



**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.

<b>Assessment Provider Information</b>	
Name of Assessment Provider:	New York City Department of Education
Assessment Provider Contact Information:	Office of Assessment (ArtsandSpecialProjects@schools.nyc.gov)
Name of Assessment:	NYC Arts Commencement Examination
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?	Grade 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Dance, Music, Theater, and Visual Arts
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 description of the assessment:**

A student who is preparing to graduate with a Chancellor's Endorsed Diploma in the Arts must successfully complete the NYC Arts Commencement Examination in the arts discipline for which the student is seeking endorsement (Dance, Music, Theater, or Visual Arts). Each exam is aligned to the NYC Department of Education's Blueprint for Teaching and Learning in the Arts: PreK-12.

**DANCE**

The Comprehensive Dance Examination consists of three sections:

- Section I: Performance On-Demand
- Section II: Senior Exit Project
- Section III: Written Examination

Students must take all parts of all three sections to complete the examination.

**MUSIC**

The Comprehensive Music Exam consists of three sections:

- Section I: Written (short answer and essay)
- Section II: NYSSMA Solo Adjudication
- Section III: Portfolio of Out of- and In-School Performances and Reflective Essay

Students must complete all three sections of the exam in order to qualify for the endorsed diploma.

**THEATER**

The Comprehensive Theater Examination consists of three sections:

- Section I: On-Demand Performance Task
- Section II: Senior Exit Project
- Section III: Written Examination, Essay & Multiple Choice

Students must take all parts of all three sections to complete the examination.

**VISUAL ARTS**

The Comprehensive Visual Arts Exam consists of four sections:

- Section I – Art Concepts: Design, Materials and Techniques, Cultural and Historical Connections multiple choice-assessment
- Section II -- Essay: Analysis and Interpretation
- Section III – Performance Applications
  - a. Two Dimensional Applied Design: a design application using a color medium
  - b. Drawing from Observation: a drawing from observation using a black and white medium
- Section IV – Portfolio: Area(s) of Specialization
  - c. Presentation of Artwork
  - d. Reflective Essay

Sections I, II, and III are administered together as part of the Written Examination.

**A description of how the assessment is administered:****DANCE****Section I: Performance On-Demand**

Students are given a choice of learning one of four types of 16-count dance combinations. The movement combination is shown three times by the instructor. Students have the opportunity to practice their phrase for five (5) minutes. They perform it twice, in groups of two (2), and are scored by the two evaluators.

Additionally, students create a 30-second movement phrase with a set of required dance elements (e.g., travel, elevate, make a shape, change levels, etc.). The required elements will

change each year. Students must manipulate the phrase they have created. They are given a choice of ways in which the phrase can be manipulated (e.g., speed, dynamics, order of movements, use of space, etc.). The two phrases – original followed by variation – are combined into a one-minute study. Students are presented with the task, and have the opportunity to ask for clarification. They have 20 minutes to work on the task. Students show their studies individually, and are asked to explain what they have created.

### **Section II: Senior Exit Project**

The Student Exit Project will take different forms in different schools, depending on the curriculum, and is usually completed in the spring semester of a student's final year. Students may present one of the following types of projects:

- *Performance*: A polished solo performance (2 minutes or longer) that they have worked on for performance quality: this is judged for performance only. It may be in any dance style or genre. It may be an original work choreographed by the student, or a piece of repertoire from another choreographer.
- *Choreography*: A piece of their own original choreography that they have revised and refined (2 minutes or longer). This is judged for choreography only. It may be a solo or a group piece in any style. The choreographer is not required to be in the piece.
- *Research*: An 8-10 page research paper on a dance topic of their choice. The paper must be in 12-point type, double-spaced, with a one inch margin on all sides, and must include an annotated bibliography in addition to the body of the paper.

The 1 to 2-page **reflective essay** gives the student the opportunity to talk about his/her learning process while working on the exit project.

### **Section III: Written Examination**

Schools administer the Written Examination in one 3-hour sitting. This section includes:

- 40 multiple choice questions
- Short answer, fill-in diagram, and one-paragraph responses (5 questions total)
- An extended essay (500 words)
- Topics covered include: dance making, dance literacy, making connections (dance history and health and well-being), community and cultural resources, careers, and lifelong learning.

## **MUSIC**

### **Section I: Written**

Schools administer the Written Examination in one 3-hour sitting. This section includes:

- 60 multiple choice questions
- Short answer questions
- An essay question (less than 150 words)
- Topics covered include: listening analysis, history and culture, theory and musicianship, melodic and rhythmic dictation.

### **Section II: NYSSMA Solo Adjudication**

Students are required to schedule and complete a NYSSMA solo adjudication, in the year in which they sit for the written exam, in order to qualify for the Chancellor's Endorsed Diploma in the Arts.

### **Section III: Portfolio of Out of School Performances and Reflective Essay**

Two out-of-school time performances at any point over four years are required for recipients of the Chancellor's Arts Endorsed Diploma: Music (e.g., Youth Symphonies, Bands or choruses, church/synagogue, etc.). ALL out-of-school time performances must be documented. Acceptable documentation consists of a printed program or a video recording.

A minimum of two, school-time performances at any point over four years are required to receive the Chancellor's Arts Endorsed Diploma: Music. Concert programs and video-recording documenting each of these performances are acceptable forms of documentation and must be included in the student's portfolio.

In addition to a portfolio containing documentation for the previously described concerts, candidates must also prepare a two-page, single spaced reflective essay in which he/she describes the learning experiences derived from these performances.

## **THEATER**

### **Section I: On-Demand Performance Task**

This on-demand acting performance task provides two actors with a text to rehearse and perform before two adjudicators, and is administered over one-hour in groups of up to 10 students. Texts will be "sides" from published contemporary plays which are used in a variety of theater studio settings and should not be foreign to the teacher/practitioner. Students are given time to look over the provided scene and its given circumstances.

### **Section II: Senior Exit Project**

The Student Exit Project will take various forms in different schools, depending on the curriculum and resources. Each school will determine the nature of its exit projects, and will submit documentation of their processes and the tools used in evaluating the projects. Students may present one of the following types of projects, which will include a Statement of Goals (500-750 words) and an End of Project Reflection (500-750 words), and the elements listed:

- Acting (both elements required)
  - A three to five minute solo performance (live or video)
  - An annotated script with beats, character notes, character biography and other related character research
- Musical Theater (both elements required)
  - A five to seven minute solo performance including monologue and song and/or dance (live or video)
  - An annotated script and sheet music with beats, character notes, character biography and other related character research
- Directing (both elements required)
  - A ten to fifteen minute staged scene or one-act play with two or more performers (live or video)
  - An annotated script with directorial staging notes, exploration of dramatic theme, and directorial statement of 500-750 words outlining the concept, artistic influences and plans for implementing the concept.
- Playwriting (both elements required)
  - Write an original 10 -15 minute one-act play
  - A staged reading or performance of the original work (live or video)
- Design for Theater (Element A and one of the other two elements)
  - A model, renderings, and/or research samples of design work
  - Five minute video from a performance for which the student provided the sound, lighting, set or costume designs along with photos of set, costumes, lighting, or media elements.
  - Design statement of 500-750 words outlining the concept, influences and plans for implementing a design concept for a chosen work of theater.
- Dramaturgy/Theater History
  - Research paper (10 page minimum) on a play, playwright, genre of theatre, or theatre company along with original source materials and research/mood board

### **Section III: Written Examination, Essay & Multiple Choice**

Schools administer the Written Examination in a 3-hour sitting. This section includes:

- 50-60 multiple choice questions
- 500-700 word essay incorporating appropriate reference(s) to theater roles, events, movements and/or artists that impacted or influenced A) their own theatrical experience or B) theater practice
- Topics covered include: theater making, theater literacy, making connections, community and cultural resources, careers, and lifelong learning.

## **VISUAL ARTS**

Sections I, II, and III are administered together as part of the Written Examination, in a 3-hour sitting.

### **Section I – Art Concepts: Design, Materials and Techniques, Cultural and Historical Connections**

60 question multiple choice assessment.

### **Section II -- Essay: Analysis and Interpretation**

Essay response based on a given premise, and on selected works of art included in the examination booklet.

### **Section III – Performance Applications**

Two required components: (1) Two Dimensional Applied Design: a design application using a color medium AND (2) Drawing from Observation: a drawing from observation using a black and white medium.

### **Section IV – Portfolio: Area(s) of Specialization**

- Presentation of Artwork
  - Includes an evaluation of five student artworks, demonstrating mastery in 1, 2 or 3 areas of specialization.
  - Areas of specialization include but are not limited to: Architecture, Photography, Ceramics, Printmaking, Drawing, Sculpture, Fashion/Textile Design, Stage Design, Media Technology, Two-Dimensional Applied Design/Graphic Design, Painting, and Video
- Reflective Essay
  - Includes an essay response based on the artwork in the student's portfolio.

### **A description of how scores are reported (include links to sample reports as appropriate):**

In all Art forms, students' total score on the examination will be made available to schools by the end of the school year. Students who have passed with a score of 65 or better are eligible for the appropriate Certificate as described above, which will be sent directly to students at their home addresses by the Office of Arts and Special Projects (OASP).

### **A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance:**

Schools may only select this assessment if they have a qualifying program. Schools may contact this office by email at [ArtsandSpecialProjects@schools.nyc.gov](mailto:ArtsandSpecialProjects@schools.nyc.gov) to request any documents or assistance with these exams, including:

- the scope and sequence for each exam in order to determine eligibility and to review the various sections of the exam;
- detailed instructions for administering and scoring each exam, and associated rubrics;
- dates and deadlines by which materials may be obtained, distributed and/or administered to students, and submitted to OASP.

**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.**

Teachers set goals for student performance at the beginning of the year based on expected performance on the end-of-year assessment. The measure is assigned a point value based on the percentage of students that met or exceeded their goal (see chart A).

<b>Chart A</b>		
Highly Effective	90%-100% of students met or exceeded their goal	18-20
Effective	75%-89% of students met or exceeded their goal	15-17
Developing	60%-74% of students met or exceeded their goal	13-14
Ineffective	0%-59% of students met or exceeded their goal	0-12

**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.

<b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b>	n/a
<b>Assessments Woven Tightly Into the Curriculum:</b>	<p>Each exam is aligned to the NYC Department of Education's <i>Blueprint for Teaching and Learning in the Arts: PreK-12</i>. Students are eligible for the Arts Commencement Exams if they have fulfilled the minimum number of course credits as identified for each discipline by the Office of Arts and Special Projects (OASP). Schools may only select this assessment if they have a qualifying program.</p> <p>Some flexibility in assessment administration is permitted depending on the curriculum and resources available (see description above).</p>
<b>Performance Assessment:</b>	The NYC Arts Commencement Examination has a required performance component in each of the disciplines. In Dance this includes a dance combination and movement phrase; in Music this includes a NYSSMA solo adjudication, in-school performances and out-of-school performances; in Theatre this includes an on-demand performance task; and in Visual Arts this includes 2 performance applications and a portfolio of student work.
<b>Efficient Time-Saving Assessments:</b>	n/a
<b>Technology:</b>	n/a

**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.

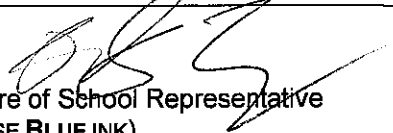
The Applicant makes the following assurances:

<b>Assurance</b>	<b>Check each box:</b>
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. <sup>3</sup>	<input checked="" type="checkbox"/>

<sup>3</sup> 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:**

1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE <b>BLUE INK</b> )
2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

New York City Department of Education 1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Representative (PLEASE USE <b>BLUE INK</b> )
Phil Weinberg 2. School Representative's Name (PLEASE PRINT/TYPE)	May 4, 2016 5. Date Signed
Deputy Chancellor for Teaching and Learning 3. Title of School Representative (PLEASE PRINT/TYPE)	



**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.

<b>Assessment Provider Information</b>	
Name of Assessment Provider:	New York City Department of Education
Assessment Provider Contact Information:	Office of Assessment (LOTE@schools.nyc.gov)
Name of Assessment:	Second Language Proficiency (SLP) Examinations
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?	Grade 8
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	French, Italian, Latin, and Spanish
What are the technology requirements associated with the assessment?	Automate the Schools (ATS) printer and scanner.
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 description of the assessment:**

NYC Second Language Proficiency (SLP) examinations in French, Italian, Latin, and Spanish are offered to students that are enrolled in NYCDOE schools that offer these courses, and have met the course requirements in accordance with Checkpoint A learning standards for Second Language Proficiency. The Checkpoint A requirement for a Regents diploma can be earned by completing at least one of the following:

- Successfully completing 2 units (216 hours) of LOTE instruction in grades K-8 and passing the NYC SLP examination.
- Successfully completing 1 unit (108 hours) of Grade 8 accelerated coursework and passing the NYC SLP examination.
- Completing 1 unit of study in grades 9-12

This exam is aligned to Checkpoint A and assesses the four language skills (speaking, listening, reading and writing).

**A description of how the assessment is administered:**

The listening and reading component is a multiple choice assessment. For the speaking and written components a licensed assistant principal of foreign languages or a trained assistant principal and a licensed pedagogue must observe students demonstrating their learning by performing a task or set of tasks.

**A description of how scores are reported (include links to sample reports as appropriate):**

All SLP component scores (listening, reading, speaking and writing) are completed on, or transferred to, ATS scan sheets. Students record their answers to the multiple choice listening and reading components of the SLP assessment directly on the ATS answer sheets. These components are scored centrally after scanning. Scores for the speaking and writing portions of the assessment are transferred on to ATS score sheets after administration is complete.

Once the answer documents have been scanned, a number of reports are immediately available in ATS. These reports include the Item Report and the Item Distribution Report. The Item Report allows you to analyze the SLP results for individual students and informs decisions on how to move these particular students forward. The Item Report lists the student's name, ID, raw, and scaled score. This report also allows you to see: the number of questions the student answered correctly (denoted with a hyphen); the number of questions the student answered incorrectly (denoted with the incorrect answer that the student chose); the number of questions the student omitted (denoted with an "x"); the teacher's score for the student's open-ended responses; the number of questions that the student omitted or for which the student listed multiple answers. The Item Report provides an overview of the standards that the student has mastered and the standards on which the student needs to continue working.

**A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance:**

Technical assistance is provided by Borough Field Support Center (BFSC) Performance and Assessment Leads (PAL). Central office ships test materials to schools and makes answer documents available for schools to print (and scan after testing is complete).

**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 set goals for student performance at the beginning of the year based on expected performance on the end-of-year assessment. The measure is assigned a point value based on the percentage of students that met or exceeded their goal (see chart A).

<b>Chart A</b>		
Highly Effective	90%-100% of students met or exceeded their goal	18-20
Effective	75%-89% of students met or exceeded their goal	15-17
Developing	60%-74% of students met or exceeded their goal	13-14
Ineffective	0%-59% of students met or exceeded their goal	0-12

**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.

<b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b>	n/a
<b>Assessments Woven Tightly Into the Curriculum:</b>	The Checkpoint A requirement for a Regents Diploma can be earned by: Successfully completing 2 units (216 hours) of LOTE instruction in grades K-8 and passing the NYC SLP Examination OR successfully completing 1 unit (108 hours) Grade 8 accelerated course work and passing the NYC SLP Examination OR completing 1 unit of study in grades 9-12.
<b>Performance Assessment:</b>	The SLP examination includes two required performance components in each language: speaking and listening. For the speaking and written components a licensed assistant principal of foreign languages or a trained assistant principal and a licensed pedagogue must observe students demonstrating their learning by performing a task or set of tasks.
<b>Efficient Time-Saving Assessments:</b>	Written component is administered during the Regents exam window so instructional time is not used for test administration.
<b>Technology:</b>	Answers are submitted using printed ATS answer sheets and scanners. Once the answer documents have been scanned, a number of reports are immediately available in ATS to inform instruction.
<b>Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only</b>	n/a

**applicable to supplemental  
assessments):**

--



**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.

<b>Assessment Provider Information</b>	
Name of Assessment Provider:	New York City Department of Education
Assessment Provider Contact Information:	Office of Assessment (LOTE@schools.nyc.gov)
Name of Assessment:	NYC Language Other Than English (LOTE) Examinations
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?	Grade 11 or 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Languages Other Than English: French, German, Hebrew, Italian, Latin, Spanish, Albanian, Arabic, Bengali, Chinese (simplified), Chinese (traditional), Greek, Haitian Creole, Hindi, Japanese, Korean, Polish, Punjabi, Russian, Urdu and Vietnamese
What are the technology requirements associated with the assessment?	Automate the Schools (ATS) printer and scanner.
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 description of the assessment:**

Students take this exam after successfully completing 3 units (6 credits) of LOTE study. With the elimination of the NYSED Regents Comprehensive Exams in Foreign Languages, students will be able to meet the language assessment requirement for an Advanced Regents Diploma by passing the NYC Language Other Than English (LOTE) examination aligned to the Checkpoint B Learning Standard for LOTE. The LOTE examination is available in the following languages: French, German, Hebrew, Italian, Latin, Spanish, Albanian, Arabic, Bengali, Chinese (simplified), Chinese (traditional), Greek, Haitian Creole, Hindi, Japanese, Korean, Polish, Punjabi, Russian, Urdu and Vietnamese. This exam is aligned to Checkpoint B and assesses the four language skills (speaking, listening, reading and writing).

**A description of how the assessment is administered:**

Schools that offer French, German, Hebrew, Italian, Latin, and Spanish courses may administer these LOTE exams at their school site. The NYC LOTE examinations in low-incidence languages (Albanian, Arabic, Bengali, Chinese (simplified), Chinese (traditional), Greek, Haitian Creole, Hindi, Japanese, Korean, Polish, Punjabi, Russian, Urdu and Vietnamese) are offered at hub sites across the city.

The listening and reading component is a multiple choice assessment. For the speaking and written components a licensed assistant principal of foreign languages or a trained assistant principal and a licensed pedagogue must observe students demonstrating their learning by performing a task or set of tasks.

**A description of how scores are reported:**

Once the answer documents have been scanned, a number of reports are immediately available in ATS. These reports include the Item Report and the Item Distribution Report.

The Item Report allows you to analyze the LOTE results for individual students and informs decisions on how to move these particular students forward. The Item Report lists the student's name, ID, raw, and scaled score. This report also allows you to see: the number of questions the student answered correctly (denoted with a hyphen); the number of questions the student answered incorrectly (denoted with the incorrect answer that the student chose); the number of questions the student omitted (denoted with an "x"); the teacher's score for the student's open-ended responses; the number of questions that the student omitted or for which the student listed multiple answers. The Item Report provides an overview of the standards that the student has mastered and the standards on which the student needs to continue working.

**A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance:**

Technical assistance is provided by Borough Field Support Center (BFSC) Performance and Assessment Leads (PAL). Central office ships test materials to schools and makes answer documents available for schools to print (and scan after testing is complete). For low-incidence languages, central office organizes hub sites where testing and scoring can take place.

**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 set goals for student performance at the beginning of the year based on expected performance on the end-of-year assessment. The measure is assigned a point value based on the percentage of students that met or exceeded their goal (see chart A).

<b>Chart A</b>		
Highly Effective	90%-100% of students met or exceeded their goal	18-20
Effective	75%-89% of students met or exceeded their goal	15-17
Developing	60%-74% of students met or exceeded their goal	13-14
Ineffective	0%-59% of students met or exceeded their goal	0-12

### **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.

<b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b>	n/a
<b>Assessments Woven Tightly Into the Curriculum:</b>	With the elimination of the NYSED Regents Comprehensive Exams in Foreign Languages, students will be able to meet the language assessment requirement by passing the NYC Language Other Than English (LOTE) examination aligned to the Checkpoint B Learning Standard for LOTE. This exam is aligned to Checkpoint B and assesses the four language skills (speaking, listening, reading and writing).
<b>Performance Assessment:</b>	The LOTE examination includes two required performance components in each language: speaking and listening. For the speaking and written components a licensed assistant principal of foreign languages or a trained assistant principal and a licensed pedagogue must observe students demonstrating their learning by performing a task or set of tasks.
<b>Efficient Time-Saving Assessments:</b>	Written component is administered during the Regents exam window so instructional time is not used for test administration.
<b>Technology:</b>	Answers are submitted using printed ATS answer sheets and scanners. Once the answer documents have been scanned, a number of reports are immediately available in ATS to inform instruction.
<b>Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only</b>	n/a

**applicable to supplemental  
assessments):**

--



**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.

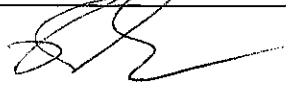
The Applicant makes the following assurances:

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

<sup>3</sup> 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:**

1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE <b>BLUE</b> INK)
2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

<p>New York City Department of Education</p> <p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	 <p>4. Signature of School Representative (PLEASE USE <b>BLUE</b> INK)</p>
<p>Phil Weinberg</p> <p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>May 4, 2016</p> <p>5. Date Signed</p>
<p>Deputy Chancellor for Teaching and Learning</p> <p>3. Title of School Representative (PLEASE PRINT/TYPE)</p>	



**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.

<b>Assessment Provider Information</b>	
Name of Assessment Provider:	New York City Department of Education
Assessment Provider Contact Information:	Office of Periodic Assessment, periodicassessment@schools.nyc.gov
Name of Assessment:	New York City Performance Tasks
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-5 (Visual Art); K-12 (Physical Education)
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Visual Art, Physical Education
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)

New York City Performance Tasks (NYCPTs) are standards-based performance assessments that require students to construct a response, create a product, or perform a task to demonstrate knowledge or skills. These tasks were developed with input from NYC teachers and assessment experts and are offered in visual arts and physical education.

For each available grade and subject, the NYCDOE has designed a matching beginning-of-year (baseline) and end-of-year task. The beginning-of-year (baseline) task covers the comparable discipline-specific skills as the end-of-year task and the scoring rubrics are the same for both. Discipline-specific skills assessed on the assessments are aligned to NYS grade-level standards.

The NYCPTs in Visual Art measure progress in understanding arts concepts and content as well as drawing skills. The NYS Learning Standards for the Visual Arts include Art Making and Art Literacy. The task has three components. The first component is a short answer section covering what students should know about visual art content. The second component is an ungraded drawing practice. The third component is a performance task wherein students respond to a drawing prompt aligned to the Creating standard from the NYS Learning Standards for the Visual Arts. The performance task is scored using a NYCDOE-provided rubric.

The NYCPTs in Physical Education are designed to identify students' understanding of the benefits of physical activity as well as health-related fitness concepts and skills-related fitness concepts. The PE NYCPTs include multiple parts. Students complete a physical task based on physical education activities and a paper/pencil assessment with both short answer and open-ended items on physical education content and concepts. Teachers select from a variety of presented options for the physical tasks.

Schools are given the opportunity to order beginning-of-year and end-of-year tasks to be delivered to their school in advance of administration. Schools that do not order tasks in advance are able to print materials from an online system. An assessment administration, norming, and scoring handbook is produced annually to support schools that select to use NYCPTs in both beginning-of-year and end-of-year administration. The handbook outlines administration procedures, including how to administer in accordance with any testing accommodations requirements. NYCPTs are designed to take between 90 to 120 minutes to complete.

Once administered and scored, NYCPT scores are scanned into an online reporting platform using school scanners. Results are available to school leaders and teachers in the online reporting platform typically within 24 hours of scanning. The platform has a variety of customizable and prebuilt reporting features. Educators are encouraged to review at least three prebuilt reports to inform instruction and reflect on practice:

- 1) **Assessment Details Report:** Displays a comparative performance graph illustrating the performance of students in the section compared to other students in the school, local district, and all NYC schools. Each student's raw score and associated performance band is also displayed.
- 2) **Standards Mastery Report:** Displays the number of students in each of the four performance bands for each of the standards assessed. The report is interactive so educators can click on each number to pull up the list of students and create small groups based on standards performance.
- 3) **Item Analysis Report:** Displays each student's score on each trait (i.e., skill) assessed to support educators to identify and understand their students' specific struggles and misunderstandings.

**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.**

Guidelines based on students' beginning-of-year performance and other allowable criteria are provided to schools in order to set Student Learning Objectives (SLOs) that are consistent with NYS Education Law 3012-d. These guidelines define a minimum expectation for student growth. The aggregate of these scores are converted to a 0-20 score to create a teacher-level score with the accompanying HEDI band: Ineffective (0-12 points); Developing (13-14 points); Effective (15-17 points); and Highly Effective (18-20 points).

**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><b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b></p>	<p>N/A</p>
<p><b>Assessments Woven Tightly Into the Curriculum:</b></p>	<p>The NYCDOE's Core Curriculum Program provides rigorous, high-quality curricula and instructional materials that are aligned to the Common Core Learning Standards and New York State-specific standards. However, New York City principals have the choice to decide which instructional materials and programs to use in their schools. NYCPTs are also aligned to the NYS Learning Standards to complement Core Curriculum options or any other curricular option a school may choose.</p> <p>For each available grade and subject, the NYCDOE has designed a matching beginning-of-year and end-of-year task. The beginning-of-year task covers the comparable discipline-specific skills as the end-of-year task and the scoring rubrics are the same for both. Educators can use the beginning-of-year task to determine their students' starting points, use the rubric to monitor students' progress in an ongoing way in the classroom throughout the year, and use the end-of-year task to measure student learning and reflect on the effectiveness of instruction.</p>
<p><b>Performance Assessment:</b></p>	<p>All NYCPTs are standards-based performance assessments that require students to construct a response, create a product, or perform a task to demonstrate knowledge or skills.</p> <p>The design of the NYCPTs reflect developmentally appropriate and subject appropriate performance-based assessment:</p> <ul style="list-style-type: none"> <li>- The Visual Art tasks provide the opportunity to assess both content understanding in art and artistic skill by asking students to create a work of art.</li> <li>- The Physical Education tasks provide the opportunity to assess students' understanding of health-related fitness concepts and skills-related fitness concepts by connecting the physical activity</li> </ul>

	<p>component of the assessment with the content and concepts on the written component.</p>
<p><b>Efficient Time-Saving Assessments:</b></p>	<p>NYCPTs are designed to take between 90 to 120 minutes to complete to minimize the interruption to classroom instructional time, while still yielding valid and reliable scores, and allowing students sufficient time to complete the assessment at their own pace.</p>
<p><b>Technology:</b></p>	<p>While NYCPTs are not technology-based assessments, the results are scanned into an online reporting platform and are available to school leaders and teachers typically within 24 hours of scanning so that they are immediately actionable.</p>
<p><b>Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):</b></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. <sup>1</sup>	<input checked="" type="checkbox"/>

<sup>1</sup> 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:**

1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE BLUE INK)
2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

<p><b>New York City Department of Education</b> 1. Name of LEA (PLEASE PRINT/TYPE)</p>	 4. Signature of School Representative (PLEASE USE BLUE INK)
<p>Alice Brown 2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>8/20/2019 5. Date Signed</p>
<p>Interim Acting Deputy Chief Academic Officer for Teaching and Learning 3. Title of School Representative (PLEASE PRINT/TYPE)</p>	