



**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 Schoharie BOCES
Assessment Provider Contact Information:	Stacey Eger, seger@boces.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 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
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 (Checkpoint A – French & Spanish) • Grades 9, 10, 11 (Checkpoint A – French & Spanish) • Grades 9, 10, 11 (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. 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 DOES, aligns with the current level of standards as 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 discussions take 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.

<p>Characteristics of the Next-Generation Assessment</p>	<p>The Next-Generation Assessment contains 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.</p>
<p>Math Assessments (only applicable to ELA and math assessments):</p>	<p>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.</p>
<p>Assessments woven tightly into the Curriculum:</p>	<p>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. The assessments attempt to continually incorporate topics around daily living as well as current events. The assessments are constructed utilizing both real world 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 standards. The assessments are focused.</p>
<p>Performance Assessment:</p>	<p>The assessments require students to demonstrate their</p>

	<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 or musical performance, or by speaking). Performance subcomponents are done on command, often in an immediate situation. Students are not typically asked to perform or demonstrate skills in that particular subject area. The performance subcomponents are asked of 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 state administration or district-level administrators. Many districts also use these assessments as a final exam and reported assessment as well as the post-assessment for AYP purposes. These assessments are also used as progress monitoring data.</p>
<p>Technology:</p>	<p>These assessments can be administered online via eDocina software and districts have the option if they have purchased the 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 Development: Districts are responsible for developing appropriate grade-level standards (either the Common Core ELA, Common Core Math, NY State standards, or NY State standards for music and visual arts) and standards for social studies framework, NY State standards for family and consumer science standards). Districts have been required to assess each standard (see table) and to have teachers and administrators see the standards in progress on a regular basis. Each standard will be developed for each open-ended question and a sample question for each 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 observation 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 – sub-components of objective knowledge-based questions
- Physical Education K-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 – sub-components of objective knowledge-based questions and a selection of skills/fitness performance tasks
- General Physical Education – sub-components of objective knowledge-based questions, a group performance task, and a selection of skills/fitness performance tasks

Assessment Administration: Districts who utilize the World Language assessment are required to administer the assessment in grade-level classrooms. Districts receive the speaking tasks in the assessment and are responsible for the administration of the test. The actual test administration is the district's responsibility. Districts are responsible for maintaining confidentiality and test security. In May of each year, districts are notified of the assessment and are given the option of being administered by the state or by the district. Directions are provided in the window.

Score Reporting: Following the test administration, the test results are scored and answer sheets are scanned and transmitted into the database system for scoring. Validity and reliability reports are generated and submitted to the state. All other exams are scored in the district. Reports are provided to administrators and teachers of the assessment.

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

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



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FORM H

**APPLICANT CERTIFICATION FORM - ASSESSMENTS FOR USE WITH STUDENT
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, that it is subject grade level appropriate to research based learning standards.	<input checked="" type="checkbox"/>
To the extent practicable, the assessment must be valid and reliable according to 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 a valid and reliable results model is a valid and reliable measure of student achievement.	<input checked="" type="checkbox"/>
For assessments not previously used in teacher or 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/Assessor, or the LEA representative being proposed and, where necessary, by 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, 2011 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)	