



**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:	Wayne-Finger Lakes BOCES
Assessment Provider Contact Information:	Tamara Jones, tjones@wflboces.org
Name of Assessment:	Various Assessments see B-1 as per NYSED
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: <div style="margin-left: 20px;"> <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: </div>
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-2, 7, 9-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, Math, Science, Art
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 checked="" type="checkbox"/> YES  <input 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)

### **ELA – K and 1**

**Kindergarten and Grade 1 assessments are aligned to the following CC Standards:**

- Reading: Foundational Skills
- Reading: Literature
- Writing

**Kindergarten Assessment Overview:**

- 1:1 with Teacher
- Writing (can be done in whole or small groups)

**Grade 1 Assessment Overview:**

- Part I, Day 1 - 14 multiple choice questions and Reading Comprehension
- Part II, Day 2 – Sentence Dictation and Narrative Writing

**Kindergarten Scores are reported by:**

- a Running Record Form
- Optional Class Item Analysis Form

**Grade 1 Scores are reported by:**

- Answer Key for MC
- Narrative writing rubric

All assessments are scored by teachers other than those being evaluated by the results.

### **ELA – 9, 10 and 12**

**Each assessment is aligned to the following CC Standards:**

- Reading: Literature
- Reading: Information
- Listening
- Writing

**ELA 9, 10 and 12 Assessment Overview:**

- Reading passages (1 informational, 1 poem, 1 literary) with MC questions
- Constructed and Extended Response questions

**Each Assessment's Scores are reported by:**

- Answer Key for MC
- Constructed and Extended Response rubric

All assessments are scored by teachers other than those being evaluated by the results.

### **Math – K**

**Aligned to the following CC Standards:**

- Counting and Cardinality
- Number & Operations in Base Ten
- Measurement & Data
- Geometry
- Operations & Algebraic Thinking
- Speaking & Listening (SL.K.5 & 6)
- Writing (K.2)

**Assessment Overview:**

- 1:1 with teacher
- Concept Questions (students: draw a picture of the story; write an equation, a sentence and give a verbal explanation.)

**Assessment Scores are reported by:**

- Data Analysis Sheet
- Rubric for Written

Assessments are scored by teachers other than those being evaluated by the results.

**Science 7: Life Science**

**Aligned to the following CC Standards:**

- Standard 1 – Analysis, Inquiry and Design
- Standard 4 – The Living Environment

**Assessment Overview:**

- Multiple Choice
- Constructed Response

**Assessment scores are reported by:**

- Answer Key for MC
- Rubric for Constructed Response

Assessments are scored by teachers other than those being evaluated by the results.

**Science 7: Physical Science**

**Aligned to the following CC Standards:**

- Standard 1 – Analysis, Inquiry and Design
- Standard 4 – The Physical Setting

**Assessment Overview:**

- Multiple Choice
- Constructed Response

**Assessment scores are reported by:**

- Answer Key for MC
- Rubric for Constructed Response

Assessments are scored by teachers other than those being evaluated

**Secondary Art – Disciplines of Sculpture, Ceramics, Painting, Drawing, Photo, Printmaking**

**Aligned to the following CC Standards:**

- NYS Art Standards: Visual Arts Standard 1 and 3 (Describe, Analyze, Interpret, and Judge)
- ELA -WHST 9-10.2d

**Assessment Overview:**

- **Part 1: Short Response (Art Criticism)**
  - For your preferred discipline (studio art, ceramics, sculpture, painting etc.) select an image from the image bank. Students are tasked with interpreting the chosen work using the.
- **Part 2: Thumbnail Sketches and Written Response**
  - Students are to create 3 thumbnail sketches based on the chosen theme of "Families in Art." Students choose what they feel is the strongest composition and complete the written portion as directed on the test.

**Assessment scores are reported by:**

- Scoring Rubrics (Academic Vocabulary for reference provided)

Assessments are scored by teachers other than those being evaluated

All assessments were developed as a region consisting of 25 school districts. Each teacher blueprint provides an overview of the test component(s) and structure, teacher and student directions and a list of all materials that are necessary to administer and score the assessment. All assessments are administered during the final exam schedule that is established by each school district and/or building level. The assessment is scored by teachers other than those being evaluated by the results. The teacher sets targets for the assessments for all students and uses the results of the scoring to report whether the target was successfully or unsuccessfully attained.

**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 target setting model for SLOs involves the teacher and administrator(s) collaboratively working to analyze multiple sets of data such as pre-assessment data and NYS data. Additionally, other factors such as special education, ELL, and past performance are considered as part of the process to set targets for each student. Once the assessment is scored by someone other than the teacher being evaluated, the data is analyzed for the percentage of students who met their target, and the percentage is then placed in the NYS 3012-d SLO scale to be converted to 0-20 then HEDI rating.

### **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>	Wayne-Finger Lakes BOCES defines a high quality assessment as one that is aligned to the NYS CCLS, provides data and actionable feedback to inform instruction and curricular decisions. Professional development and best practices on quality assessment design and the Achieve the Core Assessment Evaluation Tool for both ELA and Math, ensures that assessments include: rigor, balance, developmentally appropriate texts and questions, have questions that are of high quality, focus on Major Work and Reflect Coherence (Math), and are aligned to the NYS CCLS.
<b>Assessments Woven Tightly Into the Curriculum:</b>	As indicated from the assessment maps from above, all assessments have test specs and a test map. Additionally, all items are aligned to the standards and curriculum. All formative assessments used throughout the year are aligned to scaffold student success on the final assessment.
<b>Performance Assessment:</b>	The Secondary Art assessment requires the students to perform an authentic task (demonstration and perform a task) to show their understanding. The ELA (K-2) and Math (K) assessment also have students demonstrating his/her knowledge providing actionable feedback. Written responses measure skills in synthesizing text from multiple sources and responding to prompts using evidence from the text.
<b>Efficient Time-Saving Assessments:</b>	The assessments are administered during part of the instructional day or during the final exam schedule developed by the school and/or building administrator.
<b>Technology:</b>	Wayne-Finger Lakes BOCES is in the process of creating and building an infrastructure that will accommodate computer based assessments. Upon completion, assessments will be involving technology or available online.
<b>Degree to which the growth model must differentiate across New York State's four levels of</b>	N/A

**teacher effectiveness (only applicable to supplemental assessments):**

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## 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>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:**

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)	

Wayne-Finger Lakes BOCES 1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Representative (PLEASE USE <b>BLUE</b> INK)
Tamara Jones 2. School Representative's Name (PLEASE PRINT/TYPE)	 5. Date Signed
Coordinator of Assessment 3. Title of School Representative (PLEASE PRINT/TYPE)	



**STUDENT ASSESSMENTS  
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TEACHER AND PRINCIPAL EVALUATION**

**FORM C**

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What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, Math, Science, Social Studies, Industrial Arts, PE
What are the technology requirements associated with the assessment?	Video recording device
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)

### **ELA – 2 ; ELA Levels 1-3**

#### **Assessments are aligned to the following CC Standards:**

- Reading: Foundational Skills
- Reading: Literature
- Writing

#### **Assessment Overview:**

- 1:1 with Teacher
- Writing (can be done in whole or small groups)

#### **Assessment Overview:**

- multiple choice questions and Reading Comprehension
- Sentence Dictation and Narrative Writing

#### **Scores are reported by:**

- Answer Key for MC
- Narrative writing rubric
- Optional Class Item Analysis Form

All assessments are scored by teachers other than those being evaluated by the results.

### **Math – 1-2**

#### **Aligned to the following CC Standards:**

- Counting and Cardinality
- Number & Operations in Base Ten
- Measurement & Data
- Geometry
- Operations & Algebraic Thinking
- Speaking & Listening
- Writing

#### **Assessment Overview:**

- 1:1 with teacher
- Multiple Choice
- Concept Questions (students: write an equation, a sentence and give a verbal explanation.)

#### **Assessment Scores are reported by:**

- Data Analysis Sheet
- Rubric for Written

Assessments are scored by teachers other than those being evaluated by the results.

### **Math – Algebra I and General Math**

#### **Aligned to the following CC Standards:**

##### **Performance Indicators for General Math:**

- 7.NS.3
- 7.G.1
- 7.RP.3
- 7.G.4
- 7.G.6
- A.N.5

##### **Performance Indicators for Algebra**

- A.S.19
- A.A.1; A.A.4; A.A.11, A.A.22, A.A.34, A.A.75
- A.N.1
- A.S.3; A.S.6; A.S.19; A.S.37
- A.G.2

#### **Assessment Overview:**

- Multiple Choice
- Constructed Response

#### **Assessment Scores are reported by:**

- Data Analysis Sheet
- Rubric for Constructed Response

Assessments are scored by teachers other than those being evaluated by the results.

**Science 6:**

**Aligned to the following CC Standards:**

- Standard 1 – Analysis, Inquiry and Design
- Standard 4 – The Living Environment

**Assessment Overview:**

- Multiple Choice
- Constructed Response

**Assessment scores are reported by:**

- Answer Key for MC
- Rubric for Constructed Response

Assessments are scored by teachers other than those being evaluated by the results.

**Social Studies 6-9:**

**Aligned to the following CC Standards:**

- SS 1.1 - 1.4
- WHST.6-8.2
- SS 6.3.1 – 6.3.3; 6.2.1 - 6.2.4; 6.5.2
- CCLS.R.6-8.1 CCLS.WS.6-8.9
- RH.6-8.2 RH.6-8.4 RST.6-8.2 RST.6-8.4

**Assessment Overview:**

- Multiple Choice
- Constructed Response
- Extended Response

**Assessment scores are reported by:**

- Answer Key for MC
- Rubric for Constructed and Extended Response

Assessments are scored by teachers other than those being evaluated by the results.

**Industrial Arts–**

**Aligned to the following CC Standards:**

- Engineering Design Standard T5.1
- English Common Core Standard WHST.9-10.10

**Assessment Overview:**

- Teachers will choose an independent student problem solving activity that is a part of the current curriculum.

**Assessment scores are reported by:**

- Scoring Rubric

Assessments are scored by teachers other than those being evaluated

**Physical Education – K-12; 9-10, 11-12**

**Aligned to the following CC Standards:**

- NYS PE Standard 1: Personal Health and Fitness. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- National Standard for PE 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities
- NYS PE Standard 2: A Safe and Healthy Environment. Students will acquire knowledge and ability necessary to create and maintain a safe and healthy environment.
- National Standard for PE 5: Exhibits responsible personal and social behavior that respects self and others in physical activity setting.
- NYS PE Standard 1: Personal Health and Fitness. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
- National Standard for PE 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

- NYS PE Standard 3: Resource Management. Students will understand and be able to manage their personal and community See answer key resources.
- National Standard for PE 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities
- National Standard for PE 3: Participates regularly in physical activity

**Assessment Overview:**

- 1:1 with teacher
- Skills development
- Multiple Choice
- Written Responses

**Assessment Scores are reported by:**

- Data Analysis Sheet
- Rubric for Written Response

Assessments are scored by teachers other than those being evaluated by the results.

All assessments were developed as a region that consists of 25 school districts and 5 Special Education sites. All assessments are administered during the final exam schedule that is established by each school. The assessment is scored by teachers other than those being evaluated by the results. The teacher sets targets for the assessments for all students and uses the results of the scoring to report whether the targets were successfully or unsuccessfully attained.

**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 target setting model for SLOs involves the teacher and administrator(s) collaboratively working to analyze multiple sets of data such as pre-assessment data and NYS data. Additionally, other factors such as special education, ELL, and past performance are considered as part of the process to set targets for each student. Once the assessment is scored by someone other than the teacher being evaluated, the data is analyzed for the percentage of students who met their target, and the percentage is then placed in the NYS 3012-d SLO scale to be converted to 0-20 then HEDI rating.

#### **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.

**Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):**

Wayne-Finger Lakes BOCES defines a high quality assessment as one that is aligned to the NYS CCLS, provides data and actionable feedback to inform instruction and curricular decisions. Professional development and best practices on quality assessment design and the Achieve the Core Assessment Evaluation Tool for both ELA and Math, ensures that assessments include: rigor, balance, developmentally appropriate texts and questions, have questions that are of high quality, focus on Major Work and Reflect Coherence (Math), and are aligned to the NYS CCLS.

**Assessments Woven Tightly Into the Curriculum:**

As indicated from the assessment maps from above, all assessments have test specs and a test map. Additionally, all items are aligned to the standards and curriculum. All formative assessments used throughout the year are aligned to scaffold student success on the final assessment.

**Performance Assessment:**

The Secondary Art and Band assessment requires the students to perform an authentic task (demonstration and perform a task) to show their understanding. The ELA (K-2) and Math (K) assessment also have students demonstrating his/her knowledge providing actionable feedback. Written responses measure skills in synthesizing text from multiple sources and responding to prompts using evidence from the text.

**Efficient Time-Saving Assessments:**

The assessments are administered during the final exam schedule developed by the school or during part of the instructional day.

**Technology:**

Wayne-Finger Lakes BOCES is in the process of creating and building an infrastructure that will accommodate computer based assessments. Upon completion, assessments will be involving technology or available online.

**Degree to which the growth model must differentiate across New York State's four levels of**

N/A

<b>teacher effectiveness (only applicable to supplemental assessments):</b>	
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**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.


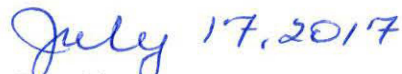
The Applicant makes the following assurances:

<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>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:**

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)	

Wayne-Finger Lakes BOCES 1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Representative (PLEASE USE <b>BLUE INK</b> )
Tamara Jones 2. School Representative's Name (PLEASE PRINT/TYPE)	 5. Date Signed
Coordinator of Instructional Support and Training 3. Title of School Representative (PLEASE PRINT/TYPE)	



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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
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, Math, Science, Social Studies, Arts, Health, Technology/Industrial Arts
What are the technology requirements associated with the assessment?	
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)

**ELA –**

**Assessments are aligned to the CC ELA Standards:**

- Reading, Writing, Speaking, Listening

**Assessment Overview:**

- Reading Comprehension
- Writing (can be done in whole or small groups)

**Assessment Overview:**

- multiple choice questions, Reading Comprehension, CR, ER

**Scores are reported by:**

- Answer Key for MC
- Writing rubric

All assessments are scored by teachers other than those being evaluated by the results.

**Math –**

**Assessments are aligned to the CC Standards, including, but not limited to:**

- Counting and Cardinality
- Number & Operations in Base Ten
- Measurement & Data
- Geometry
- Operations & Algebraic Thinking
- Speaking & Listening
- Writing

**Assessment Overview:**

- Multiple Choice
- Constructed and Extended Responses
- Concept Questions (students: write an equation, a sentence and/or give a verbal explanation.)
- Application Questions

**Assessment Scores are reported by:**

- Answer Key for MC
- Rubric for Application and Written responses

Assessments are scored by teachers other than those being evaluated by the results.

**Science-**

**Aligned to the CC Standards:**

- Standard 1 – Analysis, Inquiry and Design
- Standard 4 – The Living Environment

**Assessment Overview:**

- Multiple Choice
- Constructed Response

**Assessment scores are reported by:**

- Answer Key for MC
- Rubric for Constructed Response

Assessments are scored by teachers other than those being evaluated by the results.

**Social Studies-**

**Aligned to the CC Standards including, but not limited to:**

- SS 1.1 - 1.4
- WHST
- SS CC Listening, Reading and Writing

**Assessment Overview:**

- Multiple Choice
- Constructed Response
- Extended Response

**Assessment scores are reported by:**

- Answer Key for MC
- Rubric for Constructed and Extended Response

Assessments are scored by teachers other than those being evaluated by the results.

**Art-**

**Aligned to the following Art and CC ELA Standards:**

**Assessment Overview:**

- Students will respond in short constructed response to works of art identifying the concepts of art.

**Assessment scores are reported by:**

- Scoring Rubric

Assessments are scored by teachers other than those being evaluated

**Others:**

**All assessments are aligned to the specific content area's NYS Standards:**

**Assessment Overview includes, but is not limited to:**

- 1:1 with teacher
- Skills development
- Multiple Choice
- Constructed and Extended Responses
- Stations with application (similar to Earth Science practicum)
- Project based

**Assessment Scores are reported by:**

- Data Analysis Sheet
- Rubric for Project Based
- Rubric for application of skills at the station rotation
- Rubric for Written Responses

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#### **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>	Wayne-Finger Lakes BOCES defines a high quality assessment as one that is aligned to the NYS CCLS, provides data and actionable feedback to inform instruction and curricular decisions. Professional development and best practices on quality assessment design and the Achieve the Core Assessment Evaluation Tool for both ELA and Math, ensures that assessments include: rigor, balance, developmentally appropriate texts and questions, have questions that are of high quality, focus on Major Work and Reflect Coherence (Math), and are aligned to the NYS CCLS.
<b>Assessments Woven Tightly Into the Curriculum:</b>	As indicated from the assessment maps from above, all assessments have test specs and a test map. Additionally, all items are aligned to the standards and curriculum. All formative assessments used throughout the year are aligned to scaffold student success on the final assessment.
<b>Performance Assessment:</b>	The Secondary Art assessment requires the students to perform an authentic task (demonstration and perform a task) to show their understanding. The Applied Science, DDP and Tech Core I assessments have students demonstrating his/her knowledge in application of skills scenario, in addition to providing actionable feedback. Written responses measure skills in synthesizing text from multiple sources and responding to prompts using evidence from the text.
<b>Efficient Time-Saving Assessments:</b>	The assessments are administered during the final exam schedule developed by the school or during part of the instructional day.
<b>Technology:</b>	Wayne-Finger Lakes BOCES is in the process of creating and building an infrastructure that will accommodate computer based assessments. Upon completion, assessments will be involving technology or available online.
<b>Degree to which the growth model must differentiate across</b>	N/A

<p><b>New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):</b></p>	
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## 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.

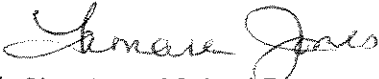
The Applicant makes the following assurances:

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>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:**

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)	

Wayne-Finger Lakes BOCES 1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Representative (PLEASE USE <b>BLUE INK</b> )
Tamara Jones 2. School Representative's Name (PLEASE PRINT/TYPE)	October 17 2017 5. Date Signed
Coordinator of Instructional Support and Training 3. Title of School Representative (PLEASE PRINT/TYPE)	