



STUDENT ASSESSMENT AND ASSOCIATED GROWTH MODELS FOR TEACHER AND PRINCIPAL EVALUATION

FORM C

PUBLICLY AVAILABLE SERVICES SUMMARY

This form will be posted on the State Education Department's website and distributed through other means for all applications that are approved in conjunction with this RFQ. Allow districts and BOCES to contact the Assessment Provider regarding potential future placements.

Assessment Provider Information	
Name of Assessment Provider:	Comsewogue Union Free School District
Assessment Provider Information:	District
Name of Assessment:	All Applicable Brookhaven-Comsewogue School District Developed with 330s
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES 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 MODEL <input type="checkbox"/> VALUE-ADDED MODELS <input type="checkbox"/> OTHER:
What are the grades for which the assessment can be used to generate a 0-20 APPR score?	Grades K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, Math, Science, Social Studies, PE, Music, Art, Business, Technology, PACE, Life Skills
What are the technology requirements associated with the assessment?	Various, no Assessment Computers, Calculators, Manipulatives
Is the assessment available, either for free or through purchase, to other districts in New York State?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

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

- A description of how the assessment is used.
- A description of how the Assessment Provider ensures implementation including any technology requirements.
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Description: All Pre and Post assessments are aligned to either the NYSED standards or the Next Generation Standards. Each assessment was created to align to the correlating state assessment.

Administration: The assessments are given in the beginning and at the end of each course. Time is given and students with disabilities and LRE students.

Score Reporting: Scores are reported in the district. The district administration have access to the examination administration documents provided by NYSED.

Please provide an overview of the student-level growth model or target setting model for SLOs for districts and BOCES, along with how student-level growth 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.

Baseline data is collected from various areas. Student-level performance targets for year's growth is expected to be included, but is not limited to, performance targets, growth graphs, curriculum, past performance scores, state assessment data, percent achievement, current 0-20 metric and a target range for student performance.

<p>New</p> <p>Please provide detail on how the proposed sample assessment for assessment to be used with SCQs address each of the Next Generation Assessment Design</p>	
<p>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</p>	<p>Assessments are aligned to the New York State Learning Standards.</p>
<p>Assessments woven tightly into the Curriculum:</p>	<p>All assessments are aligned and tightly developed to the New York State Learning Standards. Administrators and teachers work together to ensure that assessment results give opportunity to revise the curriculum as needed yearly.</p>
<p>Performance-based Assessments:</p>	<p>Multiple Physical Education assessments whenever it is possible to ask students to perform authentic tasks.</p>
<p>Efficient Time Saving Assessments:</p>	<p>Performance-based assessments are given during double period. Performance based assessments depend on the task and the allotted time students require.</p>
<p>Technology:</p>	<p>Example: Computer-based assessments</p>
<p>Degree to which the growth model must differ from New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):</p>	<p>NA</p>

