



**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:	St. Lawrence-Lewis BOCES
Assessment Provider Contact Information:	Jennifer French
Name of Assessment:	St. Lawrence-Lewis/FEH BOCES Regional Assessment in: Art: K-6 Choral Music: Beginning, Intermediate, and Commencement ELA: K-1 General Music: K-8 Health: Middle and High School Instrumental Music: Beginning, Intermediate, and Commencement LOTE: French 1a, 2 LOTE: Spanish 1a, 1b, 2 and 3 Math: Grades K, 1 Physical Education: K-6, Middle School, and High School Science: 6-8 Social Studies: Economics and Participation in Government Social Studies: 7-8 and 9-10 Technology: Middle School, High School
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?	Art: K-6 Choral Music: Beginning, Intermediate, and Commencement

	<p>ELA: K-1                  General Music: K-8                  Health: Middle and High School                  Instrumental Music: Beginning, Intermediate, and Commencement                  LOTE: French 1a, 2                  LOTE: Spanish 1a, 1b, 2 and 3                  Math: Grades K, 1                  Physical Education: K-6, Middle School, and High School                  Science: 6-8                  Social Studies: Economics and Participation in Government                  Social Studies: 7-8 and 9-10                  Technology: Middle School, High School</p>
<p>What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?</p>	<p>Art, ELA, Music, Health, LOTE French, LOTE Spanish, Mathematics, Physical Education, Science, Social Studies and Technology.</p>
<p>What are the technology requirements associated with the assessment?</p>	<p>None. Online version available to districts through eDoctrina subscription.</p>
<p>Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?</p>	<p><input type="checkbox"/> YES  <input checked="" type="checkbox"/> NO</p>

**Please provide an overview of the assessment for districts and BOCES. Please include:**

- A description of the assessment;
- A description of how the assessment is administered;
- A description of how scores are reported (include links to sample reports as appropriate);
- A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance. (3 pages max)

All assessments are aligned to their content area standards and NY Common Core Learning Standards. The assessments have been created so that the different subcomponents of an assessment allow for differentiation of student strengths in skill acquisition and differential of scores is evident.

The assessment process used mirror that used in the creation of NY Regents Exams. Assessments are created, reviewed, and receive final eyes by certified teachers who have been trained in assessment writing best practices. All assessments are administered using an electronic answer sheet or online to ensure the accuracy of scoring. Teachers of record are prohibited from scoring their own assessments.

**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.**

Any district that uses these assessments would do so in a manner that is aligned to their negotiated APPR plan under 3012-D or subsequent regulations. All assessments are intended for use with an individual student target setting model that measures one year’s growth. The percentage of students meeting their target will be cross-walked to a 0-20 point scale.



**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>2</sup>	<input checked="" type="checkbox"/>

<sup>2</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:**

<p><b>St. Lawrence-Lewis BOCES</b>                  1. Name of Organization (PLEASE PRINT/TYPE)</p>	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
<p><b>Thomas R. Burns</b>                  2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p><b>7/19/2016</b>                  5. Date Signed</p>
<p><b>District Superintendent</b>                  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>	