



**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.

| <b>Assessment Provider Information</b>   |  |
|--|--|
| Name of Assessment Provider:   | Oneida City School District  |
| Assessment Provider Contact Information:   | Mary Margaret Zehr 315-363-2550<br>Oneida City School District<br>565 Sayles St<br>Oneida NY, 13321  |
| Name of Assessment:  | District Developed Assessment  |
| Nature of Assessment:  | <input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR<br><br><input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:<br><input type="checkbox"/> GAIN SCORE MODEL<br><input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL<br><input type="checkbox"/> STUDENT GROWTH PERCENTILES<br><input type="checkbox"/> PROJECTION MODELS<br><input type="checkbox"/> VALUE-ADDED MODELS<br><input type="checkbox"/> OTHER: |
| What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?                        | 3-8  |
| 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? | <input type="checkbox"/> YES<br><br><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 Oneida City School District has created a series of local assessments in ELA for grades 3-8 that can be used to establish growth measures for students. These local assessments are aligned to their particular NYS Standards and the Common Core State Standards. The assessments are modeled after the NYS Assessments. Pre-assessments are administered during a one period, forty minute window before the end of the second week of the school year. Post-Assessments are administered over several days at the end of the school year or during a final exam setting of 2 hours. Scores are reported through the school information system, School Tools and then uploaded into our evaluation framework OASYS. All assessments are implemented using the same criteria found in the Administrator's Manuals for the NYS 3-8 Assessments. All exams are secured until the day they are administered. Assessment are scored by educators within the Oneida City School District who do not have a vested interest in the outcome of the exam.

**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.**

A consistent growth model was established for the purposes of setting Student Learning Objectives (SLOs) that is consistent with §3012-d. A growth expectation was established in accordance with NYSED regulations that defined a minimum expectation for student growth based on the pre-assessment score. The aggregate of these scores are converted to a 0-20 point score to create a teacher-level score with the accompanying HEDI band: Ineffective (0-12 pts); Developing (13-14 pts); Effective (15-17 pts); and Highly Effective (18-20 pts).

#### **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):**

ELA assessments are evaluated to determine if the complexity and quality of texts are worthy of student time and attention and are the appropriate level of complexity for the grade. Reading questions are evaluated to determine if they are text-dependent and standards based, as well as whether they require students to read closely, find answers within the text, and use textual evidence to support responses.

**Assessments Woven Tightly Into the Curriculum:**

Each assessment prompt/question is drawn from the essential understandings of the course of study. Thus, each assessment is designed to elicit student reflection on the big questions and enduring understandings of the course. In turn, teachers may use assessment results to reflect on and refine their practice.

**Performance Assessment:**

The Oneida City School District assessments are a balance of traditional and performance related tasks. Where appropriate, students are asked to respond to a prompt that is consistent with a "real-world" task and their product is assessed against established criteria.

**Efficient Time-Saving Assessments:**

The Oneida City School District assessments are designed to be administered over a short period of time yet yield meaningful results. Each year the assessments are evaluated to determine the continued use of specific questions and that amount of time required to administer and complete. All assessments are designed to take a

|  |  |
|--|--|
|  | student no longer than one class period (30-45 minutes) to complete.   |
| <b>Technology:</b>   | The Oneida City School District is currently evaluating how technology could better be utilized within the local assessment process. The District has plans to expand its broadband infrastructure to account for the expectations with the Next Generation Assessment Priorities. |
| <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:


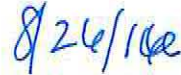
| <b>Assurance</b>   | <b>Check each box:</b> |
|--|------------------------|
| The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.   | x                      |
| To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.   | x                      |
| The assessment can be used to measure one year's expected growth for individual students.  | x                      |
| For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.  | x                      |
| 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. | x                      |
| 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.   | x                      |
| 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>  | x                      |

<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) |  |

|  |  |
|--|--|
| Oneida City School District<br>1. Name of LEA (PLEASE PRINT/TYPE)                  | <br>4. Signature of School Representative (PLEASE USE <b>BLUE</b> INK) |
| Mary Margaret Zehr<br>2. School Representative's Name (PLEASE PRINT/TYPE)          | 5. Date Signed    |
| Superintendent of Schools<br>3. Title of School Representative (PLEASE PRINT/TYPE) |  |



**STUDENT ASSESSMENTS  
AND ASSOCIATED GROWTH MODELS FOR  
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**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.

| <b>Assessment Provider Information</b>   |  |
|--|--|
| Name of Assessment Provider:   | Oneida City School District  |
| Assessment Provider Contact Information:   | Ronald Spadafora, Jr. 315-363-2550   |
| Name of Assessment:  | Oneida City School District developed course specific assessments  |
| Nature of Assessment:  | <input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR<br><br><input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:<br><input type="checkbox"/> GAIN SCORE MODEL<br><input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL<br><input type="checkbox"/> STUDENT GROWTH PERCENTILES<br><input type="checkbox"/> PROJECTION MODELS<br><input type="checkbox"/> VALUE-ADDED MODELS<br><input type="checkbox"/> OTHER: |
| What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?                        | Grades 6-12 ELA (non-state assessment courses for transitional scores through 2019), Grades 9-12 Math for non-state assessment courses, Grades K-12 Art/Music, Grades 6-12 Social Studies for non-state assessment courses, Grades 6-12 Science for non-state assessment courses, Grades 7 + 8 FACS, Grades 7-12 Technology, Grades 9-12 Business, Grades 7-12 LOTE classes that do not end in a BOCES developed final exam  |
| What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?                 | ELA, math, science, social studies, LOTE, art, music, FACS, technology, business   |
| What are the technology requirements associated with the assessment?   | Calculators for math/science exams   |
| Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State? | <input type="checkbox"/> YES<br><br><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)**

Description: All of the assessments are aligned to their particular NYS Standards or the CCLS. Where appropriate, the assessments are modeled after the NYS Assessments or Regents Examinations. How Administered: Pre-Assessments are administered during a one period or 40 minute window before the end of the second week of the school year. The Post-Assessments are administered over several days at the end of the school year or during a "final exam" setting (2 hours). How scores are reported: Scores are reported through our school information system, School Tool, and then uploaded into our evaluation framework, OASYS. How implemented: All assessments are implemented using the same criteria found in the Administrator's Manuals for the NYS 3-8 Assessments and NYS Regents Examinations. All exams are secured until the day they are administered.

**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 Pre-assessments are administered at the beginning of the school year. The assessments contain content that is course specific. Targets are then set for students to achieve a year's worth of "expected growth." The percentage of students to meet their targets are calculated to derive a teacher's score. Historical assessment data, report cards, RtI data, AIS data, will all be used to assist in the creation of reasonable targets. Teachers with percentages that range between 90-100 are rated as "Highly Effective (18-20 points), percentages between 75-89.9 are rated as "Effective" (15-17 points), percentages between 60-74.9 are rated as "Developing" (13-14 points), and percentages below 59.9 are rated "Ineffective" (0-12 points).

**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.

|   |   |
|---|---|
| <b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b>                        | They are aligned and based on the CCLS.   |
| <b>Assessments Woven Tightly Into the Curriculum:</b>   | Reviewed by administrators to ensure alignment.   |
| <b>Performance Assessment:</b>  | Students are asked to perform authentic tasks whenever possible.  |
| <b>Efficient Time-Saving Assessments:</b>   | Year-end assessments are dual purpose for APPR purposes and used for calculation for a student's final grade as the "final exam." |
| <b>Technology:</b>  | Calculators are used for some math and science exams.   |
| <b>Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only</b> |   |

|   |  |
|---|--|
| <b>applicable to supplemental assessments):</b> |  |
|---|--|





# 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.   | x <input type="checkbox"/> |
| To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.   | x <input type="checkbox"/> |
| The assessment can be used to measure one year's expected growth for individual students.  | x <input type="checkbox"/> |
| For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.  | x <input 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. | x <input type="checkbox"/> |
| For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.   | x <input type="checkbox"/> |
| At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request. <sup>4</sup>  | x <input 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:**

|   |  |
|---|--|
| <p>Oneida City School District</p> <p>1. Name of Organization (PLEASE PRINT/TYPE)</p>             | <p></p> <p>4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p> |
| <p>Ronald Spadafora, Jr.</p> <p>2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>      | <p>3/16/16</p> <p>5. Date Signed</p>   |
| <p>Superintendent of Schools</p> <p>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p> |  |

|  |  |
|--|--|
| <p>1. Name of LEA (PLEASE PRINT/TYPE)</p>                    | <p>4. Signature of School Representative (PLEASE USE BLUE INK)</p> |
| <p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>   | <p>5. Date Signed</p>  |
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| Assessment Provider Contact Information:   | Ronald Spadafora, Jr. 315-363-2550   |
| Name of Assessment:  | Oneida City School District developed course specific assessments  |
| Nature of Assessment:  | <input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR<br><br><input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:<br><input type="checkbox"/> GAIN SCORE MODEL<br><input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL<br><input type="checkbox"/> STUDENT GROWTH PERCENTILES<br><input type="checkbox"/> PROJECTION MODELS<br><input type="checkbox"/> VALUE-ADDED MODELS<br><input type="checkbox"/> OTHER: |
| What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?                        | Grades 6-12 ELA (non-state assessment courses for transitional scores through 2019), Grades 9-12 Math for non-state assessment courses, Grades K-12 Art/Music, Grades 6-12 Social Studies for non-state assessment courses, Grades 6-12 Science for non-state assessment courses, Grades 7 + 8 FACS, Grades 7-12 Technology, Grades 9-12 Business, Grades 7-12 LOTE classes that do not end in a BOCES developed final exam  |
| What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?                 | ELA, math, science, social studies, LOTE, art, music, FACS, technology, business   |
| What are the technology requirements associated with the assessment?   | Calculators for math/science exams   |
| Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State? | <input type="checkbox"/> YES<br><br><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)**

Description: All of the assessments are aligned to their particular NYS Standards or the CCLS. Where appropriate, the assessments are modeled after the NYS Assessments or Regents Examinations. How Administered: Pre-Assessments are administered during a one period or 40 minute window before the end of the second week of the school year. The Post-Assessments are administered over several days at the end of the school year or during a "final exam" setting (2 hours). How scores are reported: Scores are reported through our school information system, School Tool, and then uploaded into our evaluation framework, OASYS. How implemented: All assessments are implemented using the same criteria found in the Administrator's Manuals for the NYS 3-8 Assessments and NYS Regents Examinations. All exams are secured until the day they are administered.

**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 Pre-assessments are administered at the beginning of the school year. The assessments contain content that is course specific. Targets are then set for students to achieve a year's worth of "expected growth." The percentage of students to meet their targets are calculated to derive a teacher's score. Historical assessment data, report cards, RtI data, AIS data, will all be used to assist in the creation of reasonable targets. Teachers with percentages that range between 90-100 are rated as "Highly Effective (18-20 points), percentages between 75-89.9 are rated as "Effective" (15-17 points), percentages between 60-74.9 are rated as "Developing" (13-14 points), and percentages below 59.9 are rated "Ineffective" (0-12 points).

**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.

|   |   |
|---|---|
| <b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b>                        | They are aligned and based on the CCLS.   |
| <b>Assessments Woven Tightly Into the Curriculum:</b>   | Reviewed by administrators to ensure alignment.   |
| <b>Performance Assessment:</b>  | Students are asked to perform authentic tasks whenever possible.  |
| <b>Efficient Time-Saving Assessments:</b>   | Year-end assessments are dual purpose for APPR purposes and used for calculation for a student's final grade as the "final exam." |
| <b>Technology:</b>  | Calculators are used for some math and science exams.   |
| <b>Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only</b> |   |



|   |  |
|---|--|
| <b>applicable to supplemental assessments):</b> |  |
|---|--|



# STUDENT ASSESSMENTS FOR TEACHER AND PRINCIPAL EVALUATION

**FORM H**

## APPLICANT CERTIFICATION FORM –ASSESSMENTS FOR USE WITH STUDENT LEARNING OBJECTIVES

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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.   | x <input type="checkbox"/> |
| To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.   | x <input type="checkbox"/> |
| The assessment can be used to measure one year's expected growth for individual students.  | x <input type="checkbox"/> |
| For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.  | x <input 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. | x <input type="checkbox"/> |
| For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.   | x <input type="checkbox"/> |
| At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request. <sup>4</sup>  | x <input 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:**

|   |  |
|---|--|
| <p>Oneida City School District</p> <p>1. Name of Organization (PLEASE PRINT/TYPE)</p>             | <p></p> <p>4. Signature of Authorized Representative<br/>(PLEASE USE BLUE INK)</p> |
| <p>Ronald Spadafora, Jr.</p> <p>2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>      | <p>3/16/16</p> <p>5. Date Signed</p>   |
| <p>Superintendent of Schools</p> <p>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p> |  |

|  |  |
|--|--|
| <p>1. Name of LEA (PLEASE PRINT/TYPE)</p>                    | <p>4. Signature of School Representative<br/>(PLEASE USE BLUE INK)</p> |
| <p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>   | <p>5. Date Signed</p>  |
| <p>3. Title of School Representative (PLEASE PRINT/TYPE)</p> |  |



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| <b>Assessment Provider Information</b>   |   |
|--|---|
| Name of Assessment Provider:   | Oneida City School District   |
| Assessment Provider Contact Information:   | 35-363-2550   |
| Name of Assessment:  | Grades K-5 15:1, Math Assessment, Grades K-2, 12:1:1 Math Assessment, Grades K-5 Math Assessment, Grades K-5 ELA Assessment, Grades K-5 Reading Assessment, Grades K-5 Art Assessment, Grades 6-8 Business Assessment   |
| Nature of Assessment:  | <input type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR<br><br><input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:<br><input type="checkbox"/> GAIN SCORE MODEL<br><input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL<br><input type="checkbox"/> STUDENT GROWTH PERCENTILES<br><input type="checkbox"/> PROJECTION MODELS<br><input type="checkbox"/> VALUE-ADDED MODELS<br><input type="checkbox"/> OTHER: |
| What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?                        | K-8   |
| What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?                 | Math, ELA, Business, Art, Reading, Special Education  |
| 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? | <input checked="" type="checkbox"/> YES<br><br><input type="checkbox"/> No  |



Each of the assessments is aligned to its particular New State State Learning Standards/Next Generation Learning Standards. Where appropriate, the assessments are modeled after the New York State Assessments and/or Regents Examinations. The assessments are administered during a 40-minute period before the end of the second week of the school year and/or semester. The scores are reported via our student information system (*SchoolTool*) and then transferred to *StaffTrac*, a management system for teacher/principal evaluations. The assessments are administered in alignment with the Administrators' Manuals for the New York State Grades 3-8 Assessments and the New York State Regents Examinations. All exams are secure until the day they are administered.

**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 create teacher-level scores, and how those teacher-level scores are converted to New York State's 0-20 metric.**

The pre-assessments are administered at the beginning of the school year. The assessments contain course-specific content. Targets are set for student to achieve one year's worth of "expected growth." The percentage of students to meet their targets are calculated to determine each teacher's score. Historical assessment data, report cards, RTI data, AIS data, STAR testing data, are used to assist in the creation of reasonable targets. Teachers with percentages that range from 90-100 are rated as "Highly Effective" (18-20 points). Teachers with percentages that range between 75 and 89.9 are rated as "Effective" (15-17 points). Teachers with percentages that range between 60 and 74.9 are rated as "Developing" (13-14 points). Teachers with percentages that are below 59.9 are rated "Ineffective" (0-12 points).

#### **New York State Next Generation Assessment Priorities**

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

|  |  |
|--|--|
| <b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b>   | The assessments are completely aligned to the New York State Common Core Learning Standards. |
| <b>Assessments Woven Tightly into the Curriculum:</b>  | The assessments are reviewed by administrators to ensure alignment.                          |
| <b>Performance Assessment:</b>   | Students are asked to perform authentic tasks regularly.                                     |
| <b>Efficient Time-Saving Assessments:</b>  | Assessments are created so that they take one class period (20-40 minutes).                  |
| <b>Technology:</b>   | NA   |
| <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> |  |



## 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.

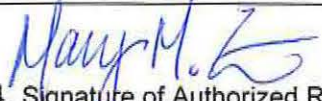
The Applicant makes the following assurances:

| 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>10</sup>   | <input checked="" type="checkbox"/> |

<sup>10</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:**

|  |  |
|--|--|
| Oneida City School District<br>1. Name of Organization (PLEASE PRINT/TYPE)             | <br>4. Signature of Authorized Representative<br>(PLEASE USE BLUE INK) |
| Mary-Margaret Zehr<br>2. Name of Authorized Representative (PLEASE PRINT/TYPE)         | February 15, 2019<br>5. Date Signed  |
| Superintendent of Schools<br>3. Title of Authorized Representative (PLEASE PRINT/TYPE) |  |

|   |  |
|---|--|
| 1. Name of LEA (PLEASE PRINT/TYPE)                    | 4. Signature of School Representative<br>(PLEASE USE BLUE INK) |
| 2. School Representative's Name (PLEASE PRINT/TYPE)   | 5. Date Signed   |
| 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:   | Oneida City School District  |
| Assessment Provider Contact Information:   | Ronald Spadafora, Jr. 315-363-2550   |
| Name of Assessment:  | Oneida City School District developed course specific assessments  |
| Nature of Assessment:  | <input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR<br><br><input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:<br><input type="checkbox"/> GAIN SCORE MODEL<br><input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL<br><input type="checkbox"/> STUDENT GROWTH PERCENTILES<br><input type="checkbox"/> PROJECTION MODELS<br><input type="checkbox"/> VALUE-ADDED MODELS<br><input type="checkbox"/> OTHER: |
| What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?                        | Grades 6-12 ELA (non-state assessment courses for transitional scores through 2019), Grades 9-12 Math for non-state assessment courses, Grades K-12 Art/Music, Grades 6-12 Social Studies for non-state assessment courses, Grades 6-12 Science for non-state assessment courses, Grades 7 + 8 FACS, Grades 7-12 Technology, Grades 9-12 Business, Grades 7-12 LOTE classes that do not end in a BOCES developed final exam  |
| What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?                 | ELA, math, science, social studies, LOTE, art, music, FACS, technology, business   |
| What are the technology requirements associated with the assessment?   | Calculators for math/science exams   |
| Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State? | <input type="checkbox"/> YES<br><br><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)

Description: All of the assessments are aligned to their particular NYS Standards or the CCLS. Where appropriate, the assessments are modeled after the NYS Assessments or Regents Examinations. How Administered: Pre-Assessments are administered during a one period or 40 minute window before the end of the second week of the school year. The Post-Assessments are administered over several days at the end of the school year or during a "final exam" setting (2 hours). How scores are reported: Scores are reported through our school information system, School Tool, and then uploaded into our evaluation framework, OASYS. How implemented: All assessments are implemented using the same criteria found in the Administrator's Manuals for the NYS 3-8 Assessments and NYS Regents Examinations. All exams are secured until the day they are administered.

**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 Pre-assessments are administered at the beginning of the school year. The assessments contain content that is course specific. Targets are then set for students to achieve a year's worth of "expected growth." The percentage of students to meet their targets are calculated to derive a teacher's score. Historical assessment data, report cards, RtI data, AIS data, will all be used to assist in the creation of reasonable targets. Teachers with percentages that range between 90-100 are rated as "Highly Effective (18-20 points), percentages between 75-89.9 are rated as "Effective" (15-17 points), percentages between 60-74.9 are rated as "Developing" (13-14 points), and percentages below 59.9 are rated "Ineffective" (0-12 points).

**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.

|   |   |
|---|---|
| <b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b>                        | They are aligned and based on the CCLS.   |
| <b>Assessments Woven Tightly Into the Curriculum:</b>   | Reviewed by administrators to ensure alignment.   |
| <b>Performance Assessment:</b>  | Students are asked to perform authentic tasks whenever possible.  |
| <b>Efficient Time-Saving Assessments:</b>   | Year-end assessments are dual purpose for APPR purposes and used for calculation for a student's final grade as the "final exam." |
| <b>Technology:</b>  | Calculators are used for some math and science exams.   |
| <b>Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only</b> |   |

|   |  |
|---|--|
| <b>applicable to supplemental assessments):</b> |  |
|---|--|





# 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.   | x <input type="checkbox"/> |
| To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.   | x <input type="checkbox"/> |
| The assessment can be used to measure one year's expected growth for individual students.  | x <input type="checkbox"/> |
| For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.  | x <input 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. | x <input type="checkbox"/> |
| For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.   | x <input type="checkbox"/> |
| At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request. <sup>4</sup>  | x <input 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:**

|   |  |
|---|--|
| <p>Oneida City School District</p> <p>1. Name of Organization (PLEASE PRINT/TYPE)</p>             | <p></p> <p>4. Signature of Authorized Representative<br/>(PLEASE USE BLUE INK)</p> |
| <p>Ronald Spadafora, Jr.</p> <p>2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>      | <p>3/16/16</p> <p>5. Date Signed</p>   |
| <p>Superintendent of Schools</p> <p>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p> |  |

|  |  |
|--|--|
| <p>1. Name of LEA (PLEASE PRINT/TYPE)</p>                    | <p>4. Signature of School Representative<br/>(PLEASE USE BLUE INK)</p> |
| <p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>   | <p>5. Date Signed</p>  |
| <p>3. Title of School Representative (PLEASE PRINT/TYPE)</p> |  |





**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.

| <b>Assessment Provider Information</b>   |  |
|--|--|
| Name of Assessment Provider:   | Oneida City School District  |
| Assessment Provider Contact Information:   | Ronald Spadafora Jr., 315-363-2550   |
| Name of Assessment:  |  |
| Nature of Assessment:  | <input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR<br><br><input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:<br><input type="checkbox"/> GAIN SCORE MODEL<br><input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL<br><input type="checkbox"/> STUDENT GROWTH PERCENTILES<br><input type="checkbox"/> PROJECTION MODELS<br><input type="checkbox"/> VALUE-ADDED MODELS<br><input type="checkbox"/> 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?                 | Grades K-12 Physical Education, Grades 7-12 Health, Grades 6-8 FACS. L.O.T.E. 7-12   |
| What are the technology requirements associated with the assessment?   |  |
| Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State? | <input type="checkbox"/> YES<br><br><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)



**Description:** All of the assessments are aligned to their particular NYS Standards or the CCLS. Where appropriate, the assessments are modeled after the NYS Assessments or Regents Examinations. **How Administered:** Pre-Assessments are administered during a one period or 40 minute window before the end of the second week of the school year. The Post-Assessments are administered over several days at the end of the school year or during a "final exam" setting (2 hours). **How scores are reported:** Scores are reported through our school information system, School Tool, and then uploaded into our evaluation framework, OASYS. **How implemented:** All assessments are implemented using the same criteria found in the Administrator's Manuals for the NYS 3-8 Assessments and NYS Regents Examinations. All exams are secured until the day they are administered.

**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 Pre-Assessments are administered at the beginning of the school year. The assessments contain content that is course specific. Targets are then set for students to achieve a year's worth of "expected growth." The percentage of students to meet their targets are calculated to derive a teacher's score. Historical assessment data, report cards, Rtl data, AIS data will all be used to assist in the creation of reasonable targets. Teachers with percentages that range between 90-100 are rated as "Highly Effective" (18-20 points), percentages between 75-89.9 are rated as "Effective" (15-17 points), percentages between 60-74.9 are rated as "Developing" (13-14 points), and percentages 59.9 and below are rated as "Ineffective" (0-12 points).

#### **New York State Next Generation Assessment Priorities**

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

|  |   |
|--|---|
| <b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b>   | They are aligned and based on the CCLS.   |
| <b>Assessments Woven Tightly Into the Curriculum:</b>  | Reviewed by administrators to ensure alignment.   |
| <b>Performance Assessment:</b>   | Students are asked to perform authentic tasks whenever possible.  |
| <b>Efficient Time-Saving Assessments:</b>  | Year-end assessments are dual purpose for APPR use and also used for calculation for a student's final grade as the "final exam." |
| <b>Technology:</b>   | Calculators are used for some math and science exams.   |
| <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> |   |





# **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>   | <b>Check<br/>each box:</b> |
|--|----------------------------|
| 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.   | x <input type="checkbox"/> |
| To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.   | x <input type="checkbox"/> |
| The assessment can be used to measure one year's expected growth for individual students.  | x <input type="checkbox"/> |
| For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.  | x <input 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. | x <input type="checkbox"/> |
| For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.   | x <input type="checkbox"/> |
| At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request. <sup>4</sup>  | x <input 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:**

|  |   |
|--|---|
| <p>Oneida City School District<br/>1. Name of Organization (PLEASE PRINT/TYPE)</p>             | <p><br/>4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p> |
| <p>Ronald Spadafora Jr.<br/>2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>       | <p>5/26/16<br/>5. Date Signed</p>   |
| <p>Superintendent of Schools<br/>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p> |   |

|  |  |
|--|--|
| <p>1. Name of LEA (PLEASE PRINT/TYPE)</p>                    | <p>4. Signature of School Representative (PLEASE USE BLUE INK)</p> |
| <p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>   | <p>5. Date Signed</p>  |
| <p>3. Title of School Representative (PLEASE PRINT/TYPE)</p> |  |





**STUDENT ASSESSMENTS  
AND ASSOCIATED GROWTH MODELS FOR  
TEACHER AND PRINCIPAL EVALUATION**

**FORM C**

**PUBLICLY AVAILABLE SERVICES SUMMARY**

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| <b>Assessment Provider Information</b>   |  |
|--|--|
| Name of Assessment Provider:   | Oneida City School District  |
| Assessment Provider Contact Information:   | Ronald Spadafora Jr., 315-363-2550   |
| Name of Assessment:  |  |
| Nature of Assessment:  | <input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR<br><br><input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:<br><input type="checkbox"/> GAIN SCORE MODEL<br><input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL<br><input type="checkbox"/> STUDENT GROWTH PERCENTILES<br><input type="checkbox"/> PROJECTION MODELS<br><input type="checkbox"/> VALUE-ADDED MODELS<br><input type="checkbox"/> 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?                 | Grades K-12 Physical Education, Grades 7-12 Health, Grades 6-8 FACS. L.O.T.E. 7-12   |
| What are the technology requirements associated with the assessment?   |  |
| Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State? | <input type="checkbox"/> YES<br><br><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)



**Description:** All of the assessments are aligned to their particular NYS Standards or the CCLS. Where appropriate, the assessments are modeled after the NYS Assessments or Regents Examinations. **How Administered:** Pre-Assessments are administered during a one period or 40 minute window before the end of the second week of the school year. The Post-Assessments are administered over several days at the end of the school year or during a "final exam" setting (2 hours). **How scores are reported:** Scores are reported through our school information system, School Tool, and then uploaded into our evaluation framework, OASYS. **How implemented:** All assessments are implemented using the same criteria found in the Administrator's Manuals for the NYS 3-8 Assessments and NYS Regents Examinations. All exams are secured until the day they are administered.

**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 Pre-Assessments are administered at the beginning of the school year. The assessments contain content that is course specific. Targets are then set for students to achieve a year's worth of "expected growth." The percentage of students to meet their targets are calculated to derive a teacher's score. Historical assessment data, report cards, Rtl data, AIS data will all be used to assist in the creation of reasonable targets. Teachers with percentages that range between 90-100 are rated as "Highly Effective" (18-20 points), percentages between 75-89.9 are rated as "Effective" (15-17 points), percentages between 60-74.9 are rated as "Developing" (13-14 points), and percentages 59.9 and below are rated as "Ineffective" (0-12 points).

#### **New York State Next Generation Assessment Priorities**

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

|  |   |
|--|---|
| <b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b>   | They are aligned and based on the CCLS.   |
| <b>Assessments Woven Tightly Into the Curriculum:</b>  | Reviewed by administrators to ensure alignment.   |
| <b>Performance Assessment:</b>   | Students are asked to perform authentic tasks whenever possible.  |
| <b>Efficient Time-Saving Assessments:</b>  | Year-end assessments are dual purpose for APPR use and also used for calculation for a student's final grade as the "final exam." |
| <b>Technology:</b>   | Calculators are used for some math and science exams.   |
| <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> |   |





# **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>   | <b>Check each box:</b>     |
|--|----------------------------|
| 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.   | x <input type="checkbox"/> |
| To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.   | x <input type="checkbox"/> |
| The assessment can be used to measure one year's expected growth for individual students.  | x <input type="checkbox"/> |
| For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.  | x <input 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. | x <input type="checkbox"/> |
| For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.   | x <input type="checkbox"/> |
| At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request. <sup>4</sup>  | x <input 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:**

|   |  |
|---|--|
| <p>Oneida City School District</p> <p>1. Name of Organization (PLEASE PRINT/TYPE)</p>             | <p><i>Ronald Spadafora, Jr.</i></p> <p>4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p> |
| <p>Ronald Spadafora Jr.</p> <p>2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>       | <p>5/26/16</p> <p>5. Date Signed</p>   |
| <p>Superintendent of Schools</p> <p>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p> |  |

|  |  |
|--|--|
| <p>1. Name of LEA (PLEASE PRINT/TYPE)</p>                    | <p>4. Signature of School Representative (PLEASE USE BLUE INK)</p> |
| <p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>   | <p>5. Date Signed</p>  |
| <p>3. Title of School Representative (PLEASE PRINT/TYPE)</p> |  |