

FORM C

**STUDENT ASSESSMENTS
FOR
TEACHER AND PRINCIPAL EVALUATION**

PUBLICLY AVAILABLE SERVICES SUMMARY

This form will be posted on the New York State Education Department’s Web site and distributed through other means for all applications that are approved in conjunction with this RFQ to allow LEAs to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Information	
NAME OF ASSESSMENT PROVIDER:	Shelter Island Union Free School District
ASSESSMENT PROVIDER CONTACT INFORMATION:	PO Box 2015 33 North Ferry Road Shelter Island, NY 11964
NAME OF ASSESSMENT:	SIUFSD developed course specific assessment
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	<input checked="" type="checkbox"/> REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) <input type="checkbox"/> OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT PLEASE SPECIFY: <input type="checkbox"/> A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT <input type="checkbox"/> A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL <input type="checkbox"/> A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO <input type="checkbox"/> A PERFORMANCE INDEX <input type="checkbox"/> AN ACHIEVEMENT BENCHMARK <input type="checkbox"/> ANY OTHER COLLECTIVELY BARGAINED MEASURE OF STUDENT GROWTH OR ACHIEVEMENT PLEASE SPECIFY:
WHAT IS THE GRADE(S) AND SUBJECT AREA(S) FOR WHICH THE ASSESSMENT CAN BE USED TO GENERATE A 0-20 STUDENT PERFORMANCE SCORE?	Grades K-12 for PE, Art and Music Grades K-2 ELA and Math combined score Grades 3-8 ELA and Math during the transitional period Grades 6-12 for courses that do not culminate in a state assessment as checked and listed on Form B1
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	All subject areas except Math and ELA grades 3-8, and all other non-Regents courses

<p>IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAS IN NEW YORK STATE?</p>	<p><input type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> NO</p>
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PLEASE PROVIDE AN OVERVIEW OF THE ASSESSMENT FOR LEAs. (3 PAGES MAX) PLEASE INCLUDE:

- A DESCRIPTION OF THE ASSESSMENT;
- A DESCRIPTION OF HOW THE ASSESSMENT IS ADMINISTERED;
- A DESCRIPTION OF HOW SCORES ARE REPORTED (INCLUDE LINKS TO SAMPLE REPORTS AS APPROPRIATE);
- A DESCRIPTION OF HOW THE ASSESSMENT PROVIDER SUPPORTS IMPLEMENTATION OF THE ASSESSMENT, INCLUDING ANY TECHNICAL ASSISTANCE.

- Description: Assessments are directly linked to either NYS Standards for the subject area or NYS Next Generation Learning Standards. Assessments mirror models provided in NYS assessments
- How administered: Pre-assessments are administered in a one period setting at the beginning of the school year. Year-end assessments are administered in either a two or three-hour window over one day at the end of the school year.
- How scores are reported: Scores are reported through our student information system.
- How implemented: all assessments are implemented using the same criteria found in the Examination Administration Documents that come with 3-8 assessments and exams. All Regents exams are kept locked in a safe until the day of administration.

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

The selected assessment is based on the daily learning targets and goals of each subject/grade. The targeted learning goals are chosen as topics for the test. Assessments are woven into the curriculum by imbedding both formative and summative throughout the year or semester. Assessments can be very informal in nature such as using running records on observing student reading or through sprints and fluencies.

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

The assessment follows the learning goals and targets that are specifically aligned with the relevant NYS and next generation learning standards. The exams are created to match the targeted learning goals of what students need to learn in each grade/subject.

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

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

The selected assessment is scored by the grade level or department. All stakeholders are informed of the pre and post assessment results. Mastery: 90-100; Proficient: 75-89; Approaching Proficient: 60-74; Below Proficient: Below 60

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

At the beginning of the year students are given a pre-assessment. Targets are set for each student to achieve a passing score on the exam. The percentage of students that met their targets are calculated to calculate teacher scores. Teachers with percentages from 90-100 are HE (18-20 points), 75-89 are E (15-17 points), 60-74 are D (13-14 points) and below 0-59 are I (0-12 points)

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

In addition to formal pre and posttest assessments, other assessments are woven into the curriculum by imbedding both formative and summative throughout the year or semester. Assessments can be very informal in nature such as using running records on observing student reading or through sprints and fluencies.

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

Students take assessments on their device and with use of calculator if necessary.

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

This is an addendum to a prior application with minor changes to conform to NYS Next Generation Learning Standards.

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

Process for Measuring Student Growth:

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

the prior year.

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

<p>WHAT MEASURE(S) OF BASELINE DATA ARE USED IN CONJUNCTION WITH THE SELECTED ASSESSMENT TO MEASURE STUDENT GROWTH (SELECT ALL THAT APPLY):</p> <p><input type="checkbox"/> HISTORICAL DATA</p> <p style="padding-left: 40px;"><input type="checkbox"/> CURRENT COHORT <input type="checkbox"/> PREVIOUS COHORT(S)</p> <p style="padding-left: 80px;">DESCRIBE HOW THE HISTORICAL DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:</p> <p><input type="checkbox"/> EARLY COURSE FORMATIVE ASSESSMENT AND/OR OBSERVATIONAL DATA</p> <p style="padding-left: 80px;">DESCRIBE HOW THE EARLY COURSE FORMATIVE ASSESSMENT AND/OR OBSERVATIONAL DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:</p> <p><input checked="" type="checkbox"/> PRE-ASSESSMENT</p> <p style="padding-left: 80px;">DESCRIBE HOW THE PRE-ASSESSMENT INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH: THE LEARNING TARGETS AND GOALS FOR EACH PARTICULAR COURSE/GRADE ARE USED TO DEVELOP THE TEST.</p> <p><input type="checkbox"/> OTHER</p> <p style="padding-left: 40px;">PLEASE SPECIFY:</p> <p style="padding-left: 80px;">DESCRIBE HOW THIS BASELINE DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:</p>
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<p>PLEASE EXPLAIN HOW GROWTH TARGETS FOR EACH STUDENT ARE SET FOR THE SELECTED ASSESSMENT AND METHOD OF COLLECTING STUDENT LEVEL BASELINE DATA, INCLUDING HOW TARGETS ARE DIFFERENTIATED, AS NECESSARY, BASED ON THE INFORMATION PROVIDED BY THE BASELINE DATA. IN PARTICULAR, PLEASE EXPLAIN HOW THE ASSESSMENT IS USED WITH STUDENTS WHOSE PREPAREDNESS FOR THE COURSE/GRADE LEVEL IS VARIED:</p> <p>Learning Targets and Goals are used to create the tests. The teachers use and refer to these goals each day in class. The pre-assessment, or baseline data, help inform the teacher how to teach each specific student. The performance of the students on the pre-assessment helps the teacher to see where each child needs instruction. Scaffolding is used to help prepare each child on an individual level.</p>
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FORM G

**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION**

APPLICANT CERTIFICATION FORM

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


PLEASE SUBMIT ONE “FORM G” FOR EACH APPLICANT.


The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	<input checked="" type="checkbox"/>
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	<input checked="" type="checkbox"/>
If used with a Student Learning Objective, the assessment can be used to measure one year’s expected growth for individual students.	<input checked="" type="checkbox"/>
For K-2 assessments, the assessment is not a “Traditional Standardized Assessment” as defined in Section 1.3 of this RFQ.	<input checked="" type="checkbox"/>
For assessments previously used under Education Law §3012-c, Education Law §3012-d under RFQ #15-001, or for purposes other than educator evaluation, 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. ¹	<input checked="" type="checkbox"/>

¹ Please note, pursuant to [Section 2.2](#) of this RFQ, an assessment may be removed from the approved list if such assessment does not comply with one or more of the criteria for approval set forth in this RFQ

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

Shelter Island Union Free School District 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative
Brian Doelger, Ed.D. 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	8/1/22 5. Date Signed
Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Shelter Island UFSD 1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Representative
Brian Doelger, Ed.D. 2. School Representative's Name (PLEASE PRINT/TYPE)	8/1/22 5. Date Signed
Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	