



**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:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of Assessment:	ART - K, 1, 2,3,4,5,6,7-8, STUDIO ART
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, 2,3,4,5,6,7-8, AND STUDIO ART
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Grade level specific General Art and/or studio Art
What are the technology requirements associated with the assessment?	No requirements
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)

This assessment is available for pre and post assessment. It is aligned to the Priority Content established by teachers on a regional basis for Art.

The assessment is comprised of multiple choice questions open ended tasks for students to complete. Each task is aligned to the expectations of an identified competency or skill. Assessments are created aligned to an identified set of priority standards set by regional teachers of technical trade. (Appendix A) Tasks on the pre and post are aligned to the standards proportionally but are not repeated from pre to post. A set of test forms has been developed to ensure a repeat of question from pre to post is avoided.

The assessment is administered during an established time frame (e.g. 25 minutes etc.). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

Teachers of these courses are expected to score pre assessments according to a rubric and answer key collaboratively developed through a regional project. A scoring guide is provided to participating LEAs to assist in the scoring process. For scoring, it is recommended to establish an assurance consistency set to set a baseline for scoring with participating scorers. This should occur when scoring pre and post assessments.

After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.

Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, scoring guide and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

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.

This assessment is available for pre and post assessment. It is aligned to an identified set of priority standards set by regional teachers of the subject. Assessments are created aligned to a set of priority standards (Appendix A). This assessment utilizes an answer key and rubrics collaboratively developed through a regional project.

The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100). Targets are set and provided to the participating LEAs. Rosters of student performance for this assessment would then add the established target. Upon completion of post testing, an LEA would establish is each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teachers SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teachers score is recommended.

Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding target to allow for the use of this model based on locally negotiated options.

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):	Not Applicable
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, local teachers are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum
Performance Assessment:	The test balances basic knowledge questions (multiple choice) and open ended/performance tasks. All performance tasks in this assessment allow for the student to demonstrate their individual knowledge and understanding.
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding.
Technology:	Technology may be used to facilitate efficiency in scoring time if a districts chooses to do so.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not Applicable



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

² 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>WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p>4. Signature of Authorized Representative (PLEASE USE BLUE INK) <i>K. Jones</i></p>
<p>Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed <i>2/17/14</i></p>
<p>Lead Coordinator of School Improvement 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>	



**STUDENT ASSESSMENTS
AND ASSOCIATED GROWTH MODELS FOR
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FORM C

PUBLICLY AVAILABLE SERVICES SUMMARY

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Assessment Provider Information	
Name of Assessment Provider:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of 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?	K, 1,2,3-4, 5-6, 7-8 9-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Music
What are the technology requirements associated with the assessment?	No requirements; LEAs may choose to use these assessment through Computer Based Testing (CBT) where available
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)**

This assessment is available for pre and post assessment. It is aligned to the Priority Content established by teachers on a regional basis for Music.

The assessment is comprised of multiple choice questions open ended tasks for students to complete. Each task is aligned to the expectations of an identified competency or skill. Assessments are created aligned to an identified set of priority standards set by regional teachers of technical trade. (Appendix A) Tasks on the pre and post are aligned to the standards proportionally but are not repeated from pre to post. A set of test forms has been developed to ensure a repeat of question from pre to post is avoided.

The assessment is administered during an established time frame (e.g. 25 minutes etc.). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

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After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.

Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, scoring guide and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

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.

This assessment is available for pre and post assessment. It is aligned to an identified set of priority standards set by regional teachers of the subject. Assessments are created aligned to a set of priority standards (Appendix A). This assessment utilizes an answer key and rubrics collaboratively developed through a regional project.

The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100). Targets are set and provided to the participating LEAs. Rosters of student performance for this assessment would then add the established target. Upon completion of post testing, an LEA would establish if each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teachers SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teachers score is recommended.

Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding target to allow for the use of this model based on locally negotiated options.

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):	Not applicable
Assessments Woven Tightly into the Curriculum:	Currently no interim assessment exist in this system. However, local teachers are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum.
Performance Assessment:	The test balances basic knowledge questions (multiple choice) and open ended/performance tasks. All performance tasks in this assessment allow for the student to demonstrate their individual knowledge and understanding.
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding.
Technology:	Technology may be used to facilitate efficiency in scoring time if a districts chooses to do so.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not Applicable



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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. ²	<input checked="" type="checkbox"/>

² 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>WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p><i>K. Jones</i> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p><i>2/17/14</i> 5. Date Signed</p>
<p>Lead Coordinator of School Improvement 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>
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Assessment Provider Information	
Name of Assessment Provider:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of Assessment:	Zone 3 JMT Developed CTE 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?	Grade 11 and 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Career and Technical Trade – CONSTRUCTION TRADES – ½ YEAR HEAVY EQUIPMENT ½ YEAR
What are the technology requirements associated with the assessment?	No requirements; LEAs may choose to use these assessment through Computer Based Testing (CBT) where available
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)

This assessment is available for pre and post assessment. It is aligned to the Priority Content of the technical trade as identified by the local teachers of the content

The assessment is comprised of open ended tasks for students to complete. Each task is aligned to the expectations of an identified competency or skill. Assessments are created aligned to an identified set of priority standards set by regional teachers of technical trade. (Appendix A) Tasks on the pre and post are aligned to the standards proportionally but are not repeated from pre to post. A set of test forms has been developed to ensure a repeat of question from pre to post is avoided.

The assessment is administered during one class period (pre and post). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

Teachers of these courses are expected to score pre assessments according to a rubric collaboratively developed through a regional project for Career and Technical Education. Each task is valued at 4 points. A scoring guide is provided to participating LEAs to assist in the scoring process. A set of possible answers are provided to LEAs where possible to assist in scoring these assessments. For scoring, it is recommended to establish an assurance consistency set to set a baseline for scoring with participating scorers. This should occur when scoring pre and post assessments. Additionally prior to scoring a webinar is provided to participating LEAs to ensure that appropriate scoring practices are understood. These webinars are guided from communication from the Test Security Unit.

After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.

Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, scoring guide and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

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.

This assessment is available for pre and post assessment. It is aligned to an identified set of priority standards set by regional teachers of technical trade. Assessments are created aligned to a set of priority standards (Appendix A). This assessment utilizes a rubric collaboratively developed through a regional project for Career and Technical Education. The point value of tasks is 0-4 points. In the Fall 2015 form of the assessment a total of 32 points were available to students. The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100). Targets are set and provided to the participating LEAs. Rosters of student performance for this assessment would then add the established target. Upon completion of post testing, an LEA would establish if each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teachers SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teachers score is recommended. Therefore additional guidance is provided to LEAs to use a set of prorated targets for students who enter a course after BEDS day. If a student is not enrolled for at least 50% of the course duration, the student is not included in the calculation. Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding target to allow for the use of this model based on locally negotiated options.

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.	
Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	Not Applicable
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, local teachers are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum that integrates into the technical trade. The tasks are measured against the identified rubric to demonstrate curriculum alignment.
Performance Assessment:	All tasks in this assessment are open ended and allow for the student to demonstrate their individually knowledge and understanding.
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding. The tasks are measured against the rubric to demonstrate curriculum alignment.
Technology:	As these are open ended constructed response tasks, technology is currently not used. However as more efficiencies develop it would be considered.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not Applicable



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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. ²	<input checked="" type="checkbox"/>

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To be completed by the Copyright Owner/Assessment Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

<p>WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p><i>Kc Jones</i> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p><i>2/17/16</i> 5. Date Signed</p>
<p>Lead Coordinator of School Improvement 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>
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Assessment Provider Information	
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Assessment Provider Contact Information:	Katie Jones
Name of Assessment:	Zone 3 JMT Developed CTE 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?	Grade 11 and 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Career and Technical Trade – NEW VISIONS - HEALTH CAREERS NEW VISIONS – JOURNALISM NEW VISIONS LAW AND GOVERNMENT NEW VISIONS – SCIENTIFIC RESEARCH NEW VISIONS – STEM NEW VISIONS – VISUAL AND PERFORMING ARTS
What are the technology requirements associated with the assessment?	No requirements; LEAs may choose to use these assessment through Computer Based Testing (CBT) where available
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);**
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The assessment is comprised of open ended tasks for students to complete. Each task is aligned to the expectations of an identified competency or skill. Assessments are created aligned to an identified set of priority standards set by regional teachers of technical trade. (Appendix A) Tasks on the pre and post are aligned to the standards proportionally but are not repeated from pre to post. A set of test forms has been developed to ensure a repeat of question from pre to post is avoided.

The assessment is administered during one class period (pre and post). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

Teachers of these courses are expected to score pre assessments according to a rubric collaboratively developed through a regional project for Career and Technical Education. Each task is valued at 4 points. A scoring guide is provided to participating LEAs to assist in the scoring process. A set of possible answers are provided to LEAs where possible to assist in scoring these assessments. For scoring, it is recommended to establish an assurance consistency set to set a baseline for scoring with participating scorers. This should occur when scoring pre and post assessments. Additionally prior to scoring a webinar is provided to participating LEAs to ensure that appropriate scoring practices are understood. These webinars are guided from communication from the Test Security Unit.

After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.

Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, scoring guide and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

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.

This assessment is available for pre and post assessment. It is aligned to an identified set of priority standards set by regional teachers of technical trade. Assessments are created aligned to a set of priority standards (Appendix A). This assessment utilizes a rubric collaboratively developed through a regional project for Career and Technical Education. The point value of tasks is 0-4 points. In the Fall 2015 form of the assessment a total of 32 points were available to students. The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100). Targets are set and provided to the participating LEAs. Rosters of student performance for this assessment would then add the established target. Upon completion of post testing, an LEA would establish is each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teachers SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teachers score is recommended. Therefore additional guidance is provided to LEAs to use a set of prorated targets for students who enter a course after BEDS day. If a student is not enrolled for at least 50% of the course duration, the student is not included in the calculation. Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding target to allow for the use of this model based on locally negotiated options.

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):	Not Applicable
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, local teachers are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum that integrates into the technical trade. The tasks are measured against the identified rubric to demonstrate curriculum alignment.
Performance Assessment:	All tasks in this assessment are open ended and allow for the student to demonstrate their individually knowledge and understanding.
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding. The tasks are measured against the rubric to demonstrate curriculum alignment.
Technology:	As these are open ended constructed response tasks, technology is currently not used. However as more efficiencies develop it would be considered.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not Applicable



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

² 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>WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p><i>K. Jones</i> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p><i>2/17/16</i> 5. Date Signed</p>
<p>Lead Coordinator of School Improvement 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>	



**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:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of Assessment:	Zone 3 JMT Developed CTE 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?	Grade 11 and 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Career and Technical Trade – ADVANCED MANUFACTURING ADVANCED MANUFACTURING ANIMAL SCIENCE AVIATION AVIATION MAINTENANCE BUSINESS FASHION MERCHANDISING BUSINESS MEDICAL OFFICE ASSISTING CSNE CONSERVATION (L2 ONLY) EARLY CHILDHOOD EDUCATION (L2 ONLY) FLORICULTURE GRAPHIC AND VISUAL COMMUNICATIONS HEALTH OCCUPATIONS- ALLIED HEALTH HEAVY EQUIPMENT (L2 ONLY) HORSE CARE HORTICULTURE HVAC INFORMATION TECHNOLOGY INTERNET APPLICATIONS

	MACHINE TOOL MARINE ENGINE MECHANICAL TECHNOLOGY MEDIA COMMUNICATIONS MEDICAL ASSISTING MEDIUM HEAVY DUTY TRUCK REPAIR MULTIMEDIA AND GAMING AND WEB DESIGN SMALL ENGINES
What are the technology requirements associated with the assessment?	No requirements; LEAs may choose to use these assessment through Computer Based Testing (CBT) where available
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: <ul style="list-style-type: none"> • 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) 	
<p>This assessment is available for pre and post assessment. It is aligned to the Priority Content of the technical trade as identified by the local teachers of the content</p> <p>The assessment is comprised of open ended tasks for students to complete. Each task is aligned to the expectations of an identified competency or skill. Assessments are created aligned to an identified set of priority standards set by regional teachers of technical trade. (Appendix A) Tasks on the pre and post are aligned to the standards proportionally but are not repeated from pre to post. A set of test forms has been developed to ensure a repeat of question from pre to post is avoided.</p> <p>The assessment is administered during one class period (pre and post). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.</p> <p>Teachers of these courses are expected to score pre assessments according to a rubric collaboratively developed through a regional project for Career and Technical Education. Each task is valued at 4 points. A scoring guide is provided to participating LEAs to assist in the scoring process. A set of possible answers are provided to LEAs where possible to assist in scoring these assessments. For scoring, it is recommended to establish an assurance consistency set to set a baseline for scoring with participating scorers. This should occur when scoring pre and post assessments. Additionally prior to scoring a webinar is provided to participating LEAs to ensure that appropriate scoring practices are understood. These webinars are guided from communication from the Test Security Unit.</p> <p>After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.</p> <p>Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, scoring guide and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.</p>	

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.

This assessment is available for pre and post assessment. It is aligned to an identified set of priority standards set by regional teachers of technical trade. Assessments are created aligned to a set of priority standards (Appendix A). This assessment utilizes a rubric collaboratively developed through a regional project for Career and Technical Education. The point value of tasks is 0-4 points. In the Fall 2015 form of the assessment a total of 32 points were available to students. The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100). Targets are set and provided to the participating LEAs. Rosters of student performance for this assessment would then add the established target. Upon completion of post testing, an LEA would establish if each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teachers SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teachers score is recommended. Therefore additional guidance is provided to LEAs to use a set of prorated targets for students who enter a course after BEDS day. If a student is not enrolled for at least 50% of the course duration, the student is not included in the calculation. Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding target to allow for the use of this model based on locally negotiated options.

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.

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	Not Applicable
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, local teachers are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum that integrates into the technical trade. The tasks are measured against the identified rubric to demonstrate curriculum alignment.
Performance Assessment:	All tasks in this assessment are open ended and allow for the student to demonstrate their individually knowledge and understanding.
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding. The tasks are measured against the rubric to demonstrate curriculum alignment.
Technology:	As these are open ended constructed response tasks, technology is currently not used. However as more efficiencies develop it would be considered.
Degree to which the growth model must differentiate across	Not Applicable

New York State's four levels of 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. ²	<input checked="" type="checkbox"/>

² 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>WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p>4. Signature of Authorized Representative (PLEASE USE BLUE INK) <i>K. Jones</i></p>
<p>Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed <i>2/17/16</i></p>
<p>Lead Coordinator of School Improvement 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>
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**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:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of Assessment:	Zone 3 JMT Developed CTE 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?	Grade 11 and 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Career and Technical Trade – Auto Technology – Service Level Construction Trades - Service Level Culinary Arts – Service Level ETT Intro to Employment
What are the technology requirements associated with the assessment?	No requirements; LEAs may choose to use these assessment through Computer Based Testing (CBT) where available
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)

This assessment is available for pre and post assessment. It is aligned to the Priority Content of the technical trade as identified by the local teachers of the content

The assessment is comprised of open ended tasks for students to complete. Each task is aligned to the expectations of an identified competency or skill. Assessments are created aligned to an identified set of priority standards set by regional teachers of technical trade. (Appendix A) Tasks on the pre and post are aligned to the standards proportionally but are not repeated from pre to post. A set of test forms has been developed to ensure a repeat of question from pre to post is avoided.

The assessment is administered during one class period (pre and post). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

Teachers of these courses are expected to score pre assessments according to a rubric collaboratively developed through a regional project for Career and Technical Education. Each task is valued at 4 points. A scoring guide is provided to participating LEAs to assist in the scoring process. A set of possible answers are provided to LEAs where possible to assist in scoring these assessments. For scoring, it is recommended to establish an assurance consistency set to set a baseline for scoring with participating scorers. This should occur when scoring pre and post assessments. Additionally prior to scoring a webinar is provided to participating LEAs to ensure that appropriate scoring practices are understood. These webinars are guided from communication from the Test Security Unit.

After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.

Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, scoring guide and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

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.

This assessment is available for pre and post assessment. It is aligned to an identified set of priority standards set by regional teachers of technical trade. Assessments are created aligned to a set of priority standards (Appendix A). This assessment utilizes a rubric collaboratively developed through a regional project for Career and Technical Education. The point value of tasks is 0-4 points. In the Fall 2015 form of the assessment a total of 32 points were available to students. The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100). Targets are set and provided to the participating LEAs. Rosters of student performance for this assessment would then add the established target. Upon completion of post testing, an LEA would establish if each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teachers SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teachers score is recommended. Therefore additional guidance is provided to LEAs to use a set of prorated targets for students who enter a course after BEDS day. If a student is not enrolled for at least 50% of the course duration, the student is not included in the calculation. Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding target to allow for the use of this model based on locally negotiated options.

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):	Not Applicable
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, local teachers are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum that integrates into the technical trade. The tasks are measured against the identified rubric to demonstrate curriculum alignment.
Performance Assessment:	All tasks in this assessment are open ended and allow for the student to demonstrate their individually knowledge and understanding.
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding. The tasks are measured against the rubric to demonstrate curriculum alignment.
Technology:	As these are open ended constructed response tasks, technology is currently not used. However as more efficiencies develop it would be considered.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not Applicable



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

² 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:

WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	2/17/14 5. Date Signed
Lead Coordinator of School Improvement 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)	



**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:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of 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?	Grade 11 and 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Career and Technical Trade – AUTO TECHNOLOGY AUTO BODY CONSTRUCTION TRADES CULINARY ARTS COSMETOLOGY HEALTH OCCUPATIONS CNA WELDING
What are the technology requirements associated with the assessment?	No requirements; LEAs may choose to use these assessment through Computer Based Testing (CBT) where available
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)**

This assessment is available for pre and post assessment. It is aligned to the Priority Content (Attachment 1) of the technical trade as identified by the teachers who were identified to participate in the CTE Statewide Assessment Project.

The assessment is comprised of multiple choice tasks in isolation or multiple choice tasks aligned to a passage or stimulus relative to the technical trade. Each item is aligned to the expectations of an identified competency or skill. Assessments are created aligned to an identified set of priority standards set by a group of selected teachers of a technical trade representing New York State. (Attachment 1) Tasks on the pre and post are aligned to the standards proportionally Tests are differentiated by level (e.g. Level 1 or Level 2, or Sequence A or B) dependent on the curriculum and sequencing of the course. Priority content has been determined accordingly and the assessments are developed and sequenced as such.

The assessment is administered during one class period (pre and post). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

Pre populated answer sheets are provided to participating BOCES (for pre and post assessments) based on a previously submitted data set of students with a limited array of demographic characteristics. Scoring is completed through the assessment provided, by computer software.

After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.

Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, pre populated answer sheets, generic answer sheets (where requested) and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

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.

This assessment is available for pre and post assessment. It is aligned to an identified set of priority standards set by an identified group of selected teachers of a technical trade of the participating BOCES across NYS. Assessments are created aligned to a set of priority standards (Attachment 1). The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100). Targets are set and provided to the participating LEAs. For these assessments, once the pre and post tests are completed, a data set is electronically provided back to the district to use to complete the SLO process. (Attachment 2)

Upon completion of post testing, an LEA would establish if each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teacher's SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teacher's score is recommended.

Additional guidance is provided to LEAs to use a set of prorated targets for students who enter a course after BEDS day. If a student is not enrolled for at least 50% of the course duration, the student is not included in the calculation. Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding targets to allow for the use of this model based on locally negotiated options.

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):	Not Applicable
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, teachers representing NYS, are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum that integrates into the technical trade. Throughout the process of assessment development, teachers utilized instructional materials to ensure assessments aligned closely to the curriculum utilized in their classrooms
Performance Assessment:	All tasks in this assessment are multiple choice items and allow for the student to demonstrate their individual knowledge and understanding. The assessments are created to include real life scenarios to be analyzed in completing the assessment. These scenarios require students to use higher ordered thinking to apply their knowledge and identify correct responses.
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding. Scan sheets are provided to the participating LEAs and all scoring is completed through the assessment provider.
Technology:	Scoring is completed through a system provided by this the assessment provider. Scan sheets are submitted through electronic means and then scanned and scored and data is electronically provided back to the BOCES.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not Applicable



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. ²	<input checked="" type="checkbox"/>

² 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>WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p><i>K. Jones</i> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>12/1/15 5. Date Signed</p>
<p>Lead Coordinator of School Improvement 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	
<p>WSWHE BOCES 1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p><i>K. Jones</i> 4. Signature of School Representative (PLEASE USE BLUE INK)</p>
<p>Katie Jones 2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>12/1/15 5. Date Signed</p>
<p>Lead Coordinator of School Improvement 3. Title of School Representative (PLEASE PRINT/TYPE)</p>	



**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:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of 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?	Grade 11 and 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Career and Technical Trade – CONSERVATION/FORESTRY CRIMINAL JUSTICE EARLY CHILDHOOD EDUCATION HEAVY EQUIPMENT
What are the technology requirements associated with the assessment?	No requirements; LEAs may choose to use these assessment through Computer Based Testing (CBT) where available
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

**NATURE OF STUDENT-
LEVEL GROWTH MODEL**

**(CHECK ONLY ONE.
SEPARATE APPLICATIONS
MUST BE SUBMITTED FOR
EACH SUPPLEMENTAL
ASSESSMENT AND
ASSOCIATED GROWTH
MODEL OR ASSESSMENT
TO BE USED WITH AN
SLO)**

GROWTH MODEL:

- GAIN SCORE MODEL
- GROWTH-TO-PROFICIENCY MODEL
- STUDENT GROWTH PERCENTILES
- PROJECTION MODELS
- VALUE-ADDED MODELS
- OTHER:

STUDENT LEARNING OBJECTIVES MODEL:

- SLO TARGET SETTING MODEL



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. ²	<input checked="" type="checkbox"/>

² 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:

WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	<i>K Jones</i> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	12/2/15 5. Date Signed
Lead Coordinator of School Improvement 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

WSWHE BOCES 1. Name of LEA (PLEASE PRINT/TYPE)	<i>K Jones</i> 4. Signature of School Representative (PLEASE USE BLUE INK)
Katie Jones 2. School Representative's Name (PLEASE PRINT/TYPE)	12/2/15 5. Date Signed
Lead Coordinator of School Improvement 3. Title of School Representative (PLEASE PRINT/TYPE)	



**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:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of 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?	Grade 11 and 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Career and Technical Trade – MEDICAL ASSISTING ELECTRICAL GRAPHICS AND VISUAL COMMUNICATIONS IT ESSENTIALS
What are the technology requirements associated with the assessment?	No requirements; LEAs may choose to use these assessment through Computer Based Testing (CBT) where available
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)**

This assessment is available for pre and post assessment. It is aligned to the Priority Content (Attachment 1) of the technical trade as identified by the teachers who were identified to participate in the CTE Statewide Assessment Project.

The assessment is comprised of multiple choice tasks in isolation or multiple choice tasks aligned to a passage or stimulus relative to the technical trade. Each item is aligned to the expectations of an identified competency or skill. Assessments are created aligned to an identified set of priority standards set by a group of selected teachers of a technical trade representing New York State. (Attachment 1) Tasks on the pre and post are aligned to the standards proportionally Tests are differentiated by level (e.g. Level 1 or Level 2, or Sequence A or B) dependent on the curriculum and sequencing of the course. Priority content has been determined accordingly and the assessments are developed and sequenced as such.

The assessment is administered during one class period (pre and post). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

Pre populated answer sheets are provided to participating BOCES (for pre and post assessments) based on a previously submitted data set of students with a limited array of demographic characteristics. Scoring is completed through the assessment provided, by computer software.

After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.

Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, pre populated answer sheets, generic answer sheets (where requested) and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

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.

This assessment is available for pre and post assessment. It is aligned to an identified set of priority standards set by an identified group of selected teachers of a technical trade of the participating BOCES across NYS. Assessments are created aligned to a set of priority standards (Attachment 1). The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100). Targets are set and provided to the participating LEAs. For these assessments, once the pre and post tests are completed, a data set is electronically provided back to the district to use to complete the SLO process. (Attachment 2)

Upon completion of post testing, an LEA would establish if each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teacher's SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teacher's score is recommended.

Additional guidance is provided to LEAs to use a set of prorated targets for students who enter a course after BEDS day. If a student is not enrolled for at least 50% of the course duration, the student is not included in the calculation. Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding targets to allow for the use of this model based on locally negotiated options.

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.	
Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	Not Applicable
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, teachers representing NYS, are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum that integrates into the technical trade. Throughout the process of assessment development, teachers utilized instructional materials to ensure assessments aligned closely to the curriculum utilized in their classrooms
Performance Assessment:	All tasks in this assessment are multiple choice items and allow for the student to demonstrate their individual knowledge and understanding. The assessments are created to include real life scenarios to be analyzed in completing the assessment. These scenarios require students to use higher ordered thinking to apply their knowledge and identify correct responses.
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding. Scan sheets are provided to the participating LEAs and all scoring is completed through the assessment provider.
Technology:	Scoring is completed through a system provided by this the assessment provider. Scan sheets are submitted through electronic means and then scanned and scored and data is electronically provided back to the BOCES.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not Applicable



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. ²	<input checked="" type="checkbox"/>

² 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>WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p><i>K Jones</i> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>8/22/16 5. Date Signed</p>
<p>Lead Coordinator of School Improvement 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>WSWHE BOCES 1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p><i>K Jones</i> 4. Signature of School Representative (PLEASE USE BLUE INK)</p>
<p>Katie Jones 2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>8/22/16 5. Date Signed</p>
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**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:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of Assessment:	Zone 3 JMT Developed CTE 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?	Grade 11 and 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Career and Technical Trade – ALTERNATIVE ENERGY NEW VISIONS – GAMING AND CODING GAMING NEW MEDIA STERILE PROCESSING COLLEGE AND CAREERS
What are the technology requirements associated with the assessment?	No requirements; LEAs may choose to use these assessment through Computer Based Testing (CBT) where available
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: <ul style="list-style-type: none"> • 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) 	

This assessment is available for pre and post assessment. It is aligned to the Priority Content of the technical trade as identified by the local teachers of the content

The assessment is comprised of open ended tasks for students to complete. Each task is aligned to the expectations of an identified competency or skill. Assessments are created aligned to an identified set of priority standards set by regional teachers of technical trade. Tasks on the pre and post are aligned to the standards proportionally but are not repeated from pre to post. A set of test forms has been developed to ensure a repeat of question from pre to post is avoided.

The assessment is administered during one class period (pre and post). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

Teachers of these courses are expected to score pre assessments according to a rubric collaboratively developed through a regional project for Career and Technical Education. Each task is valued at 4 points. A scoring guide is provided to participating LEAs to assist in the scoring process. A set of possible answers are provided to LEAs where possible to assist in scoring these assessments. For scoring, it is recommended to establish an assurance consistency set to set a baseline for scoring with participating scorers. This should occur when scoring pre and post assessments. Additionally prior to scoring a webinar is provided to participating LEAs to ensure that appropriate scoring practices are understood. These webinars are guided from communication from the Test Security Unit.

After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.

Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, scoring guide and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

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.

This assessment is available for pre and post assessment. It is aligned to an identified set of priority standards set by regional teachers of technical trade. Assessments are created aligned to a set of priority standards. This assessment utilizes a rubric collaboratively developed through a regional project for Career and Technical Education. The point value of tasks is 0-4 points. In the Fall 2015 form of the assessment a total of 32 points were available to students. The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100). Targets are set and provided to the participating LEAs. Rosters of student performance for this assessment would then add the established target. Upon completion of post testing, an LEA would establish if each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teachers SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teachers score is recommended. Therefore additional guidance is provided to LEAs to use a set of prorated targets for students who enter a course after BEDS day. If a student is not enrolled for at least 50% of the course duration, the student is not included in the calculation. Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding target to allow for the use of this model based on locally negotiated options.

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):	Not Applicable
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, local teachers are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum that integrates into the technical trade. The tasks are measured against the identified rubric to demonstrate curriculum alignment.
Performance Assessment:	All tasks in this assessment are open ended and allow for the student to demonstrate their individually knowledge and understanding.
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding. The tasks are measured against the rubric to demonstrate curriculum alignment.
Technology:	As these are open ended constructed response tasks, technology is currently not used. However as more efficiencies develop it would be considered.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not Applicable



**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION**

FORM H

**APPLICANT CERTIFICATION FORM –ASSESSMENTS FOR USE WITH STUDENT
LEARNING OBJECTIVES**

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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.	<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. ²	<input checked="" type="checkbox"/>

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To be completed by the Copyright Owner/Assessment Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

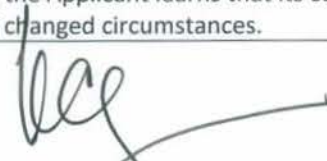
<p>WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p><i>K Jones</i> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p><i>8/22/16</i> 5. Date Signed</p>
<p>Lead Coordinator of School Improvement 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	
<p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p><i>K Jones</i> 4. Signature of School Representative (PLEASE USE BLUE INK)</p>
<p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p><i>8/22/16</i> 5. Date Signed</p>
<p>3. Title of School Representative (PLEASE PRINT/TYPE)</p>	



ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION
APPLICATION COVER PAGE

FORM A

(NOTE: PLEASE SUBMIT ONE "FORM A" FOR EACH APPLICANT. CO-APPLICANTS SHOULD
SUBMIT SEPARATE FORMS)

NAME OF APPLICANT	WSWHE BOCES	
NAME OF CO-APPLICANT (IF NECESSARY)		
THE APPLICANT IS: (PLEASE INDICATE BY CLICKING ON THE APPROPRIATE BOXES BELOW)		
SCHOOL REPRESENTATIVE (SEE DEFINITION IN SECTION 1.4)	<input checked="" type="checkbox"/>	
FOR-PROFIT CORPORATION	<input type="checkbox"/>	<input type="checkbox"/> NY CORP. OR <input type="checkbox"/> FOREIGN CORP.
NON-PROFIT CORPORATION	<input type="checkbox"/>	<input type="checkbox"/> NY CORP. OR <input type="checkbox"/> FOREIGN CORP.
LIMITED LIABILITY COMPANY (LLC)	<input type="checkbox"/>	<input type="checkbox"/> NY CORP. OR <input type="checkbox"/> FOREIGN CORP.
OTHER	<input type="checkbox"/>	PLEASE SPECIFY:
APPLICANT CONTACT NAME AND TITLE	Katie Jones Lead Coordinator, School Improvement	
ADDRESS	WSWHE BOCES, 27 Gick Road	
CITY, STATE ZIP	Saratoga Springs, NY 12866	
PHONE	518-581-3741	
FAX	518-581-3742	
EMAIL (REQUIRED)	kjones@wswebooces.org	
TAX I.D. NUMBER	20-5988744	
I hereby certify that I am the Applicant and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions and Assurances. It is understood by the Applicant that if the application is accepted for approval, no funding is directly associated with this approval. It is also understood by the Applicant that immediate written notice will be provided to the program office if at any time the Applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.		
APPLICANT SIGNATURE		

CO-APPLICANT SIGNATURE (IF NECESSARY)	
NAME AND TITLE OF AUTHORIZED CONTACT FOR COPYRIGHT OWNER / ASSESSMENT REPRESENTATIVE, IF DIFFERENT FROM THE APPLICANT	
ADDRESS	
CITY, STATE ZIP	
PHONE	
FAX	
EMAIL (REQUIRED)	
TAX I.D. NUMBER	

IMPORTANT: For-profit corporations, non-profit corporations, and LLCs, are required to attach the following document(s), as applicable:

- **If a New York State corporation:** the Certificate of Incorporation, together with any Certificates of Amendments to such document filed to date.¹ (See important footnote below.)
- **If a foreign corporation:** (1) the Application for Authority to do business in New York State filed with the NYS Dept of State, **and** (2) the Certificate of Incorporation filed in the State of incorporation, (3) together with any amendments to such documents filed to date.* (See important footnote below.)
- **If a New York State LLC:** the Articles of Organization, together with any amendments to such document filed to date. * (See important footnote below.)
- **If a foreign LLC:** (1) the Application for Authority to do business in New York State filed with the NYS Dept of State, **and** (2) the articles of organization filed in the State of formation, (3) together with any amendments to such documents filed to date. * (See important footnote below.)
- **If the corporation or LLC will use an assumed name in New York State:** the certificate of Assumed Name

¹ Ensure that these documents include appropriate language authorizing the provision of these services. Information pertaining to the "Consent Obtaining" process may be accessed at the NYSED Office of Counsel website at www.counsel.nysed.gov or you may also contact the Office at 518-474-6400 if you have any questions regarding this requirement.



STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION

FORM B-1

ASSESSMENT INFORMATION PAGE

NAME OF APPLICANT:	WSWHE BOCES
NAME OF CO-APPLICANT (IF NECESSARY):	
NAME OF ASSESSMENT:	
IS THE APPLICANT THE COPYRIGHT OWNER / ASSESSMENT REPRESENTATIVE FOR THE ASSESSMENT?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO; IF THE APPLICANT IS NOT THE COPYRIGHT OWNER/ASSESSMENT REPRESENTATIVE FOR THE ASSESSMENT, FORM F MUST BE INCLUDED WITH THE APPLICATION. APPLICATIONS FROM NON-COPYRIGHT OWNERS AND/OR ASSESSMENT REPRESENTATIVES OF THE ASSESSMENT WILL NOT BE REVIEWED UNLESS FORM F IS SUBMITTED.
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
SUBJECT(S) FOR WHICH ASSESSMENT IS BEING SUBMITTED:	<input type="checkbox"/> ELA (PLEASE SPECIFY): <input type="checkbox"/> MATH (PLEASE SPECIFY): <input type="checkbox"/> SCIENCE (PLEASE SPECIFY): <input type="checkbox"/> SOCIAL STUDIES (PLEASE SPECIFY): <input type="checkbox"/> ARTS (PLEASE SPECIFY): <input type="checkbox"/> FOREIGN LANGUAGE / LANGUAGES OTHER THAN ENGLISH (LOTE; PLEASE SPECIFY): <input type="checkbox"/> ALTERNATE ASSESSMENT (FOR 1% POPULATION – PLEASE SPECIFY CONTENT AREAS COVERED): <input type="checkbox"/> ENGLISH PROFICIENCY ASSESSMENTS FOR ENGLISH LANGUAGE LEARNERS (PLEASE SPECIFY): <input type="checkbox"/> NATIVE LANGUAGE ASSESSMENTS FOR ENGLISH LANGUAGE LEARNERS (PLEASE SPECIFY, INCLUDING THE LANGUAGE ASSESSED): <input checked="" type="checkbox"/> CAREER & TECHNICAL EDUCATION (PLEASE SPECIFY CONTENT AREA(S) COVERED): STEP <input type="checkbox"/> OTHER (PLEASE SPECIFY):

**NATURE OF STUDENT-
LEVEL GROWTH MODEL**

(CHECK ONLY ONE.
SEPARATE APPLICATIONS
MUST BE SUBMITTED FOR
EACH SUPPLEMENTAL
ASSESSMENT AND
ASSOCIATED GROWTH
MODEL OR ASSESSMENT
TO BE USED WITH AN
SLO)

GROWTH MODEL:

- GAIN SCORE MODEL
- GROWTH-TO-PROFICIENCY MODEL
- STUDENT GROWTH PERCENTILES
- PROJECTION MODELS
- VALUE-ADDED MODELS
- OTHER:

STUDENT LEARNING OBJECTIVES MODEL:

- SLO TARGET SETTING MODEL



**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:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of Assessment:	WSWHE BOCES Alternative Education STEP 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?	Grade 9 and 10
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Career and Technical Trade – STEP
What are the technology requirements associated with the assessment?	No requirements; LEAs may choose to use these assessment through Computer Based Testing (CBT) where available
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)

This assessment is available for pre and post assessment. It is aligned to the Priority Content of the technical trade as identified by the local teachers of the content

The assessment is comprised of open ended tasks for students to complete. Each task is aligned to the expectations of an identified competency or skill. Assessments are created aligned to an identified set of priority standards set by regional teachers of technical trade. Tasks on the pre and post are aligned to the standards proportionally but are not repeated from pre to post.

The assessment is administered during one class period (pre and post). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

Each task is valued at 4 points. A scoring guide is provided to participating LEAs to assist in the scoring process. A set of possible answers are provided to LEAs where possible to assist in scoring these assessments. For scoring, it is recommended to establish an assurance consistency set to set a baseline for scoring with participating scorers. This should occur when scoring pre and post assessments. Additionally prior to scoring a webinar is provided to participating LEAs to ensure that appropriate scoring practices are understood. These webinars are guided from communication from the Test Security Unit.

After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.

Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, scoring guide and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

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.

This assessment is available for pre and post assessment. It is aligned to an identified set of priority standards set by regional teachers of technical trade. Assessments are created aligned to a set of priority standards. The point value of tasks is 0-4 points. In the Fall 2016 form of the assessment a total of 32 points were available to students. The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100) which would be determined to equate to one years' worth of growth. Targets are set and provided to the participating LEAs. Rosters of student performance for this assessment would then add the established target. Upon completion of post testing, an LEA would establish is each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teachers SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teachers score is recommended. Therefore additional guidance is provided to LEAs to use a set of prorated targets for students who enter a course after BEDS day. If a student is not enrolled for at least 50% of the course duration, the student is not included in the calculation. Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding target to allow for the use of this model based on locally negotiated options.

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):	Not Applicable
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, local teachers are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum that integrates into the technical trade. The tasks are measured against the identified rubric to demonstrate curriculum alignment.
Performance Assessment:	All tasks in this assessment are open ended and allow for the student to demonstrate their individually knowledge and understanding.
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding. The tasks are measured against the rubric to demonstrate curriculum alignment.
Technology:	As these are open ended constructed response tasks, technology is currently not used. However as more efficiencies develop it would be considered.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not Applicable



STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION

FORM D

ASSESSMENT REPRESENTATIVE/PROVIDER
ASSURANCES AND SIGNATURE PAGE

In submitting this assessment to be included in the New York State Education Department's *The List of Approved Student Assessments for Use by School Districts and BOCES in Teacher and Principal Evaluations* I certify that:

1. The organization will comply with all applicable Federal, State and local health, safety, and civil rights laws.
2. All individuals employed by or otherwise associated with the organization, who will have direct contact with eligible teachers, principals, or students, will be subject to all of the fingerprint and criminal history record check requirements contained in law, including, Education Law §§305(30), 1125(3), 1604(39), 1604(40), 1709(39), 1709(40), 1804(9), 1804(10), 1950(4)(II), 1950(4)(mm), 2503(18), 2503(19), 2554(25), 2554(26), 2590-h (20), 2854(3)(a-2), 2854(3)(a-3), 3035 and Part 87 of the regulations of the Commissioner of Education.
3. All instruction and content will be secular, neutral, and non-ideological.
4. All instruction and content provided to LEA's will be aligned to the applicable professional standards of practice for teachers and/or principals, including but not limited to, the NYS Teaching Standards or leadership standards, NYS Education Law, and NYS Commissioner's regulations.
5. The organization is fiscally sound and will be able to complete services to the eligible local educational agency.
6. Any proprietary materials considered confidential by the organization must be specifically so identified, and the basis for such confidentiality must be specifically set forth in Form E, Request for Exemption from Disclosure Pursuant to the Freedom of Information Law.
7. Any costs and/or legal restrictions on the use of the product must be disclosed to NYS districts and BOCES (i.e., copyright on the assessment(s), exclusive rights to a software provider, etc.) as soon as such information is available.

The undersigned hereby certifies that I am an individual authorized to act on behalf of the organization in submitting this application and assurances. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that, if any of the information contained herein is found to have been deliberately misrepresented, that may constitute grounds for denying the applicant's request for approval to be placed on *The List of Approved Supplemental Student Assessments for Use by School Districts and BOCES in Teacher and Principal Evaluations in Conjunction with Approved Growth Models* or *The List of Approved Student Assessments for Use by School Districts and BOCES in Teacher and Principal Evaluations in conjunction with Student Learning Objectives (SLOs)* ("Approved List of Assessments to be Used with SLOs" or for removal from those same Lists. I further certify that the organization will comply with all of the assurances set forth herein.

To be completed by the Assessment Representative/Provider of the assessment being proposed:

WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative 
Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 10/13/16
Lead Coordinator, School Improvement 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	



**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:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of Assessment:	Zone 3 JMT Developed CTE 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?	Grade 11 and 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Career and Technical Trade – Work Readiness
What are the technology requirements associated with the assessment?	No requirements; LEAs may choose to use these assessment through Computer Based Testing (CBT) where available
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)

This assessment is available for post assessment. It is aligned to the identified priority competencies related to work readiness as identified by the National Work Readiness Credential.

The assessment is comprised of 50 multiple choice questions for students to complete.

The assessment is administered during one class period. An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

Target charts are provided to participating LEAs. Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, scoring guide and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

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.

This assessment is available for post assessment. The target setting methodology used for this assessment would equate to a proficiency target of 32 or higher. The score of a 32 would establish the level of proficiency in the content area of work readiness equating to a years' worth of academic learning. Rosters of student performance for this assessment would then add the established target. Upon completion of post testing, an LEA would establish if each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teachers SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teachers score is recommended. Therefore additional guidance is provided to LEAs to use a set of prorated targets for students who enter a course after BEDS day. If a student is not enrolled for at least 50% of the course duration, the student is not included in the calculation. Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding target to allow for the use of this model based on locally negotiated options.

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):	Not Applicable
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, local teachers are used in developing these questions and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum.
Performance Assessment:	NA
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within

	an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding. The tasks are measured against the rubric to demonstrate curriculum alignment.
Technology:	50 Multiple Choice items are included on the assessment. They are scored electronically and data is shared back with the districts.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not Applicable



**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:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of Assessment:	WSWHE BOCES Alternative Education STEP 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?	Grade 9 and 10
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Career and Technical Trade – STEP
What are the technology requirements associated with the assessment?	No requirements; LEAs may choose to use these assessment through Computer Based Testing (CBT) where available
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)

This assessment is available for pre and post assessment. It is aligned to the Priority Content of the technical trade as identified by the local teachers of the content

The assessment is comprised of open ended tasks for students to complete. Each task is aligned to the expectations of an identified competency or skill. Assessments are created aligned to an identified set of priority standards set by regional teachers of technical trade. Tasks on the pre and post are aligned to the standards proportionally but are not repeated from pre to post.

The assessment is administered during one class period (pre and post). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

Each task is valued at 4 points. A scoring guide is provided to participating LEAs to assist in the scoring process. A set of possible answers are provided to LEAs where possible to assist in scoring these assessments. For scoring, it is recommended to establish an assurance consistency set to set a baseline for scoring with participating scorers. This should occur when scoring pre and post assessments. Additionally prior to scoring a webinar is provided to participating LEAs to ensure that appropriate scoring practices are understood. These webinars are guided from communication from the Test Security Unit.

After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.

Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, scoring guide and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

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.

This assessment is available for pre and post assessment. It is aligned to an identified set of priority standards set by regional teachers of technical trade. Assessments are created aligned to a set of priority standards. The point value of tasks is 0-4 points. In the Fall 2016 form of the assessment a total of 32 points were available to students. The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100) which would be determined to equate to one years' worth of growth. Targets are set and provided to the participating LEAs. Rosters of student performance for this assessment would then add the established target. Upon completion of post testing, an LEA would establish is each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teachers SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teachers score is recommended. Therefore additional guidance is provided to LEAs to use a set of prorated targets for students who enter a course after BEDS day. If a student is not enrolled for at least 50% of the course duration, the student is not included in the calculation. Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding target to allow for the use of this model based on locally negotiated options.

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):	Not Applicable
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, local teachers are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum that integrates into the technical trade. The tasks are measured against the identified rubric to demonstrate curriculum alignment.
Performance Assessment:	All tasks in this assessment are open ended and allow for the student to demonstrate their individually knowledge and understanding.
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding. The tasks are measured against the rubric to demonstrate curriculum alignment.
Technology:	As these are open ended constructed response tasks, technology is currently not used. However as more efficiencies develop it would be considered.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not Applicable



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. ²	<input checked="" type="checkbox"/>

² 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>WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p>4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed</p>
<p>Lead Coordinator of School Improvement 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>	



**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:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of 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?	K, 1, 2, 3
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA
What are the technology requirements associated with the assessment?	No requirements; EAs may choose to use these assessment through Computer Based Testing (CBT) where available
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)

This assessment is available for pre and post assessment. It is aligned to the Priority Content established by teachers on a regional basis for ELA. This is informed by the NYS CCLS Standards for ELA for grades K-3

The assessment is comprised of multiple choice questions open ended tasks for students to complete. Each task is aligned to the expectations of an identified competency or skill. Assessments are created aligned to an identified set of priority standards set by regional teachers of technical trade. (Appendix A) Tasks on the pre and post are aligned to the standards proportionally but are not repeated from pre to post. A set of test forms has been developed to ensure a repeat of question from pre to post is avoided.

The assessment is administered during an established time frame (e.g. 25 minutes etc.). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

Teachers of these courses are expected to score pre assessments according to a rubric and answer key collaboratively developed through a regional project. A scoring guide is provided to participating LEAs to assist in the scoring process. For scoring, it is recommended to establish an assurance consistency set to set a baseline for scoring with participating scorers. This should occur when scoring pre and post assessments.

After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.

Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, scoring guide and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

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.

This assessment is available for pre and post assessment. It is aligned to an identified set of priority standards set by regional teachers of the subject. Assessments are created aligned to a set of priority standards (Appendix A). This assessment utilizes an answer key and rubrics collaboratively developed through a regional project.

The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100). Targets are set and provided to the participating LEAs. Rosters of student performance for this assessment would then add the established target. Upon completion of post testing, an LEA would establish is each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teachers SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teachers score is recommended.

Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding target to allow for the use of this model based on locally negotiated options.

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):	This ELA assessment is developed specifically aligned to the NYS CCLS ELA. Tasks and questions are developed from local teachers and are aligned to the established CCLS for grades K-3.
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, local teachers are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum. The tasks are measured against the CCLS to demonstrate curriculum alignment to the CCLS.
Performance Assessment:	This assessment is a balance of multiple choice questions and open ended constructed response to demonstrate student understanding
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding.
Technology:	Not Applicable
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not Applicable



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

² 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:

WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 2/17/16
Lead Coordinator of School Improvement 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)	



**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:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of 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?	9, 10, 11,12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA
What are the technology requirements associated with the assessment?	No requirements
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)**

This assessment is available for pre and post assessment. It is aligned to the Priority Content established by teachers on a regional basis for ELA. This is informed by the NYS CCLS Standards for ELA for grades 9-12

The assessment is comprised of multiple choice questions open ended tasks for students to complete. Each task is aligned to the expectations of an identified competency or skill. Assessments are created aligned to an identified set of priority standards set by regional teachers of technical trade. (Appendix A) Tasks on the pre and post are aligned to the standards proportionally but are not repeated from pre to post. A set of test forms has been developed to ensure a repeat of question from pre to post is avoided.

The assessment is administered during an established time frame (e.g. 25 minutes etc.). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

Teachers of these courses are expected to score pre assessments according to a rubric and answer key collaboratively developed through a regional project. A scoring guide is provided to participating LEAs to assist in the scoring process. For scoring, it is recommended to establish an assurance consistency set to set a baseline for scoring with participating scorers. This should occur when scoring pre and post assessments.

After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.

Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, scoring guide and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

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.

This assessment is available for pre and post assessment. It is aligned to an identified set of priority standards set by regional teachers of the subject. Assessments are created aligned to a set of priority standards (Appendix A). This assessment utilizes an answer key and rubrics collaboratively developed through a regional project.

The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100). Targets are set and provided to the participating LEAs. Rosters of student performance for this assessment would then add the established target. Upon completion of post testing, an LEA would establish if each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teachers SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teachers score is recommended.

Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding target to allow for the use of this model based on locally negotiated options.

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):	This ELA assessment is developed specifically aligned to the NYS CCLS ELA Standards. Tasks are balanced between open ended constructed response and multiple choice items to allow students to individually demonstrate their knowledge and understandings.
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, local teachers are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum. The tasks are measured against the CCLS Regents Rubric to demonstrate curriculum alignment to the CCLS.
Performance Assessment:	All tasks in this assessment are a combination of multiple choice and open ended questions and allow for the student to demonstrate their individual knowledge and understanding.
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding. The tasks are measured against the CCLS Regents Rubric to demonstrate curriculum alignment to the CCLS.
Technology:	Not Applicable
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not Applicable



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

² 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>WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p><i>K. Jones</i> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed <i>2/17/16</i></p>
<p>Lead Coordinator of School Improvement 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>	



**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:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of Assessment:	Integrated ELA Assessment for CTE
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?	Grade 11 and 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English Language Arts
What are the technology requirements associated with the assessment?	No requirements; EAs may choose to use these assessment through Computer Based Testing (CBT) where available
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)

This assessment is available for pre and post assessment. It is aligned to the NYS CCLS for English Language Arts Grade 11 and 12 Standards as well as the Standards of English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.

The assessment is comprised of open ended tasks for students to complete. Each task is aligned to the expectations of the CCLS. Assessments are created aligned to an identified set of priority standards set by regional teachers of Integrated ELA. (Appendix A) Tasks on the pre and post are aligned to the standards proportionally but are not repeated from pre to post. A set of test forms has been developed to ensure a repeat of question from pre to post is avoided.

The assessment is administered during one class period (pre and post). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

Teachers of these courses are expected to score pre assessments according to the NYS CCLS ELA Rubric. To ensure vested interest is adhered to, a regional scoring method has been used in the past. The scoring method is the same from pre to post. A scoring guide is provided to participating LEAs to assist in the scoring process. For scoring, we establish an assurance consistency set to set a baseline for scoring with participating scorers. This occurs when scoring pre and post assessments. Additionally prior to scoring a webinar is provided to participating LEAs to ensure that appropriate scoring practices are understood. These webinars are guided from communication from the Test Security Unit.

Upon completion of Regional Scoring tests are provided back to the participating LEAs where they compile the pretest scores. After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.

Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, scoring guide and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

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.

This assessment is available for pre and post assessment. It is aligned to the NYS CCLS for English Language Arts Grade 11 and 12 Standards as well as the Standards of English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Assessments are created aligned to a set of priority standards (Appendix A). This assessment utilizes the NYS CCLS ELA Regents Rubric. The point value of tasks is 0-4 points. In the Fall 2015 form of the assessment a total of 16 points were available to students. The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100). Targets are set and provided to the participating LEAs. Rosters of student performance for this assessment would then add the established target. Upon completion of post testing, an LEA would establish if each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teachers SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teachers score is recommended. Therefore additional guidance is provided to LEAs to use a set of prorated targets for students who enter a course after BEDS day. If a student is not enrolled for at least 50% of the course duration, the student is not included in the calculation. Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding target to allow for the use of this model based on locally negotiated options.

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):	This ELA assessment is developed specifically aligned to the NYS CCLS ELA and Technical Subject Standards. Tasks are developed from a perspective of integrating the ELA skills into the technical trades. Tasks are open ended to allow students to individually demonstrate their knowledge and understandings.
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, local teachers are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum that integrates into the technical trade. The tasks are measured against the CCLS Regents Rubric to demonstrate curriculum alignment to the CCLS.
Performance Assessment:	All tasks in this assessment are open ended and allow for the student to demonstrate their individually knowledge and understanding.
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding. The tasks are measured against the CCLS Regents Rubric to demonstrate curriculum alignment to the CCLS.
Technology:	As these are open ended constructed response tasks, technology is currently not used. However as more efficiencies develop it would be considered.

Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not Applicable
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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. ²	<input checked="" type="checkbox"/>

² 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:

WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	<i>K. Jones</i> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	2/17/16 5. Date Signed
Lead Coordinator of School Improvement 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)	



**STUDENT ASSESSMENTS
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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:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of 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?	K, 1, 2, 3
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Mathematics
What are the technology requirements associated with the assessment?	No requirements; LEAs may choose to use these assessment through Computer Based Testing (CBT) where available
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)

This assessment is available for pre and post assessment. It is aligned to the Priority Content established by teachers on a regional basis for Math. This is informed by the NYS CCLS Standards for Math for grades K-3 and the Content Emphases.

The assessment is comprised of multiple choice questions open ended tasks for students to complete. Each task is aligned to the expectations of an identified competency or skill. Assessments are created aligned to an identified set of priority standards set by regional teachers of technical trade. (Appendix A) Tasks on the pre and post are aligned to the standards proportionally but are not repeated from pre to post. A set of test forms has been developed to ensure a repeat of question from pre to post is avoided.

The assessment is administered during an established time frame (e.g. 25 minutes etc.). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

Teachers of these courses are expected to score pre assessments according to a rubric and answer key collaboratively developed through a regional project. A scoring guide is provided to participating LEAs to assist in the scoring process. For scoring, it is recommended to establish an assurance consistency set to set a baseline for scoring with participating scorers. This should occur when scoring pre and post assessments.

After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.

Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, scoring guide and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

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.

This assessment is available for pre and post assessment. It is aligned to an identified set of priority standards set by regional teachers of the subject. Assessments are created aligned to a set of priority standards (Appendix A). This assessment utilizes an answer key and rubrics collaboratively developed through a regional project.

The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100). Targets are set and provided to the participating LEAs. Rosters of student performance for this assessment would then add the established target. Upon completion of post testing, an LEA would establish is each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teachers SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teachers score is recommended.

Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding target to allow for the use of this model based on locally negotiated options.

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):	This math assessment is developed specifically aligned to the NYS CCLS Math Standards. Tasks are a mix of multiple choice and open ended to allow students to individually demonstrate their knowledge and understandings.
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, local teachers are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum. The tasks are measured against the CCLS NYS Grade 3-8 rubrics to demonstrate curriculum alignment to the CCLS.
Performance Assessment:	All tasks in this assessment are open ended and allow for the student to demonstrate their individually knowledge and understanding.
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding.
Technology:	Not Applicable
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not Applicable



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

² 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:

WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	<i>Kecomes</i> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed <i>2/17/16</i>
Lead Coordinator of School Improvement 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)	



**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:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of Assessment:	Integrated Math Assessment for CTE
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?	Grade 11 and 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Mathematics
What are the technology requirements associated with the assessment?	No requirements; LEAs may choose to use these assessment through Computer Based Testing (CBT) where available
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)

This assessment is available for pre and post assessment. It is aligned to the NYS CCLS for Mathematics across Algebra, Geometry and Algebra II.

The assessment is comprised of open ended tasks for students to complete. Each task is aligned to the expectations of the CCLS. Assessments are created aligned to an identified set of priority standards set by regional teachers of Integrated Mathematics. (Appendix A) Tasks on the pre and post are aligned to the standards proportionally but are not repeated from pre to post. A set of test forms has been developed to ensure a repeat of question from pre to post is avoided.

The assessment is administered during one class period (pre and post). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

Teachers of these courses are expected to score pre assessments according to the adapted rubric from the CCLS Algebra Regents. Each task is either valued at 2 or 3 points. To ensure vested interest is adhered to, a regional scoring method has been used in the past. The scoring method is the same from pre to post. A scoring guide is provided to participating LEAs to assist in the scoring process. For scoring, we establish an assurance consistency set to set a baseline for scoring with participating scorers. This occurs when scoring pre and post assessments. Additionally prior to scoring a webinar is provided to participating LEAs to ensure that appropriate scoring practices are understood. These webinars are guided from communication from the Test Security Unit.

Upon completion of Regional Scoring tests are provided back to the participating LEAs where they compile the pretest scores. After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.

Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, scoring guide and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

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.

This assessment is available for pre and post assessment. It is aligned to the NYS CCLS for Mathematics Standards. Assessments are created aligned to a set of priority standards (Appendix A). This assessment utilize an adapted version of the NYS CCLS Algebra Regents Rubric. The point value of tasks is 0-2 points or 0-3 points. In the Fall 2015 form of the assessment a total of 24 points were available to students. The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100). Targets are set and provided to the participating LEAs. Rosters of student performance for this assessment would then add the established target. Upon completion of post testing, an LEA would establish is each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teachers SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teachers score is recommended. Therefore additional guidance is provided to LEAs to use a set of prorated targets for students who enter a course after BEDS day. If a student is not enrolled for at least 50% of the course duration, the student is not included in the calculation. Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding target to allow for the use of this model based on locally negotiated options.

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):	This Math assessment is developed specifically aligned to the NYS CCLS Math Standards. Tasks are developed from a perspective of integrating the identified Math skills into the technical trades. Tasks are open ended to allow students to individually demonstrate their knowledge and understandings.
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, local teachers are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum that integrates into the technical trade. The tasks are measured against the identified rubric to demonstrate curriculum alignment to the CCLS.
Performance Assessment:	All tasks in this assessment are open ended and allow for the student to demonstrate their individually knowledge and understanding.
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding. The tasks are measured against the Rubric to demonstrate curriculum alignment to the CCLS.
Technology:	As these are open ended constructed response tasks, technology is currently not used. However as more efficiencies develop it would be considered.
Degree to which the growth model must differentiate across New York State's four levels of	Not Applicable

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. ²	<input checked="" type="checkbox"/>

² 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:

WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	<i>K. Jones</i> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	2/18/16 5. Date Signed
Lead Coordinator of School Improvement 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)	



**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:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of 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?	K, 1, 2, 3, 4, 5, 6, 7, 8, 9-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	PHYSICAL EDUCATION
What are the technology requirements associated with the assessment?	No requirements; LEAs may choose to use these assessment through Computer Based Testing (CBT) where available
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)

This assessment is available for pre and post assessment. It is aligned to the Priority Content established by teachers on a regional basis for Physical Education

The assessment is comprised of multiple choice questions open ended tasks for students to complete. Each task is aligned to the expectations of an identified competency or skill. Assessments are created aligned to an identified set of priority standards set by regional teachers of technical trade. (Appendix A) Tasks on the pre and post are aligned to the standards proportionally but are not repeated from pre to post. A set of test forms has been developed to ensure a repeat of question from pre to post is avoided.

The assessment is administered during an established time frame (e.g. 25 minutes etc.). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

Teachers of these courses are expected to score pre assessments according to a rubric and answer key collaboratively developed through a regional project. A scoring guide is provided to participating LEAs to assist in the scoring process. For scoring, it is recommended to establish an assurance consistency set to set a baseline for scoring with participating scorers. This should occur when scoring pre and post assessments.

After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.

Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, scoring guide and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

Please provide an overview of the student-level growth model or target setting model for SLOs for districts and BOGES, 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.

This assessment is available for pre and post assessment. It is aligned to an identified set of priority standards set by regional teachers of the subject. Assessments are created aligned to a set of priority standards (Appendix A). This assessment utilizes an answer key and rubrics collaboratively developed through a regional project.

The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100). Targets are set and provided to the participating LEAs. Rosters of student performance for this assessment would then add the established target. Upon completion of post testing, an LEA would establish is each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teachers SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teachers score is recommended.

Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding target to allow for the use of this model based on locally negotiated options.

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):	Not Applicable
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, local teachers are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum.
Performance Assessment:	The test balances basic knowledge questions (multiple choice) and performance tasks. All performance tasks in this assessment allow for the student to demonstrate their individual knowledge and understanding.
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding.
Technology:	Technology may be used to facilitate efficiency in scoring time if a districts chooses to do so.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not Applicable



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

² 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>WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p><i>K. Jones</i> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed <i>2/17/14</i></p>
<p>Lead Coordinator of School Improvement 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>	



**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:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of Assessment:	Integrated ELA Assessment for CTE
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?	Grade 11 and 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Science
What are the technology requirements associated with the assessment?	No requirements; LEAs may choose to use these assessment through Computer Based Testing (CBT) where available
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)

This assessment is available for pre and post assessment. It is aligned to the NYS Science Living Environment, Chemistry, Physics and or General MST Standards.

The assessment is comprised of open ended tasks for students to complete. Each task is aligned to the expectations of a science standard as demonstrated through a particular technical trade (e.g. Cosmetology, Health Occupations, Auto Trades, and Criminal Justice etc.). Assessments are created aligned to an identified set of priority standards set by regional teachers of Integrated Science. (Appendix A) Tasks on the pre and post are aligned to the standards proportionally but are not repeated from pre to post. A set of test forms has been developed to ensure a repeat of question from pre to post is avoided.

The assessment is administered during one class period (pre and post). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

Teachers of these courses are expected to score pre assessments according to a rubric collaboratively developed through a regional project for Career and Technical Education. Each task is either valued at 4 points. A scoring guide is provided to participating LEAs to assist in the scoring process. A set of possible answers are provided to LEAs where possible to assist in scoring these assessments. For scoring, it is recommended to establish an assurance consistency set to set a baseline for scoring with participating scorers. This should occur when scoring pre and post assessments. Additionally prior to scoring a webinar is provided to participating LEAs to ensure that appropriate scoring practices are understood. These webinars are guided from communication from the Test Security Unit.

After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.

Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, scoring guide and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

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.

This assessment is available for pre and post assessment. It is aligned to the NYS Science Living Environment, Chemistry, Physics and or General MST Standards. Assessments are created aligned to a set of priority standards (Appendix A). This assessment utilizes a rubric collaboratively developed through a regional project for Career and Technical Education. The point value of tasks is 0-4 points. In the Fall 2015 form of the assessment a total of 32 points were available to students. The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100). Targets are set and provided to the participating LEAs. Rosters of student performance for this assessment would then add the established target. Upon completion of post testing, an LEA would establish is each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teachers SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teachers score is recommended. Therefore additional guidance is provided to LEAs to use a set of prorated targets for students who enter a course after BEDS day. If a student is not enrolled for at least 50% of the course duration, the student is not included in the calculation. Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding target to allow for the use of this model based on locally negotiated options.

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):	This science assessment is developed specifically aligned to the NYS science standards through the identified technical trade content. Tasks are developed from a perspective of integrating the identified science skills into the technical trades. Tasks are open ended to allow students to individually demonstrate their knowledge and understandings.
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, local teachers are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum that integrates into the technical trade. The tasks are measured against the identified rubric to demonstrate curriculum alignment.
Performance Assessment:	All tasks in this assessment are open ended and allow for the student to demonstrate their individually knowledge and understanding.
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding. The tasks are measured against the rubric to demonstrate curriculum alignment.
Technology:	As these are open ended constructed response tasks, technology is currently not used. However as more efficiencies develop it would be considered.

Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):

Not Applicable



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

² 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:

WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	2/17/16 5. Date Signed
Lead Coordinator of School Improvement 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)	