



**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:	Monroe 2-Orleans BOCES
Assessment Provider Contact Information:	Marijo Pearson, mpearson@monroe2boces.org
Name of Assessment:	Various Assessments See form B-1 as per NYSED
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR  <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILES <input type="checkbox"/> PROJECTION 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?	K-2, 3-5, 6-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Literacy
What are the technology requirements associated with the assessment?	None at this time
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input type="checkbox"/> YES <input checked="" 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 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)

### **The K-2 Literacy Skills Assessments**

These assessments will be used to measure student comprehension and ability to write a written response to a prompt based on the informational text read. Specifically these assessments are designed to assess the following NYS Common Core Learning Standards: RI.K.1, W.K.2, W.K.8, L.K.1a-f, L.K.2a-d, L.K.6, RI.1.1, W.1.2, W.1.8, L.1.1a-c, L.1.2a-e, RI.2.1, W.2.2, W.2.8. The assessments also will assess the students' ability to craft an evidence-based claim using informational texts including developing a claim, analyzing and synthesizing information. The assessments will enable teachers and students to identify areas of strength and those in need of further instruction and practice through the use of a baseline assessment and the support of a rubric aligned specifically to the task and the standards being measured. The assessments support teacher assessment of curriculum and instruction that would enable the development of student content skills. The assessments also measure students' ability to ask and answer questions about key details in a text. The data provided by these assessments will be used to provide targeted small group instruction, intervention and enrichment.

The K-2 Literacy Skills Assessments will consist of a written response to an informational text which consists of a constructed response format. The assessments will be scored using a rubric which assesses ideas, organization, word choice and conventions.

### **The 3-5 Literacy Skills Assessments**

The 3-5 Literacy Skills assessments are based upon the NYS Common Core English Language Arts Learning Standards. The assessments will be used to measure students' comprehension and ability to write a written response to a prompt based on the informational text they read. The assessments are designed to assess the following Common Core Learning Standards: RI.3.1, W.3.2a-d, W.3.8, L.3.1, L.3.2, L.3.6, RI.4.1, W.4.2, W.4.8, L.4.1, L.4.2, L.4.6, RI.5.1, W.5.2, W.5.8, L.5.1, L.5.2, L.5.6. The assessments will measure a students' ability to craft an evidence-based argument using informational texts including developing a claim, analyzing and synthesizing information gathered from texts and supporting their claim with relevant evidence and well thought-out reasoning. This information will enable teachers and students to identify areas of strength and those in need of further instruction and practice through the use of a baseline assessment and the support of a rubric aligned specifically to the task and the standards being measured.

The 3-5 Literacy Skills Assessments will consist of a constructed response format. The assessments will be scored using an expository writing rubric which assesses purpose and organization, evidence & elaboration and conventions.

### **The 6-12 Literacy Skills Assessments**

The 6-12 Literacy Skills Assessments are based upon the NYS Common Core Learning Standards for each grade level. The Standards assessed in these assessments include: R.6-12.1, R.6-12.8, W.6-12.1, W.6-12.4, W.6-12.9, L.6-12.1, L.6-12.2, and L.6-12.6. The assessments are used to determine students' ability to craft an evidence-based argument using informational texts including developing a claim, analyzing and synthesizing information gathered from texts and supporting their claim with relevant evidence and well thought out reasoning. The assessments will also enable teachers and students to identify areas of strength and those in need of further instruction and practice through the use of a baseline assessment and the support of a rubric aligned specifically to the task and the standards being measured.

The 6-12 Literacy Skills Assessments will consist of students reading information texts, and writing an argumentative essay. Students will need to identify the central idea of the article(s), summarize the article by discussing how key ideas and details relate to the central idea. The rubric used will evaluate the ability to write an argumentative essay.

All assessments were developed as a regional collaboration in consultation with 10 school Districts. All assessments are administered at the conclusion of the school year during the last month of school. In the middle and high school assessments the assessments will be Administered during the final exam schedule set by each building. Proctoring of assessments will be by specific departments, and grade level and all teachers other than the evaluated teacher will score the assessment.

<b>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.</b>	
<p>The target setting model for SLOs involves the teacher and administrator working collaboratively to analyze pre-assessment data, NYS ELA assessment data, and other data available for the student and pertinent to the course. Other factors that are considered as part of this process include factors such as special education, ELL designation, and past performance to set targets for each student. Once the assessment is administered and scored by someone other than the teacher being evaluated, the data is analyzed for the percentage of students who met their target, and the percentage is then placed in the NYS 3012- d SLO scale to be converted to 0-20 then HEDI rating.</p>	
<b>New York State Next Generation Assessment Priorities</b> 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.	
<b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b>	Monroe 2-Orleans BOCES Defines a high quality ELA assessment as one that is aligned to the NYS CCLS, inform instruction, and are used to measure literacy development of students (one year's growth). PD on best practices with assessments and the AET tool to ensure assessments include authentic tasks, are rigorous, aligned, criteria referenced, and developmentally appropriate.
<b>Assessments Woven Tightly Into the Curriculum:</b>	For all assessments we have developed test specs, and blueprints to ensure all items are aligned to the standards and curriculum. All formative assessments used throughout the year are aligned to scaffold student success on the final assessment and ensure attainment or mastery of the Common Core Standards.
<b>Performance Assessment:</b>	In each of our ELA assessments students are required to perform an authentic task to show their understanding. Our TITIC grant work has helped with the revision of such tasks to ensure they are performance based, aligned, and rigorous. Written portions of the assessments measure a student's skill in synthesizing text from multiple sources and responding to prompt using evidence from the text. At our lowest levels, assessments incorporate the same skills but are scaffolded according the grade level.
<b>Efficient Time-Saving Assessments:</b>	The assessments are administered as part of the instructional day or during final exams determined by each building.
<b>Technology:</b>	Monroe 2-Orleans BOCES is in process of building an Infrastructure that will accommodate computer based assessments. Once this happens, the assessments will be available online or using technology.
<b>Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):</b>	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:

<b>Assurance</b>	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.	<input checked="" type="checkbox"/>
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	<input checked="" type="checkbox"/>
The assessment can be used to measure one year's expected growth for individual students.	<input checked="" type="checkbox"/>
For K-2 assessments, the assessment is not a “Traditional Standardized Assessment” as defined in Section 1.3 of this 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 assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	<input checked="" type="checkbox"/>
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.	<input checked="" 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. <sup>4</sup>	<input checked="" type="checkbox"/>

<sup>4</sup> 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:**

1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE <b>BLUE</b> INK)
2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Monroe 2-Orleans BOCES 1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE <b>BLUE</b> INK)
Marijo Pearson 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
Assistant Superintendent for Curriculum, Instruction and Professional Development 3. Title of School Representative (PLEASE PRINT/TYPE)	



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What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grade 8
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	LOTE: Spanish, French, German and ASL
What are the technology requirements associated with the assessment?	None at this time
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 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)

**Second Language Proficiency Assessments:** Since 2011, Monroe 2-Orleans BOCES has facilitated Regional Assessment writing for Second Language Proficiency (Checkpoint A) Assessments with over 40 school districts. The assessments were developed to meet the requirements of the NY State Education Department related to Checkpoint A for Languages Other Than English. The assessments developed are aligned to the NYS World Language Standards, Performance Indicators and Curriculum Topics. Specifically:

**1. Students can (listening and speaking):**

- a) Comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults.
- b) Comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words.
- c) Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English.
- d) Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.

**2. 2) Students can (reading and writing):**

- a) Understand the main idea and some details of simple informative materials written for native speakers.
- b) Compose short, informal notes and messages to exchange information with members of the target culture.

The Second Language Proficiency Assessment format is similar in construct to the previous NYSED Second Language Proficiency Assessment. The assessment consists of the following sections: listening multiple choice, reading multiple choice, and two writing tasks. There also is included a Speaking Portion of the exam that is determined using the NYSED Sourcebook for speaking tasks. The writing teams, were provided extensive professional development in developing high quality assessments, including: best practices in item writing, performance based assessments (developing authentic tasks), and how to develop balanced assessments. The assessment writing process also includes the development of test specs, and test blueprints, item mapping by level of cognition, and a five step assessment review process. The assessment review process includes reviewing assessments for alignment to standards/curriculum, mechanics, bias and sensitivity, Special Populations (SWD/ELL), and Final eyes review. This rigorous review process has helped ensure reliability and validity of the assessments.

Explicit instructions are also provided to districts on the administration of the assessments and an administration manual, mirroring the one provided by NYSED for the Second Language Proficiency Assessments is used. General security protocol by NYSED are also followed for these LOTE assessments. In accordance with NYS Test Security protocols, a common administration date is agreed upon and exams are kept secure prior to and after the administration. Scoring of the assessments is in accordance with Commissioner Regulations (3012-d). In addition, part of the assessment item writing process includes the analysis of data at the conclusion of the assessment scoring. BOCES offers our scanning services, and each item on the assessment is coded, so data can be analyzed by standard and topic. Districts use this data to review their curriculum and assessments.

**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.**

The target setting model for SLOs involves the teacher and administrator working collaboratively to analyze pre-assessment data, NYS ELA assessment data, and other data available for the student and pertinent to the course. Other factors that are considered as part of this process include factors such as special education, ELL designation, and past performance to set targets for each student. Once the assessment is administered and scored by someone other than the teacher being evaluated, the data is analyzed for the percentage of students who met their target, and the percentage is then placed in the NYS 3012- d SLO scale to be converted to 0-20 then HEDI rating.

#### **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:**

For all assessments we have developed test specs, and blueprints to ensure all items are aligned to the standards and curriculum. All formative assessments used throughout the year are aligned to scaffold student success on the final assessment and ensure attainment or mastery of the World Language Standards and Performance Indicators.

**Performance Assessment:**

In each of our LOTE Proficiency assessments students answering questions that are based on authentic tasks to show their understanding of the language. Our TITIC grant work has helped with the revision of such tasks to ensure they are authentic, aligned, and rigorous. Written portions of the assessments measure a student's skill in synthesizing text and responding to prompt using evidence from the text.

**Efficient Time-Saving Assessments:**

The assessments are administered as part of the during final exam week, with a common date determined by all districts using the assessment.

**Technology:**

Monroe 2-Orleans BOCES does offer scanning services so our districts can analyze test results by standard and topic area. We are also in process of building an Infrastructure that will accommodate computer based assessments. Once this happens, the assessment administration will available online or using technology.

**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.	<input checked="" type="checkbox"/>
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	<input checked="" type="checkbox"/>
The assessment can be used to measure one year's expected growth for individual students.	<input checked="" type="checkbox"/>
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this 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 assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	<input checked="" type="checkbox"/>
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.	<input checked="" 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. <sup>4</sup>	<input checked="" type="checkbox"/>

<sup>4</sup> 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:**

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Monroe 2-Orleans BOCES 1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Representative (PLEASE USE <b>BLUE</b> INK)
Marijo Pearson 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 11/13/15
Assistant Superintendent for Curriculum, Instruction and Professional Development 3. Title of School Representative (PLEASE PRINT/TYPE)	



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Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR  <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILES <input type="checkbox"/> PROJECTION 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?	K-2, 7-8, 9-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Literacy, ELA, PE, Art
What are the technology requirements associated with the assessment?	None at this time
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 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)

**The K-2 Literacy Foundational Skills and Comprehension assessments** focus on measuring student growth in the following areas: print concepts, craft and structure, phonics and word recognition, reading, writing and listening for information for critical analysis, literary response and expression, and key ideas and details. The Common Core Foundational Skills is forefront in these assessments. These assessments measure students' progress in the development of their ELA skills. The assessments support teacher assessment of curriculum and instruction that would enable the development of student content skills. The assessments also measure students' ability to ask and answer questions about key details in a text. The data provided by these assessments is used to provide targeted small group instruction, intervention and enrichment.

**The K-2 Benchmark Assessment for Moderately to Severely Disabled Students** focuses on The Foundational Literacy Skills with a focus on Letter/Sound Knowledge, Phonological Awareness and Word Knowledge. The assessment is broken into three parts and is used to Group students according to data to best meet their instructional needs. The assessment is given 2 times per year. The instruction in the classroom is based on the standards and assessment results.

**The ELA assessments for grades 9, 10 and 12** are based upon the Common Core Literacy Standards. The assessments measure students' comprehension of informational and literary texts and their ability to analyze literature in writing. The use of a baseline assessment 1) allows both the teacher and students to identify strengths and areas in need of improvement, 2) supports goal setting for teacher and students and 3) provides a basis for formative assessment throughout the year. The grades 9 and 10 assessment consists of reading comprehension, Argument writing, and Text analysis response writing. The standards focused on the assessments include: SL 11-12.3, RI 11-12.2,3,4 and 6, RL 11-12.1,2,3,4 and 6, and W 11-12.1,2, and 9. The grade 12 ELA assessment consists of two parts (multiple choice (with responding to reading questions, and argumentative writing). The standards addressed in the grade 12 assessment include: Reading: Literary Texts/Informational text RL 2 , RL 3, RL 4 , RI 1, RI 2, RI 4, RI 6, RI 10, and Writing: standards: RI 1, W 4, W 9.

**The PE grades 7- 12 assessments** are designed so students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, & maintain personal health. The assessments also are designed to gauge students' knowledge and ability necessary to create and maintain a safe and healthy environment and understand and know how to manage their personal and community resources. The exams consist of two parts: multiple choice and constructed response questions. The assessments are based upon the NYS Standards and the CCLS literacy standards for the content areas.

**The Studio Art assessment** focuses on the NYS Art Standards and CCLS literacy standards for the content areas. The assessment focuses on the following standards: Creating, Performing, and Participating in the Arts, Knowing and Using Arts Materials and Resources, Responding to and Analyzing Works of Art, and Understanding the Cultural Dimensions and Contributions of the Arts. The assessment consists of three parts: multiple choice, performance Based drawing, and constructed response.

All assessments were developed as a regional collaboration in consultation with 10 school Districts. All assessments are administered at the conclusion of the school year during the last Month of school. In the case of middle and high school assessments the assessments will be Administered during the final exam schedule set by each building. Proctoring of assessments Will be by specific departments, and grade level teachers and all teachers other than the evaluated teacher will score the 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.**

The target setting model for SLOs involves the teacher and administrator working collaboratively to analyze pre-assessment data, NYS ELA assessment data, and other data available for the student and pertinent to the course. Other factors that are considered as part of this process include factors such as special education, ELL designation, and past performance to set targets for each student. Once the assessment is administered and scored by someone other than the teacher being evaluated, the data is analyzed for the percentage of students who met their target, and the percentage is then placed in the NYS 3012- d SLO scale to be converted to 0-20 then HEDI rating.

**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):**

Monroe 2-Orleans BOCES Defines a high quality ELA assessment as one that is aligned to the NYS CCLS, inform instruction, and are used to measure literacy development of students (one year's growth). PD on best practices with assessments and the AET tool to ensure assessments include authentic tasks, are rigorous, aligned, criteria referenced, and developmentally appropriate.

**Assessments Woven Tightly Into the Curriculum:**

For all assessments we have developed test specs, and blueprints to ensure all items are aligned to the standards and curriculum. All formative assessments used throughout the year are aligned to scaffold student success on the final assessment and ensure attainment or mastery of the Common Core Standards.

**Performance Assessment:**

In each of our ELA assessments students are required to perform an authentic task to show their understanding. Our TITIC grant work has helped with the revision of such tasks to ensure they are performance based, aligned, and rigorous. Written portions of the assessments measure a student's skill in synthesizing text from multiple sources and responding to prompt using evidence from the text. At our lowest levels, assessments incorporate the same skills but are scaffolded according the grade level.

**Efficient Time-Saving Assessments:**

The assessments are administered as part of the instructional day or during final exams determined by each building.

**Technology:**

Monroe 2-Orleans BOCES is in process of building an Infrastructure that will accommodate computer based assessments. Once this happens, the assessments will be available online or using technology.

**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





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The Applicant makes the following assurances:

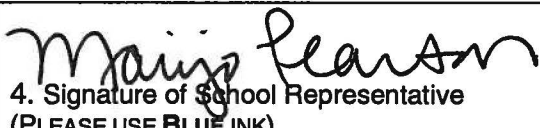
Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	<input checked="" type="checkbox"/>
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	<input checked="" type="checkbox"/>
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For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	<input checked="" type="checkbox"/>
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<sup>4</sup> 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:**

1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE <b>BLUE</b> INK)
2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Monroe 2-Orleans BOCES 1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Representative (PLEASE USE <b>BLUE</b> INK)
Marijo Pearson 2. School Representative's Name (PLEASE PRINT/TYPE)	11/10/15 5. Date Signed
Assistant Superintendent for Curriculum, Instruction and Professional Development 3. Title of School Representative (PLEASE PRINT/TYPE)	