



**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:	Putnam Valley Central School District
Assessment Provider Contact Information:	Dr. Frances Wills, Supt. of Schools; 146 Peekskill Hollow Rd., Putnam Valley, NY 10579; 845 526-7850.
Name of Assessment:	Putnam Valley Local Assessment K-12 Art, K-12 Music, K-8 Technology, K-12 Physical Education, 8-12 Health
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 Art: (K-4 Art 5-8 Art and 9-12 Art,) K-12 Music (K-4, 5-8, 9-12 Music), K-8 Tech (K-4 and 5-8 Technology), K-12 Physical Education and 8-12 Health
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	K-12 Visual Art, K-12 Music, K-8 Technology, K-12 Physical Education, 8-12 Health
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)

Description of Assessment

The Putnam Valley Central School Local Assessment for K-12 Visual Arts (K-4 Art, 5-8 Art, 9-12 Art) K-12 Music (K-4 music, 5-8 music, and 9-12 music), K-8 (K-4 technology and 5-8 technology), K-12 Physical Education and 8-12 Health are authentic and performance based assessments which are one component of a District-wide performance-based system that is in development. The Putnam Valley local assessments for art, music and technology incorporate Common Core Learning Standards and are vertically aligned K-12 according to learning progressions that measure academic growth over time.

Putnam Valley local assessments are embedded in the curriculum and classroom instruction for each grade level and provide the data needed to measure student growth based on the CCLS that are associated with the instruction of those standards. The standards selected are critical and essential to student content mastery in the particular grade level in Art, Music, and technology and are critical to moving successfully to the standards defined the following grade.

Description of how the assessment is administered:

The Putnam Valley CSD local assessment is administered during the course of a day of regular instruction after specific instructions based on their developmental level. For each assessment there is a pre and post administration in order to set individual targets for growth and to determine whether students have achieved mastery of the standards.

The assessments are administered to all students in one class at the same time and across the grade level.

The PV local assessments are scored by teams in-house. Each teacher's assessments are scored by other teachers. Individual student assessments are scored using a multi-dimensional rubric vertically aligned by content area and aligned to common core learning standards.

Description of how scores are reported

Scores and score sheets are submitted to administrators in the fall and the spring; after the spring assessments are administered in the spring, the final SLO scores are converted to a teacher rating for APPR purposes, and recorded in Finance Manager.

Description of how assessment provider supports implementation of the assessment including any technical assistance:

Administration of the local assessment is supported by the school administrators and consultants, who have trained teachers in development of authentic assessments including instruction in the standards, rubrics and process for administration.

Annual training and instruction is ongoing and provided to teachers prior to administration of local assessments.

School administrators ensure proper security for storage of local 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.**

The vertical alignment of Putnam Valley Central School District system provides for collection of student data over time as measured using the Common Core Learning Standards. Each fall teachers administer through their classroom instructional program the pre-assessment of the standards, embedded in their regular instruction. Prior year historical data is available on all assessments students participate in, including local assessments and others, in order for teachers to design their instructional plan. The teachers work on setting targets for growth based on the data they gather. Final approval of the targets is provided through the oversight, review and affirmation by the school administration.

**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>	
<b>Assessments Woven Tightly Into the Curriculum:</b>	Aligned with Learning standards and teachers administer the assessments as part of classroom instruction, embedded in their regular instruction in visual arts, music, technology, physical education and health.
<b>Performance Assessment:</b>	Students are given clear directions and instructions for completing the Putnam Valley local assessment. The assessments are administered within the regularly scheduled art, music, technology, physical education and health blocks. Students in visual art are assessed on their knowledge of elements of art skills and techniques and art history in grades 2 and 3; In grades 4-12, student produce work that is assessed using a rubric that analyzes the visual arts standards represented by the student work; In music, students are assessed on musical knowledge based on content and performance standards learned throughout the year. In K-8 technology, students demonstrate their skills in technical aspects and application of technology using a computer based assessment. K-12 physical education has developed an essential question around cardio-vascular health for growth targets and embedded activities in the physical education classes. In Health, students are tested on their knowledge of the content area covered in the required courses and their application of that content in decision making.

<b>Efficient Time-Saving Assessments:</b>	These assessments are administered as part of the regular classroom learning process. The assessments are embedded in the curriculum and are administered during a class period as part of a unit of study.
<b>Technology:</b>	The assessments are completed with art tools in art, paper and pencil in music, and a computer based assessment in technology.
<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>	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.

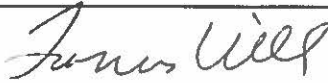
PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

The Applicant makes the following assurances:

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.	N/A <input 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.	N/A <input 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>4</sup>	<input checked="" type="checkbox"/>

<sup>4</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:**

<b>Putnam Valley Central School District</b> <b>1. Name of Organization (PLEASE PRINT/TYPE)</b>	 <b>4. Signature of Authorized Representative (PLEASE USE BLUE INK)</b>
<b>Dr. Frances Wills</b> <b>2. Name of Authorized Representative (PLEASE PRINT/TYPE)</b>	<b>May 11, 2016</b> <b>5. Date Signed</b>
<b>Superintendent of Schools</b> <b>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</b>	

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





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Assessment Provider Contact Information:	Dr. Frances Wills, Supt. of Schools; 146 Peekskill Hollow Road, Putnam Valley, NY 10579; 845 526-7850
Name of Assessment:	Putnam Valley Local Assessment K-1-2 ELA and Math
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-1-2
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA and Math (K-1-2) Alternate local assessment second grade self-contained
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)

The Putnam Valley Central School Local Assessment for K-1-2 ELA and Math and Alternative Assessment ELA and Math for Grade 2 self-contained are performance-based assessments, which are one component of a District-wide performance-based system that is in development. The Putnam Valley local assessment for k-1-2 incorporates Common Core Learning Standards and is vertically aligned K-1-2 according to learning progressions that measure academic growth over time.

Putnam Valley local assessments are embedded in the curriculum and classroom instruction for each grade level and provide the data needed to measure student growth based on the CCLS that are associated with the instruction of those standards. The standards selected are critical and essential to student content mastery in the particular grade level in ELA and mathematics and critical to moving successfully to the standards defined the following grade.

Description of how the assessment is administered:

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The assessments are administered to all students in one class at the same time and across the grade level during the same week.

The PV local assessments are scored by teams in-house. Each teacher's assessments are scored by other grade level teachers. Individual student assessments are scored using a multi-dimensional rubric vertically aligned by content area and aligned to common core learning standards.

Scores and score sheets are submitted to administrators in the fall and the spring; after the spring assessments are administered in the spring, the final SLO scores are converted to a teacher rating for APPR purposes, and recorded in Finance Manager.

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The vertical alignment of Putnam Valley Central School District system provides for collection of student data over time as measured using the Common Core Learning Standards. Each fall teachers administer through their classroom instructional program the pre-assessment of the standards to be assessed, embedded in their regular instruction. Prior year historical data is available on all assessments students participate in, including local assessments and others, such as the DRA in order for teachers to design their instructional plan. The teachers work on setting targets for growth based on the data they gather. Thus each target is individually determined based on each students' performance on the pre-assessment. Final approval of the targets is provided through the oversight, review and affirmation by the school administration.

### **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>	<p>ELA - The Putnam Valley Local Assessment, K, 1, 2 is a vertically aligned task in ELA for students K - 2. The writing task for all students is an opinion piece in which they write about a topic or book and state an opinion or preference about the topic or book. In grades 1 and 2 students provide reasons for their opinions and closure to their writing. The pre and post writing assessments are embedded in the learning process and provides data to inform instruction, reflect on teaching and provide student proficiency of the standards.</p> <p>Math - The Putnam Valley Local Assessment, K, 1, 2 is a vertically aligned task in Math for students K - 2. Students use mathematical strategies to solve story problems (Kindergarten - within 10, First grade - within 20, Second grade - within 100.) The pre and post math assessments provide students achievement data to assess how students have deepened their understanding of mathematical concepts.</p>
<b>Assessments Woven Tightly Into the Curriculum:</b>	<p>The Putnam Valley Local Assessment, K, 1, 2 was created from the curriculum and classroom instruction for each grade level. The Putnam Valley Local Assessment, K, 1, 2 is aligned to the Common Core Learning Standards and teachers administer the assessments as part of their classroom instruction, embedded in their regular instruction for ELA and Math.</p>
<b>Performance Assessment:</b>	<p>Students are given clear directions and instructions for completing the Putnam Valley Local Assessment, K, 1, 2. The assessments are administered on separate days within the regularly scheduled ELA and Math block. In ELA students write an opinion piece about a topic or book and state an opinion or preference about the topic or book. In grades 1 and 2 students provide reasons for their opinions</p>

	and closure to their writing. In math, students use mathematical strategies to solve story problems.
<b>Efficient Time-Saving Assessments:</b>	The Putnam Valley Local Assessment, K, 1, 2 in ELA and Math are administered on separate days within the regularly scheduled content area block period. The assessments are embedded within the curriculum and are given during a class period as part of a unit of study.
<b>Technology:</b>	The assessments are completed with traditional pencil and paper.
<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>	N/A



## STUDENT ASSESSMENTS FOR TEACHER AND PRINCIPAL EVALUATION

**FORM H**

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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"/>
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.	N/A <input 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>4</sup>	<input checked="" type="checkbox"/>

<sup>4</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:**

Putnam Valley Central School District 1. Name of Organization (PLEASE PRINT/TYPE)	<i>James Wills</i> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Dr. Frances Wills 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed <i>March 21, 2016</i>
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
3. Title of School Representative (PLEASE PRINT/TYPE)	