

proposed to be approved by the Board of Directors and the stockholders of the Company.

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<p>New Turnover Please use the following questions to add to the list of questions and criteria to be considered in the design process.</p>	
<p>Characteristics of Good EEA Mathematics (NYSED only) application to ELA assessments</p>	<p>aligned to the NYC NCLB in an... ...including that valid and reliable information about student growth. As part of the design process, the City of New York (CDOE) staff... of questions and criteria to be considered. Those generating the assessments are mandated by the State Education Department (SED) and the professional learning centers (PLCs), Stiggins, and Brookhart.</p>
<p>Assessments woven tightly into the Curriculum</p>	<p>...POEFS... articulated test blueprints have been developed to ensure alignment to curriculum.</p>
<p>Performance Assessment</p>	<p>In each ELA assessment, students will be required to... perform authentic tasks... Foundational skills... areas of concentration for the performance assessment is...</p>
<p>Efficient Time Saving Assessments</p>	<p>The... instructional gain... assessment in...</p>
<p>Technology:</p>	<p>The use of e-Tools to collect, analyze, and report results of the assessments improves the assessment cycle. Districts do... the assessment...</p>
<p>Degree to which the growth model must differentiate New York State's four levels of teacher effectiveness. Is it only applicable to supplemental assessments?</p>	<p>NA</p>



Name of the Candidate

Roll No.

Name of the Institute

City

Name of the Exam Provider - Lehigh Valley Area

Name of Assessor

ASSESSMENT FOR USE WITH THE LEARNING OBJECTIVES

CONTENTS

SYLLABUS

A description of the assessment

The K-2 Mathematics Regional Summative Assessment tests on measuring students' grade-level mathematics concepts and mathematical practices based on the standards articulated by New York State. The assessment is broken down into three parts including: selected-response items, constructed-response items, and performance assessments. The assessment tests students' skills in Operations and Algebraic Thinking, Number and Operations in Base Ten, and measurement and data, as well as key Mathematical Practices. Because of the identified nature of these assessments are summative, they are intended to certify learning; however, they are diagnostic enough to provide districts with data that can be used to promote individual and building level. In sum, data generated by these assessments can be used to inform instruction as well as indicate learning that has taken place.

A description of the assessment

The assessment is administered in a whole-group setting or in a one-to-one setting where the teacher evaluates each student individually. Student responses are first recorded manually by both student and teacher then transferred to a bubble sheet in order to be scanned using eDoctrina, an online curriculum and assessment tool. (Link: www.edoctrina.org).

A description of the assessment

Score reports are generated using eDoctrina (www.edoctrina.org). This web-based program allows for the generation of all item analysis as well as analysis of individual student data.

A description of how the Assessment Provider supports implementation of the assessment in districts requiring any technical assistance.

The Assessment Provider (to be known as: General Vendor (GVEP)) is the host of the assessments in eDoctrina. With that, GVEP staff provide a memo with instructions for preparation and administration of the assessment. We are also available to put people in touch with eDoctrina directly for technical support when necessary.

Please provide a copy of the rubric for determining whether SLOs for districts and BOCES, along with how those scores are aggregated to the create teacher-level scores, and how those teacher-level scores convert to New York State's 0-20 metric

The target setting model for SLOs involves the teacher and administrator working collaboratively to analyze pre-assessment data, mathematics assessment data, and/or other pertinent student data to set a reflective of course content as a means for discerning a rigorous, appropriate target. Other factors that are considered as part of this process include categorical designations such as student previous performance and trend data for each student. Once the assessment has been administered and scored, with vested interest being controlled, the data will be analyzed for the percentage of students who met the target; then, the percentage will be placed into the NYC 3012-d SLO scale to be converted to a 0-20 metric.

Full Name: [Redacted] ID: [Redacted] Score: [Redacted]

[Redacted text block]

[Redacted text block]

[Redacted text block]

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**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION**

FOURTH

**APPLICANT CERTIFICATION FORM, ASSESSMENTS FOR
LEARNING OBJECTIVES**

Please read the instructions below and check the corresponding box to ensure the assessment meets the technical criteria.

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

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaningful, and aligned to the New York State learning standards or, in instances where there are no such learning standards that apply in a subject/content area, aligned to 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 standardized assessment as defined in Section 1.3 of this Regulation.	<input checked="" type="checkbox"/>
For assessments previously used under Education Law §3012.5, the assessment differentiated student-level performance. If the assessment was not produced in prior school years, the applicant assures that the lack of differentiation is justified by equivalently consistent student results based on the assessment.	<input 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 checked="" type="checkbox"/>
At the end of each school year, the applicant will collect and will provide such evidence to the Department upon request. ⁴	<input checked="" type="checkbox"/>

⁴ Please note, pursuant to Section 2.3 of this Regulation, an assessment may be removed from the list if...

To be completed by the Copyright Clearance Center (CCC) representative of the LEA being proposed and, where necessary, the co-applicant LEA:

Genesee valley BOCE 1. Name of Organization	 (Please Print/Type)
Patrick B. Whipple 2. Name (Please Print/Type)	March 08, 2010
Director of School Improvement 3. Title (Please Print/Type)	
1. Name of LEA (PLEASE PRINT/TYPER)	4. Signature of School Representative
2. School Representative's Name (PLEASE PRINT/TYPER)	
3. Title of School Representative (PLEASE PRINT/TYPER)	