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:	Nassau BOCES
Assessment Provider Contact Information:	Dr. Lydia Begley
Name of Assessment:	Nassau BOCES ELA Portfolio Assessment for Alternately Assessed Students
Nature of Assessment:	☒ ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: ☐ GAIN SCORE MODEL ☐ GROWTH-TO-PROFICIENCY MODEL ☐ STUDENT GROWTH PERCENTILES ☐ PROJECTION MODELS ☐ VALUE-ADDED MODELS ☐ OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Non-graded Alternately Assessed Students with IQs in the 30 to 70 range
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?	None
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☒ YES ☐ 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)**

NYSAA is administered to Alternately Assessed students with IQs in the 30 to 70 range in grades 3 through 8 and once during high school.

This assessment will be administered to the following groups of students:
- K-2 students who do not take NYSAA
- High School students who do not take NYSAA
- All other students identified as NYSAA eligible for whom baseline scores and final NYSAA outcomes are not available

In lieu of the NYSAA, these students are evaluated through the use of a data portfolio assessment for the purpose of the Student Learning Objectives. The teacher provides ongoing explicit instructional intervention on the targeted task, reflecting adjustments in practice based on student performance.

A task based on instructional objectives for the year is identified in the Student Learning Objective. Data on student performance is collected four times a year for this portfolio assessment, with the first set of data serving as the baseline. The four data evidence worksheets are completed and placed in the Student Learning Objective Portfolio. As such, the portfolio assessment follows a formative assessment approach where discrete trial data collection is teacher-administered, follows a task analysis format and scores are calculated based on the level of accuracy/number of possible correct outcomes. Growth is measured from the first data point (baseline) to the final (summative) data point.

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

The SLOs for Alternately Assessed students with IQs in the 30 to 70 range will utilize a BOCES- developed performance based data portfolio that focuses on students' growth in various aspects of ELA and math. Post test results will be measured against baseline pretests to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0 to 20 points. A differentiated target setting process will be used to create individual targets for our students. Targets will be determined by the teacher, the principal and the Executive Director of the program.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). A teacher will be rated high effective if 90% - 100% of the students meet or exceed the identified growth target.

Effective (15 - 17 points) Results meet state average for similar students (or District goals if no state test). A teacher will be rated effective if 75% - 89% of the students meet or exceed the identified growth target.

Developing (13 – 14 points) Results are below state average for similar students (or District goals if no state test). A teacher will be rated developing if 60% - 74% of the students meet or exceed the identified growth target.

Ineffective   - 12 points) Results are well-below state average for similar students (or District goals if no state test). A teacher will be rated ineffective if 0% - 59% of the students meet or exceed the identified growth target.

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	This ELA assessment is high quality, measureable and results in actionable, objective information about the student's knowledge and skills as aligned to the New York State Next Generation Learning Standards for ELA.
Assessments Woven Tightly Into the Curriculum:	This assessment is aligned to the content and skills students are learning and require the same kind of complex work students do in the classroom and/or in the real world. It is given consistently so that teachers have a clear picture of which students are meeting expectations and which students need additional supports and interventions to succeed. It provides timely, actionable feedback to students, parents and educators that can be used to guide instruction.
Performance Assessment:	This assessment elicits complex student demonstrations or applications of knowledge and skills
Efficient Time-Saving Assessments:	This assessment is efficient because it is administered in the student's classroom within the normal course of the school day and is directly tied to ongoing instruction.
Technology:	The only technologies required for this assessment are Augmentative and Alternative Communication Devices as per student specific needs.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	n/a

...LICANT 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.	☒
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☒
The assessment can be used to measure one year's expected growth for individual students.	☒
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	☒
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.	☒
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.	☒
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request.[3]	☒

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[3] 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:

Nassau BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	*Lydia Begley* 4. Signature of Authorized Representative (PLEASE USE **B**LUE INK)
Dr. Lydia Begley 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	May 11, 2016 5. Date Signed
Associate Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **B**LUE INK)
2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of School Representative (PLEASE PRINT/TYPE)	

FORM C

PUBLICLY AVAILABLE SERVICES SUMMARY

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Assessment Provider Contact Information:	Dr. Lydia Begley
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	☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:
	    ☐ GAIN SCORE MODEL
	    ☐ GROWTH-TO-PROFICIENCY MODEL
	    ☐ STUDENT GROWTH PERCENTILES
	    ☐ PROJECTION MODELS
	    ☐ VALUE-ADDED MODELS
	    ☐ OTHER:

What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Non-graded Alternately Assessed Students with IQs in the 30 to 70 range
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Math
What are the technology requirements associated with the assessment?	None
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☒ YES ☐ 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;
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Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	This math assessment is high quality, measureable and results in actionable, objective information about the student's knowledge and skills as aligned to the New York State Next Generation Learning Standards for Math.
Assessments Woven Tightly Into the Curriculum:	This assessment is aligned to the content and skills students are learning and require the same kind of complex work students do in the classroom and/or in the real world. It is given consistently so that teachers have a clear picture of which students are meeting expectations and which students need additional supports and interventions to succeed. It provides timely, actionable feedback to students, parents and educators that can be used to guide instruction.
Performance Assessment:	This assessment elicits complex student demonstrations or applications of knowledge and skills
Efficient Time-Saving Assessments:	This assessment is efficient because it is administered in the student's classroom within the normal course of the school day and is directly tied to ongoing instruction.
Technology:	The only technologies required for this assessment are Augmentative and Alternative Communication Devices as per student specific needs.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	n/a

LICANT CERTIFICATION FORM –ASSESSMENTS FOR USE WITH STUDENT LEARNING OBJECTIVES

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Dr. Lydia Begley 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	May 11, 2016 5. Date Signed
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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)	