

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:	New York State Association of World Language Administrators
ASSESSMENT PROVIDER CONTACT INFORMATION:	https://nysawla.org/ vgraham@nysawla.org
NAME OF ASSESSMENT:	FLACS Checkpoint A Spanish, French, Italian, Chinese, ASL
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?	Grade 8 Spanish, French, Italian, Chinese, ASL
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	N/A
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.

Grade 8 – Spanish, French, Italian, Chinese, ASL

The final exam assesses content knowledge, expressive and receptive skills of language comprehension. The exam includes multiple choice questions. These questions are based on grammar, culture, listening comprehension and speaking abilities. The exam is administered grade-wide on the same day, at the same time (in June) for all students. The exam is secure and is not shared in advance of administration. The scores are communicated on report cards and transcripts. Districtwide data is compiled, analyzed and shared in staff meetings at the beginning of each school year. The assessment providers provide training related to the different aspects of the assessment. Certified teachers attend item writing workshops hosted by NYSAWLA. They are available before, during and after the assessment for immediate support or clarity if necessary.

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 assessments are woven into the curriculum and aligned to the New York State LOTE Standards- students will be able to use a language other than English for communication (listening, speaking, reaching and writing) and develop cross-cultural skills and understandings. The Common Core strands of Reading, Writing, Speaking and Listening are captured in the standards for learning languages' goal area of Communication, by emphasizing the purpose behind the communication:

- Interpersonal (speaking + listening or writing + reading)
- Interpretive (reading, listening, viewing)
- Presentational (writing, speaking, visually representing)

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?

Same as above: The assessments are woven into the curriculum and aligned to the New York State LOTE Standards- students will be able to use a language other than English for communication (listening, speaking, reaching and writing) and develop cross-cultural skills and understandings. The Common Core strands of Reading, Writing, Speaking and Listening are captured in the standards for learning languages' goal area of Communication, by emphasizing the purpose behind the communication:

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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 exams are committee graded by school district teachers. The rubrics and answer sheets are provided by NYSAWLA. Below 65 is Below Proficiency. Sixty-five to 84 is approaching and meeting proficiency. Eighty-five and above is Mastery. As new standards are being implemented into the World Language classrooms, the district anticipates distinguishing a clear cutoff between Approaching and Meeting, which will be reported to students and staff. The scores are communicated on report cards and transcripts. Districtwide data is compiled, analyzed and shared in staff meetings at the beginning of each school year.

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

N/A. The assessments are standardized.

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

Instructional time is maximized by incorporating NY state standards into daily instruction. Ongoing informal assessment during daily instruction maximizes the content learned preparing students to successfully complete the course expectations. Elements of the assessment are incorporated in formative assessments and summative assessments throughout the year. No additional instruction is needed to separately prepare students for the assessments. The assessment is given during the district scheduled final exam period, not during instructional time.

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

N/A

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. At the beginning of each school year, teachers engage students in review of previous learned material to pre-assess. This will provide an opportunity to measure growth and check for understanding.

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 checked="" type="checkbox"/> HISTORICAL DATA</p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> CURRENT COHORT <input checked="" type="checkbox"/> PREVIOUS COHORT(S)</p> <p style="padding-left: 40px;">DESCRIBE HOW THE HISTORICAL DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH: COHORT DATA HAS BEEN COMPARED OVER THE YEARS TO DETERMINE EXPECTED STUDENT PERFORMANCE. IT IS USED TO MODIFY AND STRUCTURE CURRICULUM. DATA IS COMPARED ACROSS ALL SCHOOLS IN THE CONSORTIUM TO DEVELOP BASELINE EXPECTATIONS. STUDENTS ARE ELIGIBLE TO ENROLL IN A COURSE BASED ON PREVIOUS LANGUAGE CLASS RESULTS INCLUDING THE FINAL ASSESSMENT AND THE COURSE GRADE. FORMATIVE ASSESSMENTS DURING THE FIRST FEW WEEKS OF CLASS INCLUDING INDIVIDUAL SPEAKING ASSESSMENTS, OBSERVATION OF STUDENT TO STUDENT CONVERSATION ACTIVITIES, PROMPTED WRITING SAMPLES, WHOLE CLASS LISTENING AND RESPONDING TO QUESTIONS ACTIVITIES, AND READING COMPREHENSION ACTIVITIES, ARE USED TO DETERMINE STUDENTS’ BASE LEVEL KNOWLEDGE. MOST OF THE ASSESSMENTS ARE UNGRADED, RECEIVING INSTEAD PARTICIPATION CREDIT. THE RESULTS OF THE ASSESSMENTS ARE USED TO DIFFERENTIATE INSTRUCTION FOR INDIVIDUAL AND GROUPS OF STUDENTS, TO ENSURE THAT THEY ARE ALL EQUIPPED TO MEET THE MINIMUM GROWTH TARGET FOR THE YEAR.</p> <p><input type="checkbox"/> EARLY COURSE FORMATIVE ASSESSMENT AND/OR OBSERVATIONAL DATA</p> <p style="padding-left: 40px;">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 type="checkbox"/> PRE-ASSESSMENT</p> <p style="padding-left: 40px;">DESCRIBE HOW THE PRE-ASSESSMENT INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:</p> <p><input type="checkbox"/> OTHER</p> <p style="padding-left: 40px;">PLEASE SPECIFY:</p> <p style="padding-left: 40px;">DESCRIBE HOW THIS BASELINE DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:</p>
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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:

Student Learning Objectives are established by administration at the beginning of each year. A score of 65 on the assessment is the minimum expectation to demonstrate sufficient growth for each SLO. This score was selected because students achieving this score historically have been at least minimally prepared to successfully complete the next course in the sequence.

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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:

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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.

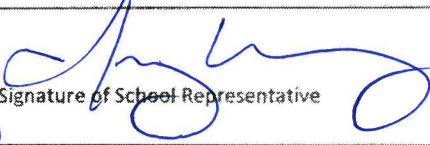
The Applicant makes the following assurances:

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. <i>(this is not a K-2 assessment)</i>	<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 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:

NYS Assoc of World Language Administrators, Inc. 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative
Denise Hannaoui 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	February 7, 2023 5. Date Signed
Executive Director 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Half Hollow Hills Central School District 1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Representative
HALF HOLLOW HILLS CENTRAL SCHOOL DISTRICT 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 3-24-23
ASSISTANT SUPERINTENDENT 3. Title of School Representative (PLEASE PRINT/TYPE)	