



**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:	Brentwood Union Free School District
Assessment Provider Contact Information:	Mr. Paul Nolan
Name of Assessment:	All Applicable Brentwood Union Free School District Developed Course Specific Assessments for Use with SLOs
Nature of Assessment:	<p><input checked="" type="checkbox"/> 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> <ul style="list-style-type: none"> <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?	Grades K-12
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, PE, Music, ELL, NLA, Business, Technology, Computers, FACS, Life Skills, Health
What are the technology requirements associated with the assessment?	Varies with Assessment, Computers, Calculators, Timers
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<p><input type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> NO</p>

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: pre and post-assessments are directly aligned to either the NYS Standards for the subject area or to the NYS Common Core Standards. Assessments mirror models provided in the NYS assessments.

How administered: administered in an allotted time appropriate for the grade level/assessment at the beginning of the course and again at the conclusion of the course. Test modifications are provided for students with disabilities.

How scores are reported: scores are reported in the SLO management tool used by the district accessible to teachers and administrators.

How implemented: assessments are implemented using the same criteria found in the Examination Administration documents from NYSED. All exams are secured.

Please provide an overview of the student-level growth model or target setting model for SLOs for districts and BOCES, along with how student-level growth scores are aggregated to the create teacher-level scores, and how those teacher-level scores are converted to New York State’s 0-20 metric.

Baseline data consisting of students’ pre-assessment scores, demographic information (i.e., Special Education and New Language Learner classifications), historical data (i.e., students’ prior performance and course-level expectations), and state proficiency levels (i.e., passing and mastery) are used collaboratively to establish rigorous targets, consistent with one year of expected growth. The percent of students in the teacher’s SLO population that achieves their target score will be converted to the current New York State 0-20 metric and assigned a H-E-D-I rating for student performance.

New York State Next Generation Assessment Priorities

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

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	The assessments reflect adherence to the Common Core Learning Standards.
Assessments Woven Tightly Into the Curriculum:	Reviewed by administrators to insure alignment. Assessments are locally developed and assess both the content and priorities of the curriculum taught. Even though they are generally summative, they reflect the day to day academic goals of the teacher.
Performance Assessment:	Whenever possible, students are asked to perform authentic tasks. However, it is difficult to do this for all subjects based on limited resources and the regulations regarding scoring assessments.
Efficient Time-Saving Assessments:	Except for performance based assessments, assessments are administered in a single or double period.
Technology:	Examples are: Calculators, computers, timers

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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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
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. ³	X

³ 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:

Brentwood UFSID 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Paul Nolan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	3/8/16 5. Date Signed
Director of Funded Programs & Compliance 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Brentwood UFSID 1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Representative (PLEASE USE BLUE INK)
Paul Nolan 2. School Representative's Name (PLEASE PRINT/TYPE)	3/8/16 5. Date Signed
Director of Funded Programs & Compliance 3. Title of School Representative (PLEASE PRINT/TYPE)	