



**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:	Red Creek CSD
Assessment Provider Contact Information:	Michelle L. Robinette
Name of Assessment:	Student Learning Objective Assessment
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR  <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILES <input type="checkbox"/> PROJECTION MODELS <input type="checkbox"/> VALUE-ADDED MODELS <input type="checkbox"/> OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	8-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Spanish
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 assessment was developed based on the LOTE learning standards (Checkpoint C) and the district curricula by in-district Spanish teachers in conjunction with a retired Spanish teacher from a neighboring school district. The assessment was submitted to administration for approval. It is administered under secure testing conditions similar to the 3-8 and Regents exams. Multiple choice, written, and verbal responses are scored by a Spanish teacher who does not currently teach the students (or a retired Spanish teacher).

**Please provide an overview of the student-level growth model or target setting model for SLOs for districts and BOCES, along with how student-level growth scores are aggregated to create teacher-level scores, and how those teacher-level scores are converted to New York State's 0-20 metric.**

The LOTE Checkpoint C standards and curricula are used by teachers to determine the knowledge and skills a student should obtain over the interval of instruction. The minimum target for all students is one year's expected growth. Student targets may vary based on their individual levels of present performance and student learning needs. The building principal certifies that all SLO targets represent at least one year's expected growth. Teacher scores are based on the number of students who reach the stated target. The number of students who reach the target is converted to the HEDI band to determine the teacher rating using the state requirements for HEDI bands.

#### **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 SLO assessment is based on LOTE Checkpoint C standards. The Director of Curriculum and Principal work with teachers to align formative assessments with the summative SLO assessment.
<b>Performance Assessment:</b>	Performance assessment (speaking portion) is embedded into the SLO assessment.
<b>Efficient Time-Saving Assessments:</b>	Time is allotted outside of the instructional classroom time during Regents Week to administer the SLO assessment. This ensures that the teacher and students have maximum classroom instructional time.
<b>Technology:</b>	N/A
<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.	<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:**

Red Creek CSD 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE <b>BLUE</b> INK)
David G. Sholes 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
Superintendent of Schools 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Red Creek CSD 1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE <b>BLUE</b> INK)
David G. Sholes 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
Superintendent of Schools 3. Title of School Representative (PLEASE PRINT/TYPE)	