



**STUDENT ASSESSMENTS
AND ASSOCIATED GROWTH MODELS FOR
TEACHER AND PRINCIPAL EVALUATION**

FORM C

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 services and/or programs and to contact Assessment Providers regarding potential further procurements.

Assessment Provider Information	
Name of Assessment Provider:	Jefferson-Lewis-Hamilton-Herkimer-Hitchcock BOCES
Assessment Provider Contact Information:	Stacey Eger, seger@bores.com, 515.779.7070
Name of Assessment:	<ul style="list-style-type: none"> • World Language Pre-Checkpoint A - Spanish • World Language Checkpoint A - Spanish • World Language Pre-Checkpoint B - Spanish • World Language Checkpoint B - Spanish • World Language Pre-Checkpoint A - French • World Language Checkpoint A - French • World Language Pre-Checkpoint B - French • World Language Checkpoint B - French • Art - Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 • Family & Consumer Sciences - Grades 6-8 • Kindergarten ELA • Kindergarten Math • Grade 1 ELA • Grade 1 Math • Grade 2 ELA • Grade 2 Math • Health Grades 6-8 • Health Grades 9-12 • General Music - Grades K, 1, 2, 3, 4, 5, Middle School • Choral Music - Beginning, Intermediate, Commencement • Instrumental Music - Beginning, Intermediate, Commencement • Physical Education - Grades K, 1-2, 3-5, 6-8, 9-12 • Science - Grades 6-8 • Social Studies - Grades 6-8
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OUTCOMES WITH A TARGET SETTING MODEL; OR <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL

	<input type="checkbox"/> STUDENT GROWTH PERCENTILES <input type="checkbox"/> PROJECTION MODELS <input type="checkbox"/> VALUE-ADDED MODELS <input type="checkbox"/> OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	<ul style="list-style-type: none"> • Grades 7, 8, 9 (Pre-Checkpoint A – French & Spanish) • Grades 8, 9, 10 (Checkpoint A – French & Spanish) • Grades 9, 10, 11 (Pre-Checkpoint B – French & Spanish) • Grades 10, 11, 12 (Checkpoint B – French & Spanish) *World Language grade levels are dependent upon district • Art – Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9-12 • Family & Consumer Science – Grades 6-8 • Kindergarten ELA • Kindergarten Math • Grade 1 ELA • Grade 1 Math • Grade 2 ELA • Grade 2 Math • Health – Grades 6-8 • Health – Grades 9-12 • General Music – Grades K, 1, 2, 3, 4, 5, Middle School • Choral Music – Beginning, Intermediate, Commencement • Instrumental Music – Beginning, Intermediate, Commencement • Physical Education – Grades K, 1-2, 3-5, 6-8, 9-12 • Science – Grades 6-8 • Social Studies – Grades 6-8
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Spanish, French, Social Studies, Art, Science, Family & Consumer Science, Health, Physical Education, ELA, Math, Music (Choral, Instrumental, General)
What are the technology requirements associated with the assessment?	None required. A district is available to administer assessments online for districts who have purchased the software.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

Please provide an overview of the assessment for districts and BOCES. Please include:

- A description of the assessment;
- A description of how the assessment is distributed;
- A description of how scores are reported (include links to sample reports as appropriate);
- A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance (3 pages max).

Please see attached description.

Please provide an overview of how the proposed supplemental assessment, or assessment, to be used with SLOs for districts and DOE, aligns with the student-level or raw scores are aggregated to the create teacher-level scores, and how those teacher-level scores are converted to New York State's 0-20 metric.

Any district that utilizes these assessments will have negotiated APPR plan under 8012-d. The assessments have been created so that the different subcomponents of an assessment allow for differentiation of student strengths in skill acquisition and differentiation of courses and standards. Regional exams have been created based on the subject and appropriate grade level standards, and regional discussion takes place about course outcomes for each level of instruction with advice accordingly based on validity and reliability reports from the previous year's exams (blueprints are attached as appendices).

New York State Next Generation Assessment Priorities

Please provide detail on how the proposed supplemental assessment, or assessment, to be used with SLOs addresses each of the Next Generation Assessment Priorities below.

Characteristics of the Next-Generation Math Assessments (only applicable to ELA and math assessments):

The Next-Generation Assessments contain a variety of questions, which, combined, address procedural, conceptual, and fluency understandings. The assessments are aligned to the grade-appropriate Common Core Learning Standards in Mathematics, and regional discussions have taken place about the major outcomes of each grade. Discussions have taken place to align the expectations in a progressive manner. There are opportunities for real world application (in a developmentally appropriate context) within the procedural and conceptual questions. The K-2 ELA assessments (while the AET does not directly address K-2) have passages that have been examined for textual complexity. Regional and grade-level discussions have taken place to align the writing expectations. The assessments are aligned to the Common Core Learning Standards in ELA. Individual questions ask students to assess their vocabulary knowledge (at a grade-appropriate level) and to analyze texts at their level in both fiction and non-fiction genres.

Assessments Woven Tightly into the Curriculum:

The assessments attempt to continually incorporate topics around daily living as well as current events. The assessments are constructed utilizing grade-level information as well as fictional contexts so students are interacting with the assessment in an authentic fashion. Regional discussions have taken place for all subject areas in which assessments are created, and continue each summer to revise and improve the assessments based on feedback with regional and district curricula and to ensure that the assessments are focused.

Performance Assessment:

The assessments require students to demonstrate their

	<p>skill, applying it in a multitude of areas based on the standards. In each subject area, students are expected to perform (either with a writing product, musical performance, or by speaking). Performance subcomponents are done on command, often in an immediate situation. Students are often asked to perform or demonstrate skills in that particular subject area. The performance subcomponents ask students to do so in a way that is both relevant but also relevant and authentic to the context of the real-world.</p>	
<p>Efficiency:</p>		
<p>Accessibility:</p>	<p>These assessments are administered by the district or state level. The administration is typically done by the district or state level. These assessments are administered and reported as assessment as well as the post assessment for AYP purposes. These assessments are used regularly for skills assessments for progress monitoring data.</p>	
<p>Technology:</p>	<p>These assessments are administered online via eDocket software and districts have the option if they have purchased the eDocket software.</p>	
<p>Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):</p>	<p>N/A</p>	

Assessment Content: Districts are responsible for developing appropriate grade-level standards (either the Common Core ELA, Common Core Math, NY State standards, NYS Art Standards, NYS Music and Visual Arts standards, Social Studies Framework, NYS Health Guidance Standards, or the Family & Consumer Science Standards). Districts have been authorized to create assessments (see attached) that allow teachers and administrators to see the standards in a digestible manner. Each standard within the assessment developed for each open-ended question and multiple-choice question on individual assessment follows:

- World Language Pre-Checklist A, C and D – sub-components of listening, reading, and writing
- Art Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 – sub-components of analysis and creation
- FACS 6-8 – sub-components of objective knowledge-based questions and open-ended responses
- Health 6-8 and Health 9-12 – sub-components of objective knowledge-based questions and open-ended responses
- K-2 ELA – sub-components of performance-based tasks, objective knowledge-based questions, reading, and writing
- K-2 Math – sub-components of inquiry tasks, procedure questions, and conceptual understanding questions requiring open-ended responses
- Social Studies K-2 – sub-components of objective knowledge-based questions and open-ended responses (initially in DBQ structure)
- Science K-2 – a significant portion of the test is made up of sub-components of objective knowledge-based questions
- Physical Education K-1, 2, 3, 4, 5, 6, 7, 8 – sub-components of objective knowledge-based questions and a selection of skills/fitness performance tasks
- General Health/Physical Education – objective knowledge-based questions, a group of

Assessment Administration: Districts who utilize the World Language assessment are required to administer the assessment in grade-level. Districts that do not receive the speaking tasks in the assessment are required to administer the assessment in the actual exam. Districts are responsible for their own protocols for maintaining confidentiality and test security. In May of each year, districts are notified of the assessment window and the option of being administered by a third party. Directions are provided to districts prior to the testing window.

Score Reporting: Following the testing window, all World Language assessment answer sheets are scanned and transmitted into the CBCE system for scoring. Validity and reliability reports are generated for the assessment scores are submitted. All other exams are scored in the CBCE system. Reports are provided to administrators and teachers of the assessment.

Assessment Provider Support: Jefferson Lewis SOCES provides support with the eDoctrina for test creation by meeting regularly with the team of teachers who are responsible for the assessments. The SOCES also assigns readers to create and review the exams that are

within their SLOs. Some of the ways they do this are by using
software (scanning administrative pages) to help
development teams to review feedback as well as
questions and



STUDENT ASSESSMENTS FOR
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APPLICANT CERTIFICATION FORM - ASSESSMENTS FOR USE WITH STUDENTS
LEARNING OBJECTIVES

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria.

PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

The Applicant makes the following assurances:

Assurance	Check each box
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards, the applicable subject grade level curriculum or research-based learning standards.	<input type="checkbox"/>
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	<input checked="" type="checkbox"/>
The assessment can be used to measure one year's expected growth for individual students.	<input checked="" type="checkbox"/>
For K-2 assessments, the assessment is not a "traditional pre-designed Assessment" as defined in Section 1.3 of this RFQ.	<input checked="" type="checkbox"/>
For assessments previously used under Education Law §3012-c, the assessment results in differentiated student-level performance. If the assessment has not produced differentiated results in prior school years, the applicant certifies that the level of differentiation indicated by the available student results meets or exceeds the level of differentiation required by the Department.	<input checked="" type="checkbox"/>
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.	<input type="checkbox"/>
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request.	<input type="checkbox"/>

⁴ Please note, pursuant to Section 2.3 of this RFQ, an assessment may be removed from the approved list if such assessment does not comply with one or more of the criteria for approval set forth in this RFQ.

To be completed by the Copyright Owner/Assessment Reviewer, LEA, or District Representative being proposed and, where necessary, the co-applicant LEA.

Jefferson-Lewis-Hamilton Oneida BOCES 1. Name of Copyright Owner (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Stephen J. Todd 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	February 2, 2016 5. Date Signed
District Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Representative (PLEASE USE BLUE INK)
2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of School Representative (PLEASE PRINT/TYPE)	