



**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:	GREENBURGH ELEVENN UFSD
Assessment Provider Contact Information:	Anthony Gyetua-Danquah 1 Echo Hill (Building 36) Dobbs-Ferry, NY 10522 adanquah@greenburgheleven.org
Name of Assessment:	Greenburgh Eleven Locally Developed 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?	ELA, Mathematics, , Science, Social Studies Visual and Performing Arts, Foreign Language, Career & Technical Education, Physical Education, Health
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)**

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 Greenburgh Eleven Union Free School District (GB11) Local Assessment is a K-12 performance-based system. The Assessment instruments incorporate Common Core State Standards and are vertically aligned according to learning progressions that measure academic growth over time.

Across all academic disciplines, the GB11 assessment instruments measures higher order thinking skills, problem-solving and content acquisition addressing primary learning modalities wherein instructional practices incorporate rigor, relevance and actionable feedback.

The GB11 Local Assessment is administered over a period of days with specific instructions that are presented to the students based on their developmental level. Subject specific checklists guide the process in monitoring and assessing students' independent practice in completing the assigned instructional tasks. The GB 11 assessment is administered to all learners; individual 504 and IEP plans are considered to allow for individual needs and accommodations.

Individual assessments are scored using a multidimensional, criterion-referenced rubric that is vertically aligned by content area and aligned to the CCLS. Teachers in cohort grade-level teams score the assessments. Scores are uploaded and reported to the administrative team; scores are used to support the teacher rating for APPR purposes.

Administration of the GB11 Local Assessment is supported by school administrators and district-wide staff developers. Annual training and instructional support workshops are provided to teachers prior to administration of the local assessment. School administrators ensure proper security for the storage of local assessments prior to and following the administration.

SLO Target Setting

The vertical alignment of the GB11 Local Assessment system allows for the collection of historical student data over time as measured against learning progressions. Each fall, teachers are provided with historical student performance data for all of their students as measured by the GB11 Local Assessment. Once all teachers have received all of their student performance data and have gathered preliminary informal pre-assessment data for the current school year, individual departments and grade level teams begin the target setting process. Working within grade level cohort teams, each teacher sets an appropriate target for their SLO and enters the target into the SLO building tool via google classroom, identifying students by their student ID numbers. School and district administrators review all SLO targets and give final approval before the SLO is accepted. Following the completion of the GB11 Local Assessment scoring in the spring, scores are uploaded the scores are then converted to a HEDI rating according to the NYSED metric.

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):	<p>Characteristics of Good ELA and Math Assessments <u>ELA</u></p> <p>The GB11 Local Assessment in ELA is a vertically aligned task for all students K-12. As per the Common Core State Standards, the writing task for all students is an opinion/argument task.</p> <p>In grades K-2, the task required is the completion of an opinion piece by each individual student. Using developmentally appropriate and rigorous, relevant texts, students compose an opinion piece in response to the selected texts. In addition, the students will complete a 20-25 prompt questionnaire addressing literary devices/content.</p> <p>In grades 3-5, the task required is the completion of an opinion/argument piece by each individual student. Using developmentally appropriate and rigorous, relevant texts, students compose an opinion/argument piece in response to the selected texts. Following the CCLS, the required written piece must progress with supporting details, level appropriate logic and sequencing, evidence and reasoning, and concluding statements. In addition, the students will complete a 20-25 prompt questionnaire addressing literary devices/content.</p> <p>In grades 6-12, the task required is the completion of an argument piece by each individual student. Using developmentally appropriate and rigorous, relevant texts, students compose an argument piece in response to the selected texts. Following the CCLS, the required written piece must progress with supporting details, level appropriate logic and sequencing, evidence and reasoning, and concluding statements. Additionally, the final written piece must display appropriate introduction to the claim with supporting evidence. As students' progress through the grades, the level of sophistication increases along with the requirement to present the counter claim while citing credible sources. The learning progressions require that the student demonstrate a clear focus on style, cohesion, precision, clarity, relationships between claims and evidence, relationships between counterclaims and evidence, syntax, objectivity, voice, awareness of audience as appropriate across the grade levels. In addition, the students will complete a 20-25 prompt questionnaire addressing literary devices/content.</p> <p><u>Mathematics</u></p> <p>The GB11 Local Assessment in Mathematics is a vertically aligned task for all students K-12. As per the Common Core State Standards, the mathematics task for all</p>

	<p>students is rooted in the solving of rich problems.</p> <p>In grades K-2, the task required is the completion of a problem solving process by each individual student based on grade level and developmentally appropriate content. Using developmentally appropriate and rigorous, relevant mathematical operations and concepts, students interpret, represent, and solve a rich mathematical problem.</p> <p>In grades 3-5, the task required is the completion of a set of rich problem-based questions that require students to think arithmetically. Using developmentally appropriate and rigorous, relevant tasks, students show their thinking and solutions through the application of mathematical processes and the display of work. Following the CCLS, the required solution must show evidence of the Common Core mathematical practices with supporting details, level appropriate logic and sequencing, evidence and reasoning and concluding statements.</p> <p>In grades 6-12, the task required is the completion of a set of rigorous problems by each individual student. Using developmentally appropriate and rigorous, relevant problem sets and content, students show their thinking and solutions through the application of mathematical processes and the display of work. Following the CCLS, the required solution must show evidence of the Common Core mathematical practices with supporting details, level appropriate logic and sequencing, evidence and reasoning and concluding statements.</p> <p>As students' progress through the grades, the level of sophistication increases along with the requirement to represent their problem solving process with appropriate mathematical notation. The learning progressions require that the student demonstrate a clear focus on algebraic thinking, functions, and geometric interpretation as appropriate across the grade levels.</p>
<p>Assessments Woven Tightly into the Curriculum:</p>	<p>As a school district, we are committed to (criterion-referenced) assessments that are woven tightly into the curriculum. Our curriculum is designed into units of study across the school year. Units are implemented over several weeks and incorporate all genre of reading and writing along with the requisite mathematical content as defined in the Common Core State Standards. Planning and implementation support is provided to teachers from The lead-teacher and the instructional leader of the building. Our GB11 Local Assessment is strategically placed as the culminating performance activity for specific units of study based on the content and skills being measured in the assessment.</p>
<p>Performance Assessment:</p>	<p>The GB11 Local Assessment requires that all students demonstrate understanding through the engagement and</p>

	<p>completion of the assessment tools, solving rich challenging prompts. Students are given clear instructions and guidelines for the required tasks and receive relevant, actionable feedback from teachers. Using engaging resources, texts, and problems that are relevant and meaningful to students', the aligned assessment task provides a scoring system that is multi-dimensional and allows for clear information that guides instruction and individual student growth.</p>
<p>Efficient Time-Saving Assessments:</p>	<p>The strategic placement of our GB11 Local Assessment as the culminating performance at the end of specific units of study allows for efficient use of time while engaged in a meaningful learning experience. As with most performance-based assessments, our local assessment is administered over multiple class sessions.</p>
<p>Technology:</p>	<p>While designed to be administered through a traditional paper and pencil mode or via computer technology, teachers have the professional flexibility to decide on the preferred mechanism for administration.</p>
<p>Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):</p>	<p>As our application is only for use with SLOs, this section is not applicable.</p>



**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. ¹⁰	<input checked="" 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>GREENBURGH ELEVEN UFSD 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p>4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed</p>
<p>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

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