



**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:	Harrison Central School District
Assessment Provider Contact Information:	Dr. Louis N. Wool, Superintendent of Schools 914-630-3023
Name of Assessment:	HCSD Developed Course Specific Assessments
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?	Art, Music, Dance, Theater
What are the technology requirements associated with the assessment?	Varies by task
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)**

The Harrison Central School District has developed a series of local assessments for all subject areas in grades K-12 (other than courses that end in a state-required assessment: English 11, Global History, US History, Living Environment, Algebra, Science 8, ENL, and Alternatively Assessed Special Education). These local assessments constitute multiple growth measures that are used to determine student progress toward meeting learning standards and course objectives. These assessments are administered as either pre- and post-assessments or culminating measures of achievement associated with the course of study and are aligned to the New York State Learning Standards, as well as local curriculum goals and objectives. The assessments are administered in one class period, or may be completed over several days as a performance assessment, following consistent assessment administration protocols. Assessments are scored by teachers within the Harrison Central School District using established criteria and protocols, and steps are taken to ensure that the assessments are scored by teachers who do not have a vested interest in the outcome of the assessment and the scoring process is supervised by administrators. All assessments are stored securely, and student responses are retained for at least one year after the administration of the assessment.

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 is used to establish Student Learning Objectives (SLOs), as required by §3012-d. A growth target is established at the beginning of the school year using either a pre- and post-assessment, or an expected level of achievement based on essential content and/or skills required for the course. These scores are aggregated to produce a teacher-specific score on a scale of 0-20 with a corresponding HEDI rating: Ineffective (0-12 points); Developing (13-14 points); Effective (15-17 points); and Highly Effective (18-20 points) as required by §3012-d.

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 aligned to the demands of the New York State and Common Core Learning Standards. The reading passages and writing prompts are designed to assess essential skills and knowledge that are developmentally appropriate and provide evidence that students are progressing toward commencement level expectations. Assessments are aligned to the learning activities and lesson goals that occur through daily instruction to ensure that they provide evidence of student-specific progress and inform classroom instruction. These assessments reflect the criteria established by the Achieve the Core Assessment Evaluation Tool (AET) related to complexity, evidence, and knowledge required of the Common Core Learning Standards.

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	<p>evidence that students are progressing toward commencement level expectations. Assessments are aligned to the learning activities and lesson goals that occur through daily instruction to ensure that they provide evidence of student-specific progress and inform classroom instruction. These assessments reflect the criteria established by the Achieve the Core Assessment Evaluation Tool (AET) related to focus, coherence, and rigor required of the Common Core Learning Standards.</p>
<p>Assessments Woven Tightly Into the Curriculum:</p>	<p>The assessment prompts are carefully aligned to the skills and concepts that essential to each grade level and course of study. Teams of teachers have contributed to the design of these assessments to ensure their alignment to the learning standards and classroom instruction. The assessments not only provide evidence of student growth relative to essential skills and concepts, but also enable students to reflect on their progress as learners.</p>
<p>Performance Assessment:</p>	<p>Assessments developed for use with SLOs are a combination of traditional, on-demand assessments and performance assessments. Performance assessments require students to apply acquired skills and knowledge to solve or respond to an authentic problem or task. Students are also aware of the criteria that are used to assess the quality of their performance, which helps them to internalize the standards of an effective demonstration of learning.</p>
<p>Efficient Time-Saving Assessments:</p>	<p>The Harrison Central School District works to ensure that the assessments that are used to measure student growth are integral to classroom instruction and result in a minimal loss of instructional time. On an ongoing basis, the District reviews the design of the assessments to ensure that they continue to be relevant measures of student learning and provide useful data to inform instruction in the classroom.</p>
<p>Technology:</p>	<p>To the extent practicable, the District uses technology to aid in the administration, scoring and data collection of assessments. The District is currently refining a data collection and reporting system that provides teachers and administrators with relevant and timely student performance data to inform instructional decisions, student interventions and curriculum design.</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>N/A</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.

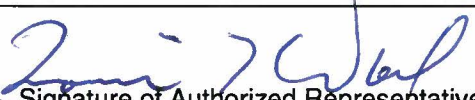
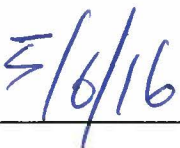
PLEASE SUBMIT ONE “FORM H” FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

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. ³	<input checked="" type="checkbox"/>

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:

Harrison Central School District 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Dr. Louis N. Wool 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 
Superintendent of Schools 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE BLUE INK)
2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
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What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-12 (except English 11)
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?	Varies by task
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;**
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Assurance	Check each box:
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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"/>
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What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	6-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Foreign Language (SPANISH 6-12, ITALIAN 6-12, FRENCH 6-12, LATIN 9-12)
What are the technology requirements associated with the assessment?	Varies by task
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:

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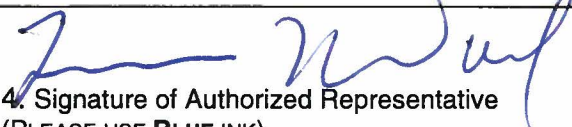
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<p>Dr. Louis N. Wool 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>5/10/16 5. Date Signed</p>
<p>Superintendent of Schools 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

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What are the technology requirements associated with the assessment?	Varies by task
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

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- **A description of how scores are reported (include links to sample reports as appropriate);**
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The Harrison Central School District has developed a series of local assessments for all subject areas in grades K-12 (other than courses that end in a state-required assessment: English 11, Global History, US History, Living Environment, Algebra, Science 8, ENL, and Alternatively Assessed Special Education). These local assessments constitute multiple growth measures that are used to determine student progress toward meeting learning standards and course objectives. These assessments are administered as either pre- and post-assessments or culminating measures of achievement associated with the course of study and are aligned to the New York State Learning Standards, as well as local curriculum goals and objectives. The assessments are administered in one class period, or may be completed over several days as a performance assessment, following consistent assessment administration protocols. Assessments are scored by teachers within the Harrison Central School District using established criteria and protocols, and steps are taken to ensure that the assessments are scored by teachers who do not have a vested interest in the outcome of the assessment and the scoring process is supervised by administrators. All assessments are stored securely, and student responses are retained for at least one year after the administration of the assessment.

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 is used to establish Student Learning Objectives (SLOs), as required by §3012-d. A growth target is established at the beginning of the school year using either a pre- and post-assessment, or an expected level of achievement based on essential content and/or skills required for the course. These scores are aggregated to produce a teacher-specific score on a scale of 0-20 with a corresponding HEDI rating: Ineffective (0-12 points); Developing (13-14 points); Effective (15-17 points); and Highly Effective (18-20 points) as required by §3012-d.

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 aligned to the demands of the New York State and Common Core Learning Standards. The reading passages and writing prompts are designed to assess essential skills and knowledge that are developmentally appropriate and provide evidence that students are progressing toward commencement level expectations. Assessments are aligned to the learning activities and lesson goals that occur through daily instruction to ensure that they provide evidence of student-specific progress and inform classroom instruction. These assessments reflect the criteria established by the Achieve the Core Assessment Evaluation Tool (AET) related to complexity, evidence, and knowledge required of the Common Core Learning Standards.

Math assessments are also aligned to the demands of the New York State and Common Core Learning Standards. The computational and problem-based tasks are designed to assess essential skills and knowledge that are developmentally appropriate and provide

	<p>evidence that students are progressing toward commencement level expectations. Assessments are aligned to the learning activities and lesson goals that occur through daily instruction to ensure that they provide evidence of student-specific progress and inform classroom instruction. These assessments reflect the criteria established by the Achieve the Core Assessment Evaluation Tool (AET) related to focus, coherence, and rigor required of the Common Core Learning Standards.</p>
<p>Assessments Woven Tightly Into the Curriculum:</p>	<p>The assessment prompts are carefully aligned to the skills and concepts that essential to each grade level and course of study. Teams of teachers have contributed to the design of these assessments to ensure their alignment to the learning standards and classroom instruction. The assessments not only provide evidence of student growth relative to essential skills and concepts, but also enable students to reflect on their progress as learners.</p>
<p>Performance Assessment:</p>	<p>Assessments developed for use with SLOs are a combination of traditional, on-demand assessments and performance assessments. Performance assessments require students to apply acquired skills and knowledge to solve or respond to an authentic problem or task. Students are also aware of the criteria that are used to assess the quality of their performance, which helps them to internalize the standards of an effective demonstration of learning.</p>
<p>Efficient Time-Saving Assessments:</p>	<p>The Harrison Central School District works to ensure that the assessments that are used to measure student growth are integral to classroom instruction and result in a minimal loss of instructional time. On an ongoing basis, the District reviews the design of the assessments to ensure that they continue to be relevant measures of student learning and provide useful data to inform instruction in the classroom.</p>
<p>Technology:</p>	<p>To the extent practicable, the District uses technology to aid in the administration, scoring and data collection of assessments. The District is currently refining a data collection and reporting system that provides teachers and administrators with relevant and timely student performance data to inform instructional decisions, student interventions and curriculum design.</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>N/A</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. ³	<input checked="" type="checkbox"/>

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:

Harrison Central School District 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Dr. Louis N. Wool 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	 5. Date Signed
Superintendent of Schools 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE BLUE INK)
2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
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**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:	Harrison Central School District
Assessment Provider Contact Information:	Dr. Louis N. Wool, Superintendent of Schools 914-630-3023
Name of Assessment:	HCS D Developed Course Specific Assessments
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?	BUSINESS 9-12, TECHNOLOGY 6-12, HEALTH 6-12, PHYSICAL EDUCATION K-12, LMS K-12, READING K-12
What are the technology requirements associated with the assessment?	Varies by task
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);**
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<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>N/A</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.


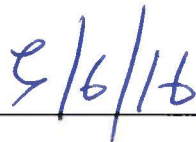
PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

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. ³	<input checked="" type="checkbox"/>

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To be completed by the Copyright Owner/Assessment Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

<p>Harrison Central School District 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Dr. Louis N. Wool 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed </p>
<p>Superintendent of Schools 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

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**STUDENT ASSESSMENTS
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FORM C

PUBLICLY AVAILABLE SERVICES SUMMARY

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Assessment Provider Information	
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Name of Assessment:	HCSD Developed Course Specific Assessments
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 (except Science 8 & Living Environment)
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Science
What are the technology requirements associated with the assessment?	Varies by task
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);**
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New York State Next Generation Assessment Priorities
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<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>N/A</p>



**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION**

FORM H

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

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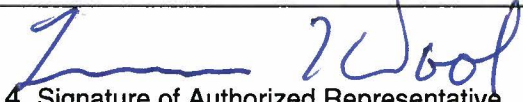
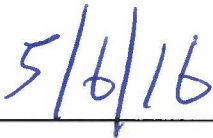
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The Applicant makes the following assurances:

Assurance	Check each box:
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What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-12 (except Global History 10 & US History)
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Social Studies
What are the technology requirements associated with the assessment?	Varies by task
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

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A consistent growth model is used to establish Student Learning Objectives (SLOs), as required by §3012-d. A growth target is established at the beginning of the school year using either a pre- and post-assessment, or an expected level of achievement based on essential content and/or skills required for the course. These scores are aggregated to produce a teacher-specific score on a scale of 0-20 with a corresponding HEDI rating: Ineffective (0-12 points); Developing (13-14 points); Effective (15-17 points); and Highly Effective (18-20 points) as required by §3012-d.

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.

<p>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</p>	<p>ELA assessments are aligned to the demands of the New York State and Common Core Learning Standards. The reading passages and writing prompts are designed to assess essential skills and knowledge that are developmentally appropriate and provide evidence that students are progressing toward commencement level expectations. Assessments are aligned to the learning activities and lesson goals that occur through daily instruction to ensure that they provide evidence of student-specific progress and inform classroom instruction. These assessments reflect the criteria established by the Achieve the Core Assessment Evaluation Tool (AET) related to complexity, evidence, and knowledge required of the Common Core Learning Standards.</p> <p>Math assessments are also aligned to the demands of the New York State and Common Core Learning Standards. The computational and problem-based tasks are designed to assess essential skills and knowledge that are developmentally appropriate and provide</p>
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	<p>evidence that students are progressing toward commencement level expectations. Assessments are aligned to the learning activities and lesson goals that occur through daily instruction to ensure that they provide evidence of student-specific progress and inform classroom instruction. These assessments reflect the criteria established by the Achieve the Core Assessment Evaluation Tool (AET) related to focus, coherence, and rigor required of the Common Core Learning Standards.</p>
<p>Assessments Woven Tightly Into the Curriculum:</p>	<p>The assessment prompts are carefully aligned to the skills and concepts that essential to each grade level and course of study. Teams of teachers have contributed to the design of these assessments to ensure their alignment to the learning standards and classroom instruction. The assessments not only provide evidence of student growth relative to essential skills and concepts, but also enable students to reflect on their progress as learners.</p>
<p>Performance Assessment:</p>	<p>Assessments developed for use with SLOs are a combination of traditional, on-demand assessments and performance assessments. Performance assessments require students to apply acquired skills and knowledge to solve or respond to an authentic problem or task. Students are also aware of the criteria that are used to assess the quality of their performance, which helps them to internalize the standards of an effective demonstration of learning.</p>
<p>Efficient Time-Saving Assessments:</p>	<p>The Harrison Central School District works to ensure that the assessments that are used to measure student growth are integral to classroom instruction and result in a minimal loss of instructional time. On an ongoing basis, the District reviews the design of the assessments to ensure that they continue to be relevant measures of student learning and provide useful data to inform instruction in the classroom.</p>
<p>Technology:</p>	<p>To the extent practicable, the District uses technology to aid in the administration, scoring and data collection of assessments. The District is currently refining a data collection and reporting system that provides teachers and administrators with relevant and timely student performance data to inform instructional decisions, student interventions and curriculum design.</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>N/A</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.


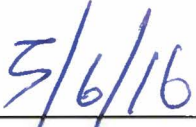
PLEASE SUBMIT ONE “FORM H” FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

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. ³	<input checked="" type="checkbox"/>

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:

<p>Harrison Central School District 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Dr. Louis N. Wool 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed </p>
<p>Superintendent of Schools 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>	