



**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:	Richard Malone
Assessment Provider Contact Information:	rmalone@oysterponds.org
Name of Assessment:	Teacher Specific Measure Oysterponds UFSD Developed
Nature of Assessment:	<p>X ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR</p> <p><input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:</p> <p> <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: </p>
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-6
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Instrumental Music
What are the technology requirements associated with the assessment?	n/a
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)

A teacher specific measure will be used to assess student knowledge of rhythm, pitch, tone quality and instrumental techniques.
 Students will be assessed on their musical skills and instrumental playing using the previous years baseline or summative assessment or the first trimester of the year.
 Scores are reported using a teacher specific rubric beginning with the developing student (score 4-6) to an advanced student (score 14-16).
 The Assessment Provider supports the implementation of the teacher specific measure by an ongoing assessment in the weekly lesson groups.

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.

A consistent growth model was established for the purpose of setting Student Learning Objective (SLO's) that is consistent with NYS Education Law 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. Students will move at least one category on the summative assessment accounting for one year expected growth. It is the district's goal, that 80% of all instrumental music students will accomplish forward movement in the categories (developing, intermediate, proficient and advanced) of the summative assessment. The aggregate of these scores are converted to a 0 – 20 score to create a teacher level score with the NYS HEDI band.

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.

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	n/a
Assessments Woven Tightly into the Curriculum:	Assessments are reviewed by administration and/or the lead evaluator to ensure that the assessment aligns to the curriculum. The assessment reflects the learning taking place in classrooms, informs goal setting and supports ongoing instruction
Performance Assessment:	Includes the use of performance assessments that engage students in meaningful authentic tasks aligned to learning standards and goals. The assessments are designed to allow students to demonstrate their understanding and assessing their knowledge of rhythm, pitch, tone quality and instrumental techniques. Students will be assessed on their musical skills and instrumental playing.
Efficient Time-Saving Assessments:	Assessment results are used for the purpose of APPR as well as for present and future academic planning. Assessments are also designed to take one class period.
Technology:	N/A technology is not currently used in this assessment as assessment is instrumental music and performance based.
Degree to which the growth model must differentiate across New York State's four levels of	n/a



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FORM H

**APPLICANT CERTIFICATION FORM
ASSESSMENTS FOR USE WITH STUDENT LEARNING OBJECTIVES**

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria.


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

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that 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. ¹⁰	X <input type="checkbox"/>

¹⁰ 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>Oysterponds UFSD 1. Name of Organization (PLEASE PRINT/TYPE)</p>	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
<p>Richard Malone 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>June 12, 2018 5. Date Signed</p>
<p>Superintendent 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>	