

FORM C

STUDENT ASSESSMENTS FOR TEACHER AND PRINCIPAL EVALUATION

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 LEAs to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Information	
NAME OF ASSESSMENT PROVIDER:	Unadilla Valley Central School District
ASSESSMENT PROVIDER CONTACT INFORMATION:	Robert J. Mackey, Superintendent rmackey@uvstorm.org
NAME OF ASSESSMENT:	Unadilla Valley District Developed Assessments-SLO
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	<input checked="" type="checkbox"/> REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) <input type="checkbox"/> OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT PLEASE SPECIFY: <input type="checkbox"/> A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT <input type="checkbox"/> A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL <input type="checkbox"/> A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO <input type="checkbox"/> A PERFORMANCE INDEX <input type="checkbox"/> AN ACHIEVEMENT BENCHMARK <input type="checkbox"/> ANY OTHER COLLECTIVELY BARGAINED MEASURE OF STUDENT GROWTH OR ACHIEVEMENT PLEASE SPECIFY:
WHAT IS THE GRADE(S) AND SUBJECT AREA(S) FOR WHICH THE ASSESSMENT CAN BE USED TO GENERATE A 0-20 STUDENT PERFORMANCE SCORE?	K-12: ELA, Math, Science, Social Studies, Art, Music, Phys Ed 6-12: LOTE, CTE (Agriculture), Technology, FACS, Health, Business
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	<ul style="list-style-type: none"> • Calculators (4-function/square root; scientific; graphing without symbol manipulation) per Regents Exam requirements • District-owned iPads, Chromebooks • Specialty technology for CTE: Neu-log sensors, Vernier direct connect sensors, Torchmate software and plasma cutter, Cricut and software, V-Carve and CNC Shark Software and CNC router

IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAs IN NEW YORK STATE?

YES

NO

PLEASE PROVIDE AN OVERVIEW OF THE ASSESSMENT FOR LEAs. (3 PAGES MAX) 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.

All UVCS D assessments for teacher and principal evaluation are collaboratively developed by each school's teacher teams, aligned to the corresponding NYS Standards for each course. The purpose of each assessment is to determine an SLO student growth score measured across two points in time. The assessments are administered according to the appropriate NYSED testing protocols for NYS 3-8 and Regents assessments.

Scoring of the assessments is completed by teacher teams with appropriate content expertise, always excluding the teacher of record from the scoring team. Scores are reported to the district office electronically, using a district-specific spreadsheet. (Appendix B)

K-2 assessments are developed by collaborative teacher teams at the corresponding grade level. They are not traditional standardized assessments, but local teacher-team-designed curriculum-based tests. All K-12 SLO tests use a combination of multiple choice constructed response, and extended response items with a performance/observation component where applicable to course content (e.g., the arts, phys ed, and CTE).

All testing modifications and accommodations indicated in student IEPs and 504 plans are provided.

HOW IS THE SELECTED ASSESSMENT ALREADY BEING INTEGRATED/GOING TO BE INTEGRATED INTO THE CURRICULUM OF THE GRADE LEVEL/COURSE? HOW DOES THE SELECTED ASSESSMENT SUPPORT THE DAY-TO-DAY ACADEMIC GOALS OF THE EDUCATOR?

The BOY (pre-test) for each K-12 course will provide the teacher of record specific results regarding the learning level of each student. Additionally, the overall data analysis will indicate areas to receive instructional priority and density. At minimum the assessments will be administered BOY and EOY. Two progress-monitoring administrations MOY will ensure that the local curriculum is aligned to the skills and knowledge assessed by the BOY/EOY and will provided additional, timely information on each student's level of proficiency on each power standard measured by the EOY.

HOW DO YOU ENSURE THAT THE ASSESSMENT ACCURATELY CAPTURES IF STUDENTS HAVE MASTERED THE KEY CONCEPTS FOR THE GRADE LEVEL/COURSE? HOW IS THE ASSESSMENT ALIGNED WITH THE GRADE LEVEL/COURSE-RELEVANT LEARNING STANDARDS/NEXT GENERATION ASSESSMENT PRIORITIES?

Each assessment is developed by a collaborative teacher team aligned to the identified power standards (of the current NYS Standards for the grade level/content area). Each teacher-team-developed assessment parallels classroom instruction, daily formative assessments, and, where applicable, state assessment formats. Consistent with MTSS, students who are less than proficient, as indicated specifically through the required extended response component of each assessment in addition to the multiple choice and constructed response items, are provided with consistent, standardized interventions and re-evaluated for further intervention if needed.

HOW IS THE SELECTED ASSESSMENT SCORED? HOW ARE THE ASSESSMENT RESULTS EFFECTIVELY COMMUNICATED TO RELEVANT STAKEHOLDERS (STUDENTS, PARENTS, TEACHERS, ADMINISTRATORS, ETC.)? WHAT ARE THE ASSESSMENT SCORES THAT REFLECT THAT A STUDENT IS:

1. BELOW PROFICIENCY
2. APPROACHING PROFICIENCY
3. MEETING PROFICIENCY
4. DEMONSTRATING MASTERY

MOY STUDENT TEST RESULTS ARE COMMUNICATED TO ALL RELEVANT STAKEHOLDERS NECESSARY TO IMPLEMENT MTSS/RTI.

The assessments are scored by teacher teams, exclusive of the teacher of record. Levels of proficiency are determined based on student scores:

Below proficient: 0-54% (Level 1)

Approaching proficiency: 55-64% (Level 2)

Meeting proficiency: 65-84% (Level 3)

Demonstrating mastery: 85-100% (Level 4)

IF THE SELECTED ASSESSMENT(S) ARE NOT STANDARDIZED, PLEASE DESCRIBE HOW THE ASSESSMENT PROCESS IS COMPARABLE ACROSS GRADE LEVELS/COURSE-ALIKE CLASSROOMS?

The assessments are developed by teacher teams in alignment with the district's requirements:

- Assessments are designed to be completed within one class period, except for students with extended time accommodations and/or students completing a multi-step performance task and/or students completing a portfolio-based assessment with a reflection component.
- Assessments are administered within the prescribed window.
- Assessments are designed to include multiple choice, constructed response, and extended response items paralleling relevant state assessments.
- Assessments are aligned to the essential (power) standards curriculum templates previously developed and articulated by each teacher team for every course.
- Assessments are scored collaboratively by teacher teams excluding the teacher of record.

HOW IS THE SELECTED ASSESSMENT ABLE TO MAXIMIZE THE EFFICIENCY WITH WHICH STUDENT PERFORMANCE DATA IS GATHERED TO ALLOW FOR MORE CLASSROOM INSTRUCTIONAL TIME?

Teacher teams will have immediate access to the student performance data upon completion of scoring each assessment and will collaboratively design quarterly instruction in response to that data. Such response will include the planning and delivery of interventions and extensions, which are standard weekly team protocols. The goal of this local assessment process is to shift the traditional model of Curriculum-Instruction-Assessment (CIA) to Assessment-Instruction-Curriculum (AIC). As collaborative teams target the critical skills and concepts of each course via the EOY assessment, instructional alignment and revisions to the curriculum will be data driven.

IF APPLICABLE, HOW WILL TECHNOLOGY BE UTILIZED DURING THE ADMINISTRATION OF THE SELECTED ASSESSMENT TO PROVIDE TIMELY AND ACTIONABLE INFORMATION?

Student scores are recorded by the team on a district-developed spreadsheet (Appendix B), saved electronically by the teacher and submitted to the district office where an electronic and a hard copy are saved.

PLEASE PROVIDE ANY ADDITIONAL INFORMATION THAT MAY BE USEFUL WHEN REVIEWING YOUR APPLICATION:

Please complete the following section if the selected assessment is being used for the Required Student Performance subcomponent (SLOs) and/or is being used with Optional Student Performance subcomponent as an SLO:

Process for Measuring Student Growth:

Consistent with Department regulations and guidance, an SLO is an instructional planning tool developed at the start of an educator's course or building principal's school year that includes expectations for student growth. It should represent the most important learning aligned to national or state standards, as well as any other school and LEA priorities. The goals included in the SLO must be specific and measurable, based on available prior student learning data. Before setting targets for expected growth, educators will determine students' levels of preparedness at the start of the course by reviewing relevant baseline data. This baseline data may come from a variety of sources which include, but are not limited to, a student's prior academic history, pre-tests, or end of course assessments from the prior year.

SLOs are developed and approved through locally determined processes consistent with the Commissioner's goal-setting process. SLOs should be based on the best available student data and should be ambitious and rigorous for all students. Superintendents must certify that all individual growth targets used for SLOs represent, at a minimum, one year of expected growth.

WHAT MEASURE(S) OF BASELINE DATA ARE USED IN CONJUNCTION WITH THE SELECTED ASSESSMENT TO MEASURE STUDENT GROWTH (SELECT ALL THAT APPLY):

HISTORICAL DATA

CURRENT COHORT PREVIOUS COHORT(S)

DESCRIBE HOW THE HISTORICAL DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:

EARLY COURSE FORMATIVE ASSESSMENT AND/OR OBSERVATIONAL DATA

DESCRIBE HOW THE EARLY COURSE FORMATIVE ASSESSMENT AND/OR OBSERVATIONAL DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:

PRE-ASSESSMENT

DESCRIBE HOW THE PRE-ASSESSMENT INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH: THE PRE-ASSESSMENT PROVIDES EVIDENCE OF STUDENT SKILL STRENGTHS AND WEAKNESSES BASED ON THE DISTRICT'S ESSENTIAL SKILLS CURRICULUM AND PROVIDES TEACHER TEAMS WITH DATA TO ADJUST INSTRUCTION FOR MAXIMUM STUDENT GROWTH. QUARTERLY ADMINISTRATIONS OF THE ASSESSMENT MONITOR STUDENT GROWTH EVERY TEN WEEKS, ALLOWING FOR CORRECTIVE ACTION/INTERVENTION BY THE TEACHER TEAM.

OTHER

PLEASE SPECIFY:

DESCRIBE HOW THIS BASELINE DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:

PLEASE EXPLAIN HOW GROWTH TARGETS FOR EACH STUDENT ARE SET FOR THE SELECTED ASSESSMENT AND METHOD OF COLLECTING STUDENT LEVEL BASELINE DATA, INCLUDING HOW TARGETS ARE DIFFERENTIATED, AS NECESSARY, BASED ON THE INFORMATION PROVIDED BY THE BASELINE DATA. IN PARTICULAR, PLEASE EXPLAIN HOW THE ASSESSMENT IS USED WITH STUDENTS WHOSE PREPAREDNESS FOR THE COURSE/GRADE LEVEL IS VARIED:

The Unadilla Valley District-Developed Assessments-SLO are administered quarterly. The UVCS D APPR plan includes a district-developed spreadsheet (Appendix B) that compares each student's BOY score to the maximum achievable score on the assessment to create a growth goal for each student based on the 5ru.

Teacher teams enter each student's EOY assessment score in the corresponding column of the spreadsheet, and each student's actual growth toward his/her goal is automatically calculated. Finally, each student's actual growth, as compared to his/her 50% growth goal is converted into a score of 0-20 for HEDI measurement purposes in the category of student performance.

The two MOY administrations of the assessments provide progress monitoring of each student, giving teacher teams the timely data needed to adjust instruction and provide both interventions and extensions customized to student proficiency levels.

FORM G

**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION**

APPLICANT CERTIFICATION FORM

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria.

PLEASE SUBMIT ONE "FORM G" FOR EACH APPLICANT.

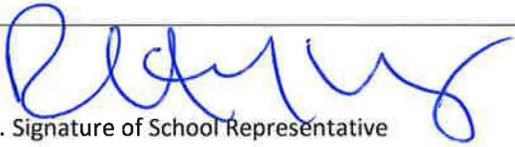
The Applicant makes the following assurances:

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"/>
If used with a Student Learning Objective, 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, Education Law §3012-d under RFQ #15-001, or for purposes other than APPR, 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 2.2](#) 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>1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p>4. Signature of Authorized Representative</p>
<p>2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed</p>
<p>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>Unadilla Valley CSD 1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p> 4. Signature of School Representative</p>
<p>Robert J. Mackey 2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed </p>
<p>Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)</p>	