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 Information	
Name of Assessment Provider:	Bay Shore Union Free School District
Assessment Provider Contact Information:	
Name of Assessment:	
Nature of Assessment:	X ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: ☐ GAIN SCORE MODEL ☐ GROWTH-TO-PROFICIENCY MODEL ☐ STUDENT GROWTH PERCENTILES ☐ PROJECTION MODELS ☐ VALUE-ADDED MODELS ☐ OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grades 6-8
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English (Non-State Assessment Courses)
What are the technology requirements associated with the assessment?	None
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES X 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 administered;
- 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)

Pre-assessment: The exam is locally developed through a collaboration of English certified teachers and the department administrator; it comprises a brief sample of items / tasks reflecting state standards (e.g., New York State Assessments in English Language Arts 6-8). The pre-assessment is administered during the first week of the course in one instructional period (40 minutes). English certified teachers who have no accountability linkage to the tested students are responsible for evaluating subjective components of the exams and determining students' percent scores (0-100). Scores are reported via a district SLO management system. The department administrator supervises the development, administration, and scoring of the pre-assessment.

Summative assessment: The exam is locally developed through a collaboration of English certified teachers and the department administrator; it comprises a thorough sample of items / tasks reflecting the Common Core Standards for English Language Arts (6-8) state standards and the design of the New York State Assessments in English Language Arts. The procedures for test administration and scoring mirror the protocols set forth by NYSED for State Assessments. The summative exam is administered at the conclusion of the course in an appropriate testing period. English certified teachers who have no accountability linkage to the tested students are responsible for evaluating the exams. Scores are reported via the district student management system. The department administrator supervises the development, administration, and scoring of the summative assessment.

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 consisting of students' pre-assessment percent scores (0-100), demographic information (i.e., Special Education and New Language Learner classifications), historical data (i.e., students' prior performance and course-level expectations), and state proficiency levels (i.e., passing and mastery) are used by the course teacher and department administrator to collaboratively determine appropriately rigorous targets, consistent with one year of expected growth. SLO Target: 80% of students in the population are expected to achieve their target score or higher on the summative exam. The percent of students in the teacher's SLO population that achieves their target score will be converted to the New York State 0-20 metric and assigned a H-E-D-I rating for student performance.

New York State Next Generation Assessment Priorities	
Please provide detail on how the proposed supplemental assessment I or assessment to be used with SLOs addresses each of the Next Generation Assessment Priorities below.	
Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	The assessments reflect adherence to the Common Core Learning Standards for English Language Arts 6-18, and are modeled after the New York State Assessment in English Language Arts (6-8).
Assessments Woven Tightly Into the Curriculum:	The assessments are developed through a collaboration of English teachers and focused specifically on the expectations of the Common Core Learning Standards for English Language Arts (6-8).
Performance Assessment:	Consistent with the New York State Assessment, the summative exams include performance-based components (written task synthesizing multiple texts).
Efficient Time-Saving Assessments:	The pre-assessment was designed to be administered in a single class period (40 minutes) to preserve instructional time.
Technology:	Objective test items (i.e., multiple choice) will be machine

	scored to expedite the evaluation process and allow the information to be immediately actionable.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A

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 Information	
Name of Assessment Provider:	Bay Shore Union Free School District
Assessment Provider Contact Information:	
Name of Assessment:	
Nature of Assessment:	X ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: ☐ GAIN SCORE MODEL ☐ GROWTH-TO-PROFICIENCY MODEL ☐ STUDENT GROWTH PERCENTILES ☐ PROJECTION MODELS ☐ VALUE-ADDED MODELS ☐ OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grades 9, 10 and 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English (Non-State Assessment Courses)
What are the technology requirements associated with the assessment?	None
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES X 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 administered;
- 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)

Pre-assessment: The exam is locally developed through a collaboration of English certified teachers and the department administrator; it comprises a brief sample of items / tasks reflecting state standards (e.g., New York State Common Core Learning Standards for English Language arts 6-12) and the design of the new Common Core English Regents Examination. The pre-assessment is administered during the first week of the course in one instructional period (40 minutes). English certified teachers who have no accountability linkage to the tested students are responsible for evaluating subjective components of the exams and determining students' percent scores (0-100). Scores are reported via a district SLO management system. The department administrator supervises the development, administration, and scoring of the pre-assessment.

Summative assessment: The exam is locally developed through a collaboration of English certified teachers and the department administrator; it comprises a thorough sample of items / tasks reflecting the Common Core Standards for English Language Arts (6-12) state standards and the design of the Common Core Regents Examination in English. The procedures for test administration and scoring mirror the protocols set forth by NYSED for Regents Examinations. The summative exam is administered at the conclusion of the course in an appropriate testing period. English certified teachers who have no accountability linkage to the tested students are responsible for evaluating the exams. Scores are reported via the district student management system. The department administrator supervises the development, administration, and scoring of the summative assessment.

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 consisting of students' pre-assessment percent scores (0-100), demographic information (i.e., Special Education and New Language Learner classifications), historical data (i.e., students' prior performance and course-level expectations), and state proficiency levels (i.e., passing and mastery) are used by the course teacher and department administrator to collaboratively determine appropriately rigorous targets, consistent with one year of expected growth. SLO Target: 80% of students in the population are expected to achieve their target score or higher on the summative exam. The percent of students in the teacher's SLO population that achieves their target score will be converted to the New York State 0-20 metric and assigned a H-E-D-I rating for student performance.

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

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	The assessments reflect adherence to the Common Core Learning Standards for English Language Arts 6-12, and are modeled after the Common Core Regents Examination in English.
Assessments Woven Tightly Into the Curriculum:	The assessments are developed through a collaboration of English teachers and focused specifically on the expectations of the Common Core Learning Standards for English Language Arts 6-12.
Performance Assessment:	Consistent with the Common Core Regents Exam in English, the summative exams include performance-based components (analysis of multiple texts).
Efficient Time-Saving Assessments:	The pre-assessment was designed to be administered in a single class period (40 minutes) to preserve instructional time.

Technology:	Objective test items (i.e., multiple choice) will be machine scored to expedite the evaluation process and allow the information to be immediately actionable.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A

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 Information	
Name of Assessment Provider:	Bay Shore Union Free School District
Assessment Provider Contact Information:	
Name of Assessment:	
Nature of Assessment:	X ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: ☐ GAIN SCORE MODEL ☐ GROWTH-TO-PROFICIENCY MODEL ☐ STUDENT GROWTH PERCENTILES ☐ PROJECTION MODELS ☐ VALUE-ADDED MODELS ☐ OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grade 11
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English 11 English Language Arts Regents Exam
What are the technology requirements associated with the assessment?	None
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES X 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 administered;
- 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)

Pre-assessment: The exam is locally developed through a collaboration of English certified teachers and the department administrator; it comprises a brief sample of items / tasks reflecting state standards (e.g., New York State Common Core Learning Standards for English Language arts 6-12) and the design of the new Common Core English Regents Examination. The pre-assessment is administered during the first week of the course in one instructional period (40 minutes). English certified teachers who have no accountability linkage to the tested students are responsible for evaluating subjective components of the exams and determining students' percent scores (0-100). Scores are reported via a district SLO management system. The department administrator supervises the development, administration, and scoring of the pre-assessment.

Summative assessment: The New York State Common Core Exam in English Language Arts.

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 consisting of students' pre-assessment percent scores (0-100), demographic information (i.e., Special Education and New Language Learner classifications), historical data (i.e., students' prior performance and course-level expectations), and state proficiency levels (i.e., passing and mastery) are used by the course teacher and department administrator to collaboratively determine appropriately rigorous targets, consistent with one year of expected growth. SLO Target: 80% of students in the population are expected to achieve their target score or higher on the summative exam. The percent of students in the teacher's SLO population that achieves their target score will be converted to the New York State 0-20 metric and assigned a H-E-D-I rating for student performance.

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

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	The pre-assessment reflects adherence to the Common Core Learning Standards for English Language Arts 6-12, and are modeled after the Common Core Regents Examination in English.
Assessments Woven Tightly Into the Curriculum:	The pre-assessment was developed through a collaboration of English teachers and focused specifically on the expectations of the Common Core Learning Standards for English Language Arts 6-12.
Performance Assessment:	The New York State Common Core Regents Examination in English Language Arts.
Efficient Time-Saving Assessments:	The pre-assessment was designed to be administered in a single class period (40 minutes) to preserve instructional time.
Technology:	Objective test items (i.e., multiple choice) will be machine scored to expedite the evaluation process and allow the information to be immediately actionable.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A

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 Information	
Name of Assessment Provider:	Bay Shore Union Free School District
Assessment Provider Contact Information:	
Name of Assessment:	

Nature of Assessment:	X ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR
	
	☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:
	    ☐ GAIN SCORE MODEL
	    ☐ GROWTH-TO-PROFICIENCY MODEL
	    ☐ STUDENT GROWTH PERCENTILES
	    ☐ PROJECTION MODELS
	    ☐ VALUE-ADDED MODELS
	    ☐ OTHER:

What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grades K-2
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA
What are the technology requirements associated with the assessment?	None
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES X 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 administered;**
- **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)**

Pre-assessment: The Fountas and Pinnell Benchmark Assessment System is administered individually to each student during the first few weeks of the course. Scores are reported via a district SLO management system. The building principal supervises the administration and scoring of the pre-assessment.

Summative assessment: The Fountas and Pinnell Benchmark Assessment System is administered individually to each student during the final weeks of the course. Scores are reported via a district SLO management system. The principal supervises the administration and scoring of the summative-assessment.

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 consisting of students' pre-assessment Guided Reading Level (A-Z), demographic information (i.e., Special Education and New Language Learner classifications), historical data (i.e., students' prior performance and course-level expectations), and state proficiency levels (i.e., passing and mastery) are used by the course teacher and department administrator to collaboratively determine appropriately rigorous targets, consistent with one year of expected growth. SLO Target: 80% of students in the population are expected to achieve their target score or higher on the summative exam. The percent of students in the teacher's SLO population that achieves their target score will be converted to the New York State 0-20 metric and assigned a H-E-D-I rating for student performance.

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

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	The pre- and post assessments reflect adherence to the Common Core Learning Standards for English Language Arts K-2, and is designed to identify an individual student's guided reading level.
Assessments Woven Tightly Into the Curriculum:	The pre-assessment was developed by Fountas and Pinnell (third party vendor) and focused specifically on the expectations of the Common Core Learning Standards for English Language Arts, K-2.
Performance Assessment:	The Fountas and Pinnell Benchmark Assessment System.
Efficient Time-Saving Assessments:	The pre- and post assessments were designed to be administered in an authentic class setting for instructional purposes.
Technology:	N/A
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A

STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION

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 apply to a subject/grade level, alignment to research-based learning standards.	☒
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☒
The assessment can be used to measure one year's expected growth for individual students.	☒
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	☒
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 assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	☒
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.	☒
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.[4]	☒

---

[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 Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

Bay Shore Union Free School District 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Joseph C. Bond 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 2/24/16
Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Bay Shore Union Free School District 1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **BLUE** INK)
Joseph C. Bond 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 2/24/16
Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	

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 Information	
Name of Assessment Provider:	Bay Shore Union Free School District
Assessment Provider Contact Information:	
Name of Assessment:	
Nature of Assessment:	X ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: ☐ GAIN SCORE MODEL ☐ GROWTH-TO-PROFICIENCY MODEL ☐ STUDENT GROWTH PERCENTILES ☐ PROJECTION MODELS ☐ VALUE-ADDED MODELS ☐ OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grades 6-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Mathematics (Non-State Assessment Courses)
What are the technology requirements associated with the assessment?	Calculators for some exams
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES X 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 administered;
- 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)

Pre-assessment: The exam is locally developed through a collaboration of Mathematics certified teachers and the department administrator; it comprises a brief sample of items reflecting state standards (e.g., New York State Common Core Learning Standards for Mathematics, Standards for Mathematical Practice 1-8, Standards for Mathematical Content, and the Mathematical Standards for High School) and the design of Mathematics state assessments (i.e., NYS Common Core Mathematics Assessments Grades 6-8, Common Core Algebra, Common Core Geometry and Algebra 2 Trigonometry). The procedures for test administration and scoring mirror the protocols set forth by NYSED for Regents Examinations. The pre-assessment is administered during the first week of the course in one instructional period (40 minutes). Mathematics certified teachers who have no accountability linkage to the tested students are responsible for evaluating the exams and determining students' percent scores (0-100). Scores are reported via the district student management system. The department administrator supervises the development, administration, and scoring of the pre-assessment.

Summative assessment: The exam is locally developed through a collaboration of Mathematics certified teachers and the department administrator; it comprises a thorough sample of items reflecting state standards (e.g., New York State Common Core Learning Standards for Mathematics, Standards for Mathematical Practice 1-8, Standards for Mathematical Content, and the Mathematical Standards for High School) and the design of Mathematics state assessments (i.e., NYS Common Core Mathematics Assessments Grades 6-8, Common Core Algebra Regents, Common Core Geometry Regents and Algebra 2 Trigonometry Regents). The procedures for test administration and scoring mirror the protocols set forth by NYSED for Regents Examinations. The summative exam is administered at the conclusion of the course in a block testing period (60 or 120 minutes). Mathematics certified teachers who have no accountability linkage to the tested students are responsible for evaluating the exams. Scores are reported via the district student management system. The department administrator supervises the development, administration, and scoring of the summative assessment.

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 consisting of students' pre-assessment percent scores (0-100), demographic information (i.e., Special Education and New Language Learner classifications), historical data (i.e., students' prior performance and course-level expectations), and state proficiency levels (i.e., passing and mastery) are used by the course teacher and department administrator to collaboratively determine appropriately rigorous targets, consistent with one year of expected growth. SLO Target: 80% of students in the population are expected to achieve their target score or higher on the summative exam. The percent of students in the teacher's SLO population that achieves their target score will be converted to the New York State 0-20 metric and assigned a H-E-D-I rating for student performance.

New York State Next Generation Assessment Priorities Please provide detail on how the proposed supplemental assessment I or assessment to be used with SLOs addresses each of the Next Generation Assessment Priorities below.	
Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	Math assessments are directly tied to the NYS Common Core Standards. Many mirror the exemplars found in the modules and lessons found on Engage NY.
Assessments Woven Tightly Into the Curriculum:	The assessments are developed through a collaboration of teachers and focused specifically on the expectations

	of the New York State curriculum (Common Core State Standards for Mathematics).
Performance Assessment:	Consistent with Mathematics state assessments, the summative exams include performance-based components (e.g., 2-point constructed-response questions, and 3-point constructed-response questions)
Efficient Time-Saving Assessments:	The pre-assessment is designed to be administered in a single class period (40 minutes) to preserve instructional time.
Technology:	Objective test items (i.e., multiple choice) will be machine scored to expedite the evaluation process and allow the information to be immediately actionable.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A

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 Information	
Name of Assessment Provider:	Bay Shore Union Free School District
Assessment Provider Contact Information:	
Name of Assessment:	
Nature of Assessment:	X ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: ☐ GAIN SCORE MODEL ☐ GROWTH-TO-PROFICIENCY MODEL ☐ STUDENT GROWTH PERCENTILES ☐ PROJECTION MODELS ☐ VALUE-ADDED MODELS ☐ OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grades 7-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Mathematics (State Assessment Courses)
What are the technology requirements associated with the assessment?	Calculators for some exams
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES X 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 administered;
- 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)

Pre-assessment: The exam is locally developed through a collaboration of Mathematics certified teachers and the department administrator; it comprises a brief sample of items reflecting state standards (e.g., New York State Common Core Learning Standards for Mathematics, Standards for Mathematical Practice 1-8, Standards for Mathematical Content, and the Mathematical Standards for High School) and the design of Mathematics state assessments (i.e., NYS Common Core Mathematics Assessments Grades 6-8, Common Core Algebra, Common Core Geometry and Algebra 2 Trigonometry). The procedures for test administration and scoring mirror the protocols set forth by NYSED for Regents Examinations. The pre-assessment is administered during the first week of the course in one instructional period (40 minutes). Mathematics certified teachers who have no accountability linkage to the tested students are responsible for evaluating the exams and determining students' percent scores (0-100). Scores are reported via the district student management system. The department administrator supervises the development, administration, and scoring of the pre-assessment.

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 consisting of students' pre-assessment percent scores (0-100), demographic information (i.e., Special Education and New Language Learner classifications), historical data (i.e., students' prior performance and course-level expectations), and state proficiency levels (i.e., passing and mastery) are used by the course teacher and department administrator to collaboratively determine appropriately rigorous targets, consistent with one year of expected growth. SLO Target: 80% of students in the population are expected to achieve their target score or higher on the summative exam. The percent of students in the teacher's SLO population that achieves their target score will be converted to the New York State 0-20 metric and assigned a H-E-D-I rating for student performance.

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

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	Math assessments are directly tied to the NYS Common Core Standards. Many mirror the exemplars found in the modules and lessons found on Engage NY.
Assessments Woven Tightly Into the Curriculum:	The assessments are developed through a collaboration of teachers and focused specifically on the expectations of the New York State curriculum (Common Core State Standards for Mathematics).
Performance Assessment:	Consistent with Mathematics state assessments, the pre-assessments include performance-based components.
Efficient Time-Saving Assessments:	The pre-assessment is designed to be administered in a single class period (40 minutes) to preserve instructional time.
Technology:	Objective test items (i.e., multiple choice) will be machine scored to expedite the evaluation process and allow the information to be immediately actionable.
Degree to which the growth model must differentiate across New York State's four levels of	N/A

teacher effectiveness (only applicable to supplemental assessments):	

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 offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Information	
Name of Assessment Provider:	Bay Shore Union Free School District
Assessment Provider Contact Information:	
Name of Assessment:	

Nature of Assessment:	X ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR
	
	☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:
	    ☐ GAIN SCORE MODEL
	    ☐ GROWTH-TO-PROFICIENCY MODEL
	    ☐ STUDENT GROWTH PERCENTILES
	    ☐ PROJECTION MODELS
	    ☐ VALUE-ADDED MODELS
	    ☐ OTHER:

What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grades K-2
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	MATH
What are the technology requirements associated with the assessment?	None
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES X 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 administered; • 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)

Pre-assessment: The exam is locally developed through a collaboration of Elementary certified teachers, the department administrator and a Math in Focus trained math coach; it comprises a brief sample of items reflecting state standards (e.g., New York State Common Core Learning Standards for Mathematics, Standards for Mathematical Practice 1-8 and Standards for Mathematical Content) and the design of Mathematics state assessments (i.e., NYS Common Core Mathematics Assessments Grades 3-5). The procedures for test administration and scoring mirror the protocols set forth by NYSED for state assessments. The pre-assessment is administered during the first few weeks of school. Elementary teachers who have no accountability linkage to the tested students are responsible for evaluating the exams and determining students' percent scores (0-100). Scores are reported via the district student management system. The building administrator supervises the development, administration, and scoring of the pre-assessment.

Summative assessment: The exam is locally developed through a collaboration of Elementary certified teachers, the department administrator and a Math in Focus trained math coach; it comprises a thorough sample of items reflecting state standards (e.g., New York State Common Core Learning Standards for Mathematics, Standards for Mathematical Practice 1-8 and Standards for Mathematical Content) and the design of Mathematics state assessments (i.e., NYS Common Core Mathematics Assessments Grades 3-5). The procedures for test administration and scoring mirror the protocols set forth by NYSED for state assessments. The summative exam is administered at the conclusion of the school year. Elementary teachers who have no accountability linkage to the tested students are responsible for evaluating the exams. Scores are reported via the district student management system. The building administrator supervises the development, administration, and scoring of the summative assessment.

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 consisting of students' pre-assessment percent scores (0-100), demographic information (i.e., Special Education and New Language Learner classifications) and historical data (i.e., students' prior performance and course-level expectations), are used by the teacher and administrator to collaboratively determine appropriately rigorous targets, consistent with one year of expected growth. SLO Target: 80% of students in the population are expected to achieve their target score or higher on the summative exam. The percentage of students in the teacher's SLO population that achieves their target score will be converted to the New York State 0-20 metric and assigned a H-E-D-I rating for student performance.

New York State Next Generation Assessment Priorities	
Please provide detail on how the proposed supplemental assessment I or assessment to be used with SLOs addresses each of the Next Generation Assessment Priorities below.	
Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	Math assessments are directly tied to the NYS Common Core Standards. Many mirror the exemplars found in the modules and lessons found on Engage NY.
Assessments Woven Tightly Into the Curriculum:	The assessments are developed through a collaboration of teachers and focused specifically on the expectations of the New York State curriculum (Common Core State Standards for Mathematics).

Performance Assessment:	Consistent with Mathematics state assessments, the summative exams include performance-based components.
Efficient Time-Saving Assessments:	The pre-assessment is designed to be administered in a single class period (40 minutes) to preserve instructional time.
Technology:	N/A
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A

**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION**

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 apply to a subject/grade level, alignment to research-based learning standards.	☒
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☒
The assessment can be used to measure one year's expected growth for individual students.	☒
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	☒
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 assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	☒
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.	☒
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.[4]	☒

---

[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 Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

Bay Shore Union Free School District 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Joseph C. Bond 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 2/24/16
Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Bay Shore Union Free School District 1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **BLUE** INK)
Joseph C. Bond 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 2/24/16
Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	

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 Information	
Name of Assessment Provider:	Bay Shore Union Free School District
Assessment Provider Contact Information:	75 West Perkal Street Bay Shore, New York 11706
Name of Assessment:	
Nature of Assessment:	X ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: 　☐ GAIN SCORE MODEL 　☐ GROWTH-TO-PROFICIENCY MODEL 　☐ STUDENT GROWTH PERCENTILES 　☐ PROJECTION MODELS 　☐ VALUE-ADDED MODELS 　☐ OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grades 6-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Science (Non-State Assessment Courses)
What are the technology requirements associated with the assessment?	Calculators for all science exams.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES X　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 administered;
- 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)

Pre-assessment: The exam is locally developed through a collaboration of science certified teachers and the department administrator; it comprises a brief sample of items / tasks reflecting state standards (e.g., New York State Common Core Learning Standards for Reading, New York State Curricula for Intermediate Science 5-8, The Living Environment, and The Physical Setting in Earth Science, Chemistry, and Physics) and the design of Science state assessments (i.e., Eighth Grade Science Assessment, Living Environment, Earth Science, Chemistry and Physics Regents Exams). The pre-assessment is administered during the first week of the course in one instructional period (40 minutes). Science certified teachers who have no accountability linkage to the tested students are responsible for evaluating subjective components of the exams and determining students' percent scores (0-100). Scores are reported via a district SLO management system. The department administrator supervises the development, administration, and scoring of the pre-assessment.

Summative assessment: The exam is locally developed through a collaboration of science certified teachers and the department administrator; it comprises a thorough sample of items / tasks reflecting state standards and the design of science state assessments (i.e., Eighth Grade Science Assessments and Regents Exam). The procedures for test administration and scoring mirror the protocols set forth by NYSED for Regents Examinations. The summative exam is administered at the conclusion of the course in an appropriate testing period. Science certified teachers who have no accountability linkage to the tested students are responsible for evaluating the exams. Scores are reported via the district student management system. The department administrator supervises the development, administration, and scoring of the summative assessment.

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 consisting of students' pre-assessment percent scores (0-100), demographic information (i.e., Special Education and New Language Learner classifications), historical data (i.e., students' prior performance and course-level expectations), and state proficiency levels (i.e., passing and mastery) are used by the course teacher and department administrator to collaboratively determine appropriately rigorous targets, consistent with one year of expected growth. SLO Target: 80% of students in the population are expected to achieve their target score or higher on the summative exam. The percent of students in the teacher's SLO population that achieves their target score will be converted to the New York State 0-20 metric and assigned a H-E-D-I rating for student performance.

New York State Next Generation Assessment Priorities	
Please provide detail on how the proposed supplemental assessment I or assessment to be used with SLOs addresses each of the Next Generation Assessment Priorities below.	
Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	N/A
Assessments Woven Tightly Into the Curriculum:	The assessments are developed through a collaboration of teachers and focused specifically on the expectations of the New York State Science curriculum.
Performance Assessment:	Consistent with science state assessments, the summative exams include performance-based components (e.g., lab performance exams, graphing and data analysis and constructed response questions,)
Efficient Time-Saving	The pre-assessment is designed to be administered in a

Assessments:	single class period (40 minutes) to preserve instructional time.
Technology:	Objective test items (i.e., multiple choice) will be machine scored to expedite the evaluation process and allow the information to be immediately actionable.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A

STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION

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 apply to a subject/grade level, alignment to research-based learning standards.	☒
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☒
The assessment can be used to measure one year's expected growth for individual students.	☒
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	☒
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 assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	☒
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.	☒
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.[4]	☒

---

[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 Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

Bay Shore Union Free School District 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Joseph C. Bond 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 2/24/16
Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Bay Shore Union Free School District 1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **BLUE** INK)
Joseph C. Bond 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 2/24/16
Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	

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 Information	
Name of Assessment Provider:	Bay Shore Union Free School District
Assessment Provider Contact Information:	
Name of Assessment:	

Nature of Assessment:	X ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR
	
	 ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:
	     ☐ GAIN SCORE MODEL
	     ☐ GROWTH-TO-PROFICIENCY MODEL
	     ☐ STUDENT GROWTH PERCENTILES
	     ☐ PROJECTION MODELS
	     ☐ VALUE-ADDED MODELS
	     ☐ OTHER:

What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grades 6-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Social Studies (Non-State Assessment Courses)
What are the technology requirements associated with the assessment?	None
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES X 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 administered;
- 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)

Pre-assessment: The exam is locally developed through a collaboration of Social Studies certified teachers and the department administrator; it comprises a brief sample of items / tasks reflecting state standards (e.g., New York State Common Core Learning Standards for Reading, Anchor Standards 1-10; and New York State Social Studies Framework, Content Standards 1-5 and Social Studies Practices 1-6) and the design of Social Studies state assessments (i.e., Global History and Geography Regents Exam and United States History and Government Regents Exam). The pre-assessment is administered during the first week of the course in one instructional period (40 minutes). Social Studies certified teachers who have no accountability linkage to the tested students are responsible for evaluating subjective components of the exams and determining students' percent scores (0-100). Scores are reported via a district SLO management system. The department administrator supervises the development, administration, and scoring of the pre-assessment.

Summative assessment: The exam is locally developed through a collaboration of Social Studies certified teachers and the department administrator; it comprises a thorough sample of items / tasks reflecting state standards (e.g., New York State Common Core Learning Standards for Reading, Anchor Standards 1-10; New York State Common Core Learning Standards for Writing, Anchor Standards 1-10; and New York State Social Studies Framework, Content Standards 1-5 and Social Studies Practices 1-6) and the design of Social Studies state assessments (i.e., Global History and Geography Regents Exam and United States History and Government Regents Exam). The procedures for test administration and scoring mirror the protocols set forth by NYSED for Regents Examinations. The summative exam is administered at the conclusion of the course in an appropriate testing period. Social Studies certified teachers who have no accountability linkage to the tested students are responsible for evaluating the exams. Scores are reported via the district student management system. The department administrator supervises the development, administration, and scoring of the summative assessment.

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 consisting of students' pre-assessment percent scores (0-100), demographic information (i.e., Special Education and New Language Learner classifications), historical data (i.e., students' prior performance and course-level expectations), and state proficiency levels (i.e., passing and mastery) are used by the course teacher and department administrator to collaboratively determine appropriately rigorous targets, consistent with one year of expected growth. SLO Target: 80% of students in the population are expected to achieve their target score or higher on the summative exam. The percent of students in the teacher's SLO population that achieves their target score will be converted to the New York State 0-20 metric and assigned a H-E-D-I rating for student performance.

New York State Next Generation Assessment Priorities	
Please provide detail on how the proposed supplemental assessment I or assessment to be used with SLOs addresses each of the Next Generation Assessment Priorities below.	
Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	N/A
Assessments Woven Tightly Into the Curriculum:	The assessments are developed through a collaboration of teachers and focused specifically on the expectations of the New York State curriculum (Social Studies Framework).

Performance Assessment:	Consistent with Social Studies state assessments, the summative exams include performance-based components (e.g., thematic and document-based essay task)
Efficient Time-Saving Assessments:	The pre-assessment is designed to be administered in a single class period (40 minutes) to preserve instructional time.
Technology:	Objective test items (i.e., multiple choice) will be machine scored to expedite the evaluation process and allow the information to be immediately actionable.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A

**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION**

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 apply to a subject/grade level, alignment to research-based learning standards.	☒
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☒
The assessment can be used to measure one year's expected growth for individual students.	☒
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	☒
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 assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	☒
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.	☒
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.[4]	☒

---

[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 Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

Bay Shore Union Free School District 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Joseph C. Bond 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 2/24/16
Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Bay Shore Union Free School District 1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **BLUE** INK)
Joseph C. Bond 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 2/24/16
Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	

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 offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Information	
Name of Assessment Provider:	Bay Shore UFSD
Assessment Provider Contact Information:	Dr. Steven Maloney
Name of Assessment:	Bay Shore developed course specific assessments
Nature of Assessment:	☒ ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: ☐ GAIN SCORE MODEL ☐ GROWTH-TO-PROFICIENCY MODEL ☐ STUDENT GROWTH PERCENTILES ☐ PROJECTION MODELS ☐ VALUE-ADDED MODELS ☐ OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Art
What are the technology requirements associated with the assessment?	Course specific use of computers or scantrons.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES ☒ 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 administered;
- 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)

Assessments are directly tied to NYS Standards for the Arts. Pre-assessments are administered in a one period setting at the beginning of the school year. Year-end assessments are administered in a one period setting at the end of the school year. Scores are reported through our student management database, Infinite Campus. All assessments are implemented using the same criteria found in the Examination Administration documents from NYSED. All exams are secured until the day of administration.

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 consisting of students' pre-assessment percent scores (0-100 or 1-4), demographic information (i.e., Special Education and New Language Learner classifications), historical data (i.e., students' prior performance and course-level expectations), and state proficiency levels (i.e., passing and mastery) are used by the course teacher and department administrator to collaboratively determine appropriately rigorous targets, consistent with one year of expected growth. SLO Target: 80% of students in the population are expected to achieve their target score or higher on the summative exam. The percent of students in the teacher's SLO population that achieves their target score will be converted to the New York State 0-20 metric and assigned a H-E-D-I rating for student performance.

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

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	Aligned and based on the New York State Learning Standards for the Arts
Assessments Woven Tightly Into the Curriculum:	Reviewed by administrators to ensure alignment
Performance Assessment:	Whenever possible students are asked to perform authentic tasks.
Efficient Time-Saving Assessments:	1 period (40 minutes)
Technology:	Course specific use of computers or scantrons
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	

**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION**

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 apply to a subject/grade level, alignment to research-based learning standards.	☒
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☒
The assessment can be used to measure one year's expected growth for individual students.	☒
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	☒
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 assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	☒
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.	☒
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.[4]	☒

---

[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 Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

Bay Shore Union Free School District 1. Name of Organization (PLEASE PRINT/TYPE)	*[signature]* 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Joseph C. Bond 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 2/24/16
Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Bay Shore Union Free School District 1. Name of LEA (PLEASE PRINT/TYPE)	*[signature]* 4. Signature of School Representative (PLEASE USE **BLUE** INK)
Joseph C. Bond 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 2/24/16
Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	

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 Information	
Name of Assessment Provider:	Bay Shore Union Free School District
Assessment Provider Contact Information:	
Name of Assessment:	

Nature of Assessment:	X ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR
	
	☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:
	    ☐ GAIN SCORE MODEL
	    ☐ GROWTH-TO-PROFICIENCY MODEL
	    ☐ STUDENT GROWTH PERCENTILES
	    ☐ PROJECTION MODELS
	    ☐ VALUE-ADDED MODELS
	    ☐ OTHER:

What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grades 7-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	World Language
What are the technology requirements associated with the assessment?	None
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES X 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 administered;
- 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)

Pre-assessment: The exam is locally developed through a collaboration of World Language certified teachers and the department administrator; it comprises a brief sample of items reflecting state and national standards (e.g., American Council on the Teaching of Foreign Languages Standards (aligned to the common core): Interpretive Communication (Standard 1.2): Demonstrate comprehension of content from authentic audio and visual resources. Reading- Identify people and objects in target language in their environment, based on oral and visual resources. Vocabulary Use- Recognize a variety of vocabulary words and expressions in language related to familiar topics embedded within relevant curricular area. Cultures: Practices and Products (Standard 2.1 and 2.2): Examine, compare and reflect on products, practices, and/or perspectives of the target culture(s). Connections: Acquiring New Information (Standard 3.2): Acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.)

The procedures for test administration and scoring mirror the protocols set forth by NYSED for Regents Examinations. The pre-assessment is administered during the first week of the course in one instructional period (40 minutes). World Language certified teachers who have no accountability linkage to the tested students are responsible for evaluating the exams and determining students' percent scores (0-100). Scores are reported via the district student management system. The department administrator supervises the development, administration, and scoring of the pre-assessment.

Summative assessment: The exam is locally developed through a collaboration of World Language certified teachers and the department administrator; it comprises a thorough sample of items reflecting state and national standards (e.g., American Council on the Teaching of Foreign Languages Standards (aligned to the common core): Interpretive Communication (Standard 1.2): Demonstrate comprehension of content from authentic audio and visual resources. Reading- Identify people and objects in target language in their environment, based on oral and visual resources. Vocabulary Use- Recognize a variety of vocabulary words and expressions in language related to familiar topics embedded within relevant curricular area. Cultures: Practices and Products (Standard 2.1 and 2.2): Examine, compare and reflect on products, practices, and/or perspectives of the target culture(s). Connections: Acquiring New Information (Standard 3.2): Acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.)

The procedures for test administration and scoring mirror the protocols set forth by NYSED for Regents Examinations. The summative exam is administered at the conclusion of the course during multiple class periods (78-117 minutes). World Language certified teachers with no accountability linkage to the tested students are responsible for evaluating the exams. Scores are reported via the district student management system. The department administrator supervises the development, administration, and scoring of the summative assessment.

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 consisting of students' pre-assessment percent scores (0-100), demographic information (i.e., Special Education and New Language Learner classifications), historical data (i.e., students' prior performance and course-level expectations), and state proficiency levels (i.e., passing and mastery) are used by the course teacher and department administrator to collaboratively determine appropriately rigorous targets, consistent with one year of expected growth. SLO Target: 80% of students in the population are expected to achieve their target score or higher on the summative exam. The percent of students in the teacher's SLO population that achieves their target score will be converted to the New York State 0-20 metric and assigned a H-E-D-I rating for student performance.

New York State Next Generation Assessment Priorities Please provide detail on how the proposed supplemental assessment I or assessment to be used with SLOs addresses each of the Next Generation Assessment Priorities below.	
Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	N/A
Assessments Woven Tightly Into the Curriculum:	The assessments are developed through a collaboration of teachers and focused specifically on the expectations of the New York State curriculum (ACTFL standards).
Performance Assessment:	Consistent with World Language consortium assessments, the summative exams include performance-based components (e.g., thematic tasks)
Efficient Time-Saving Assessments:	The pre-assessment is designed to be administered in a single class period (40 minutes) to preserve instructional time.
Technology:	Objective test items (i.e., multiple choice) will be machine scored to expedite the evaluation process and allow the information to be immediately actionable.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A

STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION

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 apply to a subject/grade level, alignment to research-based learning standards.	☒
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☒
The assessment can be used to measure one year's expected growth for individual students.	☒
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	☒
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 assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	☒
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.	☒
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.[4]	☒

---

[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 Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

Bay Shore Union Free School District 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Joseph C. Bond 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 2/24/16
Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Bay Shore Union Free School District 1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **BLUE** INK)
Joseph C. Bond 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 2/24/16
Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	

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 offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Information	
Name of Assessment Provider:	Bay Shore Union Free School District
Assessment Provider Contact Information:	75 W. Perkal Street Bay Shore, New York 11706
Name of Assessment:	Bay Shore UFSD developed course specific assessment
Nature of Assessment:	☒ ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: ☐ GAIN SCORE MODEL ☐ GROWTH-TO-PROFICIENCY MODEL ☐ STUDENT GROWTH PERCENTILES ☐ PROJECTION MODELS ☐ VALUE-ADDED MODELS ☐ OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grades K-12 for ENL,Special Education Self Contained Classes, PE, Art and Music Grades K-2 for ELA and Math Grades 3-5 Reading and Special Education Grades 6-12 for courses listed in B1
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	All subject areas except Math and ELA grades 3-8
What are the technology requirements associated with the assessment?	Calculators for math and some science assessments
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES ☒ 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 administered;**
- **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)**

• Description: Assessments are directly linked to either NYS Standards for the subject area or NYS Common Core Standards. Assessments mirror models provided in NYS assessments

• How administered: Pre-assessments are administered in a one period setting at the beginning of the school year. Year-end assessments are administered in either a two or three hour window over one day at the end of the school year.

• How scores are reported: Scores are reported through our student information system

• How implemented: all assessments are implemented using the same criteria found in the Examination Administration Documents that come with 3-8 assessments and Regents exams. All exams are kept locked in a safe until the day of administration.

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.

At the beginning of the year students are given a pre-assessment which is a shortened version of the year-end assessment. Targets are set for each student to achieve a passing score on the exam. The percentage of students that met their targets are calculated to calculate teacher scores. At least 80% of the students are expected to have met the target change between the pre-assessment and the year-end assessment. Historical assessment data will be used to adjust the 80% and historical academic data will be used to set targets for students in relation to attendance, SWD, ENL and economically disadvantaged. Teachers with percentages from 90-100 are HE (18-20 points), 75-89 are E (15-17 points), 60-74 are D (13,14 points) and 0-59 are I (0-12 points).

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

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	Good ELA and Math assessments are directly tied to the NYS Common Core Standards. They mirror many of the exemplars found in the modules and lessons found on Engage NY.
Assessments Woven Tightly Into the Curriculum:	Assessments are woven into the curriculum by imbedding both formative and summative throughout the year or semester. Assessments can be very informal in nature such as using running records on observing student reading or through sprints and fluencies.
Performance Assessment:	Performances assessments are strongly encouraged in all areas where both the process and final product are valued equally. These assessments are extremely valuable in the performing arts, art, physical education,

	etc.
Efficient Time-Saving Assessments:	As mentioned in the second section above many assessments can be quick and easy through logs and observations.
Technology:	Technology can be used depending upon the course outline and requirements
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	

STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION

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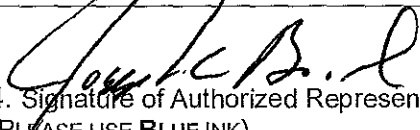
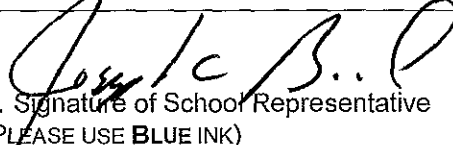PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

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 apply to a subject/grade level, alignment to research-based learning standards.	☒
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☒
The assessment can be used to measure one year's expected growth for individual students.	☒
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	☒
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 assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	☒
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.	☒
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.[4]	☒

---

[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 Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

Bay Shore Union Free School District 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Joseph C. Bond 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 2/24/16
Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Bay Shore Union Free School District 1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **BLUE** INK)
Joseph C. Bond 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 2/24/16
Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	