STUDENT ASSESSMENTS

AND ASSOCIATED GROWTH MODELS FOR FORM C TEACHER AND PRINCIPAL EVALUATION

PUBLICLY AVAILABLE SERVICES SUMMARY

This form will be posted on the New York State Education Department's Web site and distributed through other means for all applications that are approved in conjunction with this RFQ to allow districts and BOCES to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Contact Mr. Michael Cornell
Information:
Name of Assessment:

Nature of Assessment: ~ ASSESSMENT FOR USE WITH STUDENT
LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR

0 SUPPLEMENTAL ASSESSMENT WITH AN
ASSOCIATED GROWTH MODEL:

0 GAIN SCORE MODEL
0 GROWTH-TO-PROFICIENCY MODEL
0 STUDENT GROWTH PERCENTILES
0 PROJECTION MODELS
0 VALUE-ADDED MODELS
0 OTHER:
What are the grade(s) for which the K-12
assessment can be used to
enerate a 0-20 APPR score?

What are the subject area(s) for ALL NON-REGENTS SUBJECT AREAS
which the assessment can be used
to enerate a 0-20 APPR score?

What are the technology None
requirements associated with the
assessment?

Is the assessment available, either D YES for free or through purchase, to
other districts or BOCES in New ~ No
York State?

TARGET-SETTING MODEL- Teachers will upload rosters into SLO rosters into the SLO form and note baseline data points to set targets. The targets will be converted into point values (0-20 accordin to the NYS metric of 3012-d.

Characteristics of Good ELA and Aligned to Common Core Learning Standards
Math Assessments (only
applicable to ELA and math
assessments :

Assessments Woven Tightly Into Common formative assessments aligned to goals,
the Curriculum: and ob' ectives

Performance Assessment: Assessments geared to students demonstrating their
knowledge of curriculum in multiple formats and the
depth of understanding (performance, projects,
ortfolio, a er and electronic
Efficient Time-Saving Performance and project-based assessments
Assessments: provide students with an opportunity to demonstrate
learning; more instructional time is provided for
dee er learnin

Technology: Use of technology supports differentiating learning,
skills and is more time efficient

Degree to which the growth Will be used for SLO's only
model must differentiate across
New York State's four levels of
teacher effectiveness (only
applicable to supplemental
assessments):