



**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:	Putnam Northern Westchester BOCES
Assessment Provider Contact Information:	200 BOCES Drive, Yorktown Heights, NY 10598-4399 Phone: 914-245-2700
Name of Assessment:	PNW BOCES SL and RI Skills Assessment
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-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English Language Arts
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 <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)

Over a six week period during the summer of 2016, teachers and administrators from various programs serving representative student populations at PNW BOCES met and created this assessment for SLO purposes. The assessment is based on both the Common Core ELA College and Career Readiness Anchor Standards for Reading and Speaking/Listening.

These standards encompass the skills that Students with Disabilities (SWDs) work on daily and that are addressed in the PNW BOCES curricula. To help hone in on the most important CCLS, the team decided to focus on Anchor Standard for Reading for Information 1 (RI.1) and Anchor Standard for Speaking and Listening 1 (SL.1).

Next, using various resources and their own expertise, the team task analyzed and developed a Skills List for each standard. They developed the "SL.1 Skills List" that addressed skills needed for appropriate and functional communication. They also developed the "RI.1 Skills List" that was broken down into two categories: *A - Responding to Literature* and *B - Literacy Skills*. *A - Responding to Literature*, addressed answering questions, identifying main idea, and other skills related to responding to a story or situation. *B - Literacy Skills*, addressed skills related to printed text and reading.

Next, the team developed two rubrics: the "PNW BOCES Initial Skills List Rubric" and the "PNW BOCES Scoring Rubric."

The "PNW BOCES Initial Skills List Rubric" is used to score students on each skill in the "SL.1 & RI.1 Skills Lists." It is also used to help identify two skills from the "SL.1 Skills List" and two skills from the "RI.1 Skills List" that will be used to set year-end targets for each student. Once these four skills are identified, the "PNW BOCES Scoring Rubric" is used to score a student on each skill three times annually - once in the beginning of the year (Baseline) to set a target, once in the winter (Mid-Point) to check progress, and once at the end of year (Final) to assess if the target was met. The team also created data collection sheets to help capture student performance and developed directions, prompt level definitions, and a glossary to accompany the "PNW BOCES SL and RI Skills Assessment."

The Assessment Protocol

- All staff involved in administering and grading this assessment will attend mandatory training sessions. The training sessions will include a thorough overview of the assessment instrument and methodology, instruction in the best practices of student assessment, applying the grading rubric, validity and reliability of results, quality assurance, and timelines associated with the assessment.
- Prior to the opening of our assessment window, educators (teachers, administrators and related service providers) will be formally trained and made familiar with the SL.1 and RI.1 Skills Lists and the skill selection process. Teachers will initially assess students based on their knowledge of each student's present levels of performance, and will use the "PNW BOCES Initial Skills List Rubric (0-5 scale)" to score each skill. Teachers will base student skill selection on the results of this initial assessment.

For the purposes of this assessment, any skills on which a student receives a 0, 1, or 2 may be selected as a target skill for that student. A student is considered independent if they receive a score of 3 or higher. If a student receives a score of 3 or higher on all skills listed, the teacher may select the most appropriate one as a target skill.

The teacher will then select two skills from the SL.1 Skills List and two skills from the RI.1 Skills List (for RI.1 teachers may select one skill from each column [A and B] or two skills from one column [A or B]).

Teachers will complete Baseline Assessments for the four selected skills using the data collection sheets and the PNW BOCES Scoring Rubric. Teachers will complete 5-10 trials to establish a reliable baseline to set a target for each skill. Teachers will instruct students in the selected skills.

Skills will be embedded in the curriculum and addressed throughout the instructional day.

Teachers will complete Mid-Point Assessments to track student progress towards mastery of the four selected skills. Teachers will complete Final Assessments to determine if a student has met the target for each selected skill.

- Teachers will submit proposed skills and targets to The Lead Evaluator/Administrator for approval.
- Assessments will be administered within a pre-determined assessment window.
- Final Assessments will be scored by certified teachers other than the teacher of record for the student.
- All SLO scores will be stored electronically in our APPR management system and teacher composite scores will be generated through this system.
- SLO scores will be verified by each administrator.

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.

Teachers propose targets that represent a minimum of one-year of growth for the student after reviewing both historical and current student performance data (e.g. IEP documents and formative and summative assessment results). This evaluation and target setting will take place during the first six to eight weeks of the school year. Teachers will use the PNW BOCES SL and RI Skills Assessment to establish a baseline of student performance. Teachers will collaborate with their Lead Evaluator/Administrator to determine the individual target for each student. The final SLOs will be set by October 31st each year. Student progress will be monitored routinely.

In accordance with 3012-d, PNW BOCES will calculate the percentage of students meeting their targets within each SLO and then determine the SLO score in accordance with the standardized HEDI table as prescribed by NYSED, resulting in a score between 0-20.

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:	This assessment is woven tightly into our curricula and represents essential learning for our students. It is based on the Common Core ELA College and Career Readiness Anchor Standards for Reading and Speaking/Listening, which are already the focus of our instructional programs for students with disabilities.
Performance Assessment:	This assessment is performance-based. Students are evaluated based on their performance on specific standards-based tasks and a rubric is used to measure student achievement and growth.
Efficient Time-Saving Assessments:	Teachers will collect data on skills they are already addressing as part of their regular classroom curriculum. As this assessment is so tightly woven into the current curriculum (which includes regular progress monitoring and data collection) it will not be an ancillary component of our instruction and assessment of students. This process strengthens our ability to set reasonable and rigorous learning targets for students.
Technology:	N/A at this time
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.

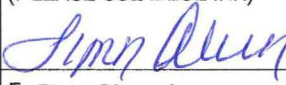
The Applicant makes the following assurances:

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 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. ²	<input checked="" type="checkbox"/>

² 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:

Putnam Northern Westchester BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE BLUE INK)
 2. Name of Authorized Representative Dr. Lynn Allen	5. Date Signed 9-6-16
3. Title of Authorized Representative Assistant Superintendent	

1. Name of LEA Putnam Northern Westchester BOCES	4. Signature of School Representative (PLEASE USE BLUE INK) 
2. School Representative's Name Dr. Lynn Allen	5. Date Signed 9-6-16
3. Title of School Representative Assistant Superintendent	