

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:	WSWHE BOCES
ASSESSMENT PROVIDER CONTACT INFORMATION:	Katie Jones
NAME OF ASSESSMENT:	See attached list
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?	HS ELA Course HS Math Course Career and Technical Trade (see list of available assessments)
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	Tests are available as PBT or CBT. If paper, they would need calculators for PBT Math.
IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAs IN NEW YORK STATE?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

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

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

This assessment is available for pre and post assessment. It is aligned to the Priority Content established by teachers on a statewide basis. The assessment is comprised of multiple choice questions and/or 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 through an online testing platform. 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. A scoring guide is provided to participating LEAs to assist in the scoring process. For assessments that are all multiple choice, the online platform scores the assessments. A file of scores is provided to each LEA. For scoring, it is recommended to establish an assurance consistency set to set a baseline for scoring with participating scorers. Target charts are provided to participating LEAs to support the target setting process. 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.

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 mapped to the Next Generation Learning Standards for ELA and Math and to identified technical skills desired of industry. The standards measured within these assessments represent the most critical skills and knowledge for their courses.

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?

Test questions are developed by teachers and vetted by groups of content teachers for alignment to the identified priority standards. Priority standards have been identified and questions vetted to ensure the questions measure the content.

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
Communication of administration is identified in the administration manual that accompanies the assessments. A portion of the manual communicates the scores and where they map onto a proficiency continuum.

IF THE SELECTED ASSESSMENT(S) ARE NOT STANDARDIZED, PLEASE DESCRIBE HOW THE ASSESSMENT PROCESS IS COMPARABLE ACROSS GRADE LEVELS/COURSE-ALIKE CLASSROOMS?
Upon development, tests were field tested as best as possible with groups of students to ensure the questions measured what was intended.

HOW IS THE SELECTED ASSESSMENT ABLE TO MAXIMIZE THE EFFICIENCY WITH WHICH STUDENT PERFORMANCE DATA IS GATHERED TO ALLOW FOR MORE CLASSROOM INSTRUCTIONAL TIME?
These tests are deployed and data captures through an online platform. We have eliminated the pre post methodology to capitalize on maximizing instructional time. Data can be returned in a more timely format by using an technological platform.

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

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

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

Process for Measuring Student Growth:

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

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

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

HISTORICAL DATA

CURRENT COHORT PREVIOUS COHORT(S)

DESCRIBE HOW THE HISTORICAL DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH: IF THE COURSE BEING MEASURED IS THE FIRST YEAR OF A TWO YEAR SEQUENCE, STUDENTS ARE EXPECTED TO HAVE LIMITED KNOWLEDGE OR SKILL FOR THE APPLICABLE CONTENT AREA. STUDENTS WOULD BE EXPECTED TO REACH AN IDENTIFIED LEVEL OF PROFICIENCY OR SKILL ATTAINMENT IDENTIFIED PRIOR TO THE TEST ADMINISTRATION. IF A STUDENT IS A SECOND YEAR STUDENT, THE HISTORICAL DATA IS USED TO HELP DETERMINE PRIOR KNOWLEDGE AND SET A TARGET REPRESENTING ONE YEAR OF GROWTH IN SKILL AND KNOWLEDGE.

EARLY COURSE FORMATIVE ASSESSMENT AND/OR OBSERVATIONAL DATA

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

PRE-ASSESSMENT

DESCRIBE HOW THE PRE-ASSESSMENT INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:

OTHER

PLEASE SPECIFY:

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

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

Growth targets are locally determined. We provide recommendations for process in establishing targets. This assessment is available for 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. Targets based on historical data are provided in a table to uniformly apply to student data. 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 teacher’s score is recommended.

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 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 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. ⁴	<input checked="" type="checkbox"/>

⁴ Please note, pursuant to [Section 2.2](#) of this RFQ, an assessment may be removed from the approved list if such assessment does not comply with one or more of the criteria for approval set forth in this RFQ

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

<p>WSWHE BOLES</p> <p>1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p><i>K. Jones</i></p> <p>4. Signature of Authorized Representative</p>
<p>Katie Jones</p> <p>2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>11/14/22</p> <p>5. Date Signed</p>
<p>Director School Imp</p> <p>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p>4. Signature of School Representative</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>	

CTE Assessments

Heavy Equipment

Construction Trades

CONSERVATION

EARLY CHILDHOOD EDUCATION

GRAPHIC AND VISUAL COMMUNICATIONS

HEALTH OCCUPATIONS

Auto Technology

Culinary Arts

AUTO BODY

COSMETOLOGY

CNA

WELDING

CONSERVATION/FORESTRY

CRIMINAL JUSTICE

Work Readiness

ELA (11 and 12)

Math (11 and 12)