essential Elements. The Initial and Distal Precursor levels are combined in an Emergent writing testlet. The Proximal Precursor, Target, and Successor levels are combined in a Conventional writing testlet. Emergent and Conventional writing testlets are available for every grade.

In both types of writing testlets, students use the orthography-based tools that they use for writing in everyday instruction. Many students taking DLM alternate assessments will need the support of a test administrator to assist them in accessing a writing tool. The tools must offer students access to all 26 letters of the alphabet. The following writing tools are always allowable for use in writing testlets:

- pens or pencils
- white boards
- traditional keyboards using word processing software
- adapted keyboards that include all 26 letters of the alphabet
- tablet computer keyboards using word processing software
- any keyboard using word-prediction software
- alternate pencils, including alphabet flip charts, talking word processors, eye gaze displays of letters, and letter-by-letter dictation of any sort
- a test administrator acting as a scribe, provided that the student is dictating letters to construct words.

The DLM writing testlets assess a student's ability to communicate using writing and the precursor skills that lead to writing. Because these skills focus on understanding letters, words, and the expression of ideas through words, picture or word selection is not an appropriate method of composing text for the DLM alternate assessment writing testlets. When the testlet response options refer to "writing" or "the student wrote," this can include any method the student uses for writing.

During the use of both types of writing testlets, the test administrator and the student participate in an engagement activity related to choosing a topic on which to write. In Emergent writing testlets, students often choose from a list of topics that they have been exposed to during instruction. Students taking Conventional writing testlets also write

about familiar topics. The Kite system does not pre-select topics for writing assessments. If able, the student should independently select a subject on which to write. The subject should focus on an informational topic that is relevant to instruction and familiar to the student.

With writing testlets, the test administrator delivers a structured writing activity to the student. The test administrator follows a series of onscreen instructions that guide the activity. The activity assesses the student's abilities to use writing to communicate about information at an appropriate level given the student's symbolic understanding.

> Educator Directions:
>
> Say: You are going to write about a person, place, or object today. What would you like to write about?"
>
> Give the student time to make a choice about a topic used in shared reading and during instruction. If the student is unable to select a topic, select a topic for the student to write about. When the student is ready to begin, select "NEXT."

The test administrator is given prompts to ask the student to engage in writing tasks. The test administrator answers questions in Kite Student Portal to evaluate the student's response after each prompt.

> After the student has finished writing, choose the highest level that describes your evaluation of the final product. Spelling is not evaluated in this item.
>
> - Wrote facts, details, or other information related to the topic
> - Communicated about facts, details, or other information related to the topic, but did not right
> - Wrote at least one word related to the topic
> - Wrote a word or words that were not related to the topic
> - Wrote letters
> - Wrote marks or selected symbols other than letters
> - Did not communicate or write about the topic

The student's writing product must be kept on file at their district for a period of one year following test administration.

Additional modules associated with emergent and conventional writing are located on the DLM Professional Development site.

H. Frequently Asked Questions and Answers (FAQ)

1. Why Don't I See Testlets?

There are several tasks that must be completed in order to administer testlets to students. When test administrators (teachers or others who are testing students) report that they are not able to administer testlets, please check to be sure that all tasks below have been completed:

- The Required Test Administrator training (Moodle) has been completed and all quizzes have been passed with a score of 80% or higher. Reminder: once you complete and pass the quizzes, you must go back to the landing page and accept the certificate, or the course is not recognized as complete.
- The Security Agreement in Educator Portal has been read, agreed to, and signed. The First Contact survey has been completed and submitted.
- Test administrators have the role of Teacher in Educator Portal. Test administrators need to have the educator identifier field associated with their Kite Educator Portal account populated with either their TEACH identification number or their email.
- Students are rostered to the test administrator in either ELA, Math, or Science, or all if applicable. If a student is rostered to a course instead of the content area, they will not be assigned testlets. One roster per subject.
- Reminder: if you're using the Instructionally Embedded (IE) assessments, you won't see anything under Test Management like you do in the spring. IE is located in the Instruction and Assessment Planner. Refer to page 53 of the Educator Portal User Guide for more information.

2. What grade should be used for high school students taking a NYSAA?

ALL NYSAA-eligible students noted in the secondary-level age range in the Birthdate Range memo are assigned to the Grade 9 cohort in Educator Portal, regardless of the actual grade that the student is enrolled in at school, including ungraded.

3. Is there a list available of users, students and rosters who have already been loaded into the KITE Educator Portal System?

District and Building Test Coordinators can export reports out of the KITE Educator Portal system for all user, enrollment and roster data that has been submitted to date. Refer to page 78 of the Educator Portal User Guide for more information.

Here's how to extract the reports:

Users

- Once logged into Kite Educator Portal, go to the blue REPORTS tab, and then select DATA EXTRACTS.
- Select NEW FILE in the 'Action' column for the 'Users' Extract. In the pop-ups, select your district (if not already populated) and leave the school field blank for a list of all district users. Select a school for a school-specific report.
- Click on "OK".
- Once the report is generated, a date stamp will replace “in queue” in the 'File' column. You’ll then be able to click the CSV link to download it.

Enrollment (students)

- Once logged into Kite Educator Portal, go to the blue REPORTS tab, and then select DATA EXTRACTS.
- Select “New File” for the 'Current Enrollment' Extract. In the pop-ups, select your district (if not already populated) and leave the school field blank for a list of all district enrollment. Select a school for a school-specific report.
- Click on "OK".
- Once the report is generated, a date stamp will replace “in queue” in the 'File' column. You’ll then be able to click the CSV link to download it.

Rosters

- Once logged into Kite Educator Portal, go to the blue REPORTS tab, and then select DATA EXTRACTS.
- Select “New File” for the 'Roster' Extract. In the pop-ups, select your district (if not already populated) and leave the school field blank for a list of all district rosters. Select a school for a school-specific report.
- Click on "OK".
- Once the report is generated, a date stamp will replace “in queue” in the 'File' column. You’ll then be able to click the CSV link to download it.

4. How do I obtain a TEACH ID?

- In Educator Portal, the Educator Identifier for public school/charter/BOCES teachers is the New York State TEACH ID. This is a required field.
- If a TEACH ID is unknown, please enter the teacher’s email in this field as this is a required field.
- You can also visit the TEACH website to obtain an educator id.
- Access TEACH Accounts and IDs for more information.

5. **How are student usernames and passwords set and what if a student can't type them?**

- Students must have a username and password to access KITE Student Portal and take the NYSAA.
- The username and password are assigned to the student from within Educator Portal.
- They are not created by the student or the teacher.
- Educators can view student usernames and passwords in Educator Portal under MANAGE TESTS, select TEST MANAGEMENT, then select SEARCH. Under 'Test Ticket', select the PDF icon to access the student's username and password, The Test Ticket can be printed, but is a secure document and must be securely destroyed.
- Teachers can log in for students if the student is unable to do it for him or herself.

6. **Who must take the Required Test Administrator Training?**

   All teachers who plan to administer the NYSAA must take the Required Test Administrator Training (Moodle) every year they administer the NYSAA. Teachers who took the training last year are considered Returning Teachers in the system. Teachers new to NYSAA testing and teachers who skipped a year administering the NYSAA are considered NEW teachers in the system.

7. **What if I do not see a student when rostering?**

   If the DTC does not see students after State does November upload, then the DTC will have to manually enroll the student. See page 90 of the Data Management Manual.

8. **Why does the student have a different grade level then the grade level indicated in the Birthdate Chart?**

   Many NYSAA students are ungraded, therefore, the student should be tested at the grade level indicated in the Birthdate Chart that is aligned to their date of birth.

2023 Edition

New York State

Alternate Assessment

School Administrator's

Manual