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:	East Ramapo CSD
Assessment Provider Contact Information:	Mary Sculnick, Director of Personnel
Name of Assessment:	ELA POST SLO ASSESSMENTS 9 - 12
Nature of Assessment:	X 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?	Grades 9 – 12 for non-state assessment courses
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, math, science, social studies, foreign language, art, music, business, technology, and FACS
What are the technology requirements associated with the assessment?	Calculators for math and science exams
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES X 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)**

The assessments are directly aligned to the either the NYS Standards for the Subject Area or the Common Core State Standards. The purpose of the assessments are determine student mastery in the NYS Standards for the Subject Area or the Common Core State Standards. The pre assessments will be administered in one class period in the beginning of the school year. Year-end post assessments are administered at the end of the year over a two and a half hour period during a sequence of days or on a single day at the end of the year. The scores will be reported through the student information system, instructional portal. The assessments are implemented using the same criteria found in the Examination Documents from NYSED. All assessments are secure until assessment day.
At the beginning of the school year students are given a pre-assessment which contains content from the course. Targets are set for each student to achieve a passing score on the exam. The percentage of students that meet their targets are calculated to arrive at the teacher scores. At least 65% of the students are expected to have met the target for them based on their pre-assessment score. Historical assessment data will also be used to assist in reasonable targets. Teachers with percentages from 90 – 100 are highly effective (18 – 20 points), 75 – 89 are effective (15 – 17 points), developing (13-14 points) and 59 and below are ineffective (12 – 0 points).

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.
At the beginning of the school year students are given a pre-assessment which contains content from the course. Targets are set for each student to achieve a passing score on the exam. The percentage of students that meet their targets are calculated to arrive at the teacher scores. Historical assessment data will also be used to assist in setting targets representing one year's growth. Teachers with percentages from 90 – 100 are highly effective (18 – 20 points), 75 – 89 are effective (15 – 17 points), developing (13-14 points) and 59 and below are ineffective (12 – 0 points).

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):	Aligned and based on the Common Core Standards
Assessments Woven Tightly Into the Curriculum:	Reviewed by administrators to ensure alignment
Performance Assessment:	Whenever possible students are asked to perform authentic tasks
Efficient Time-Saving Assessments:	Year-end assessments are factored into students average as final exams
Technology:	Calculators for some math and science exams
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

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.	X
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	X
The assessment can be used to measure one year's expected growth for individual students.	X
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	N/A
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.	X
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.	X
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]	X

[4] 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:

East Ramapo CSD 1. Name of Organization (PLEASE PRINT/TYPE)	Deborah L. Wortham, Ed.D. 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Dr. Deborah L. Wortham 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	7/6/16 5. Date Signed
Superintendent of Schools 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

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Assessment Provider Information	
Name of Assessment Provider:	East Ramapo CSD
Assessment Provider Contact Information:	Mary Sculnick, Director of Personnel
Name of Assessment:	MATHEMATICS POST SLO ASSESSMENTS 9 - 12
Nature of Assessment:	X 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?	Grades 9 – 12 for non-state assessment courses
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, math, science, social studies, foreign language, art, music, business, technology, and FACS
What are the technology requirements associated with the assessment?	Calculators for math and science exams
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES X 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)**

The assessments are directly aligned to the either the NYS Standards for the Subject Area or the Common Core State Standards. The purpose of the assessments are determine student mastery in the NYS Standards for the Subject Area or the Common Core State Standards. The pre assessments will be administered in one class period in the beginning of the school year. Year-end post assessments are administered at the end of the year over a two and a half hour period during a sequence of days or on a single day at the end of the year. The scores will be reported through the student information system, instructional portal. The assessments are implemented using the same criteria found in the Examination Documents from NYSED. All assessments are secure until assessment day.
At the beginning of the school year students are given a pre-assessment which contains content from the course. Targets are set for each student to achieve a passing score on the exam. The percentage of students that meet their targets are calculated to arrive at the teacher scores. At least 65% of the students are expected to have met the target for them based on their pre-assessment score. Historical assessment data will also be used to assist in reasonable targets. Teachers with percentages from 90 – 100 are highly effective (18 – 20 points), 75 – 89 are effective (15 – 17 points), developing (13-14 points) and 59 and below are ineffective (12 – 0 points).

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.
At the beginning of the school year students are given a pre-assessment which contains content from the course. Targets are set for each student to achieve a passing score on the exam. The percentage of students that meet their targets are calculated to arrive at the teacher scores. Historical assessment data will also be used to assist setting targets representing one year's growth. Teachers with percentages from 90 – 100 are highly effective (18 – 20 points), 75 – 89 are effective (15 – 17 points), developing (13-14 points) and 59 and below are ineffective (12 – 0 points).

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):	Aligned and based on the Common Core Standards
Assessments Woven Tightly Into the Curriculum:	Reviewed by administrators to ensure alignment
Performance Assessment:	Whenever possible students are asked to perform authentic tasks
Efficient Time-Saving Assessments:	Year-end assessments are factored into students average as final exams
Technology:	Calculators for some math and science exams
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

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.	X
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	X
The assessment can be used to measure one year's expected growth for individual students.	X
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	N/A
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.	X
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.	X
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]	X

[4] 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:

East Ramapo CSD 1. Name of Organization (PLEASE PRINT/TYPE)	Deborah L. Wortham, Ed.D. 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Dr. Deborah L. Wortham 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	7/6/16 5. Date Signed
Superintendent of Schools 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

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Assessment Provider Information	
Name of Assessment Provider:	East Ramapo CSD
Assessment Provider Contact Information:	Mary Sculnick, Director of Personnel
Name of Assessment:	MISCELLANEOUS POST SLO ASSESSMENTS 9 - 12
Nature of Assessment:	X 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?	Grades 9 – 12 for non-state assessment courses
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, math, science, social studies, foreign language, art, music, business, technology, and FACS
What are the technology requirements associated with the assessment?	Calculators for math and science exams
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES X 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)**

The assessments are directly aligned to the either the NYS Standards for the Subject Area or the Common Core State Standards. The purpose of the assessments are determine student mastery in the NYS Standards for the Subject Area or the Common Core State Standards. The pre assessments will be administered in one class period in the beginning of the school year. Year-end post assessments are administered at the end of the year over a two and a half hour period during a sequence of days or on a single day at the end of the year. The scores will be reported through the student information system, instructional portal. The assessments are implemented using the same criteria found in the Examination Documents from NYSED. All assessments are secure until assessment day.
At the beginning of the school year students are given a pre-assessment which contains content from the course. Targets are set for each student to achieve a passing score on the exam. The percentage of students that meet their targets are calculated to arrive at the teacher scores. At least 65% of the students are expected to have met the target for them based on their pre-assessment score. Historical assessment data will also be used to assist in reasonable targets. Teachers with percentages from 90 – 100 are highly effective (18 – 20 points), 75 – 89 are effective (15 – 17 points), developing (13-14 points) and 59 and below are ineffective (12 – 0 points).

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.
At the beginning of the school year students are given a pre-assessment which contains content from the course. Targets are set for each student to achieve a passing score on the exam. The percentage of students that meet their targets are calculated to arrive at the teacher scores. Historical assessment data will also be used to assist in setting targets representing one year's growth. Teachers with percentages from 90 – 100 are highly effective (18 – 20 points), 75 – 89 are effective (15 – 17 points), developing (13-14 points) and 59 and below are ineffective (12 – 0 points).

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):	Aligned and based on the Common Core Standards
Assessments Woven Tightly Into the Curriculum:	Reviewed by administrators to ensure alignment
Performance Assessment:	Whenever possible students are asked to perform authentic tasks
Efficient Time-Saving Assessments:	Year-end assessments are factored into students average as final exams
Technology:	Calculators for some math and science exams
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

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.	X
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	X
The assessment can be used to measure one year's expected growth for individual students.	X
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	N/A
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.	X
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.	X
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]	X

[4] 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:

East Ramapo CSD 1. Name of Organization (PLEASE PRINT/TYPE)	Deborah L. Wortham, Ed.D. 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Dr. Deborah L. Wortham 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	7/6/16 5. Date Signed
Superintendent of Schools 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **BLUE** INK)
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STUDENT ASSESSMENTS AND ASSOCIATED GROWTH MODELS FOR TEACHER AND PRINCIPAL EVALUATION

FORM C

PUBLICLY AVAILABLE SERVICES SUMMARY

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Assessment Provider Information	
Name of Assessment Provider:	East Ramapo CSD
Assessment Provider Contact Information:	Mary Sculnick, Director of Personnel
Name of Assessment:	SCIENCE POST SLO ASSESSMENTS 9 - 12
Nature of Assessment:	X 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?	Grades 9 – 12 for non-state assessment courses
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, math, science, social studies, foreign language, art, music, business, technology, and FACS
What are the technology requirements associated with the assessment?	Calculators for math and science exams
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES X 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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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.
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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):	Aligned and based on the Common Core Standards
Assessments Woven Tightly Into the Curriculum:	Reviewed by administrators to ensure alignment
Performance Assessment:	Whenever possible students are asked to perform authentic tasks
Efficient Time-Saving Assessments:	Year-end assessments are factored into students average as final exams
Technology:	Calculators for some math and science exams
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

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.	X
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	X
The assessment can be used to measure one year's expected growth for individual students.	X
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	N/A
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.	X
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.	X
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]	X

[4] 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:

East Ramapo CSD 1. Name of Organization (PLEASE PRINT/TYPE)	Deborah L. Wortham, Ed.D. 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Dr. Deborah L. Wortham 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	7/6/16 5. Date Signed
Superintendent of Schools 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **BLUE** INK)
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STUDENT ASSESSMENTS AND ASSOCIATED GROWTH MODELS FOR TEACHER AND PRINCIPAL EVALUATION

FORM C

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Assessment Provider Information	
Name of Assessment Provider:	East Ramapo CSD
Assessment Provider Contact Information:	Mary Sculnick, Director of Personnel
Name of Assessment:	SOCIAL STUDIES POST SLO ASSESSMENTS 9 - 12
Nature of Assessment:	X 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?	Grades 9 – 12 for non-state assessment courses
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, math, science, social studies, foreign language, art, music, business, technology, and FACS
What are the technology requirements associated with the assessment?	Calculators for math and science exams
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES X 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)**

The assessments are directly aligned to the either the NYS Standards for the Subject Area or the Common Core State Standards. The purpose of the assessments are determine student mastery in the NYS Standards for the Subject Area or the Common Core State Standards. The pre assessments will be administered in one class period in the beginning of the school year. Year-end post assessments are administered at the end of the year over a two and a half hour period during a sequence of days or on a single day at the end of the year. The scores will be reported through the student information system, instructional portal. The assessments are implemented using the same criteria found in the Examination Documents from NYSED. All assessments are secure until assessment day.
At the beginning of the school year students are given a pre-assessment which contains content from the course. Targets are set for each student to achieve a passing score on the exam. The percentage of students that meet their targets are calculated to arrive at the teacher scores. At least 65% of the students are expected to have met the target for them based on their pre-assessment score. Historical assessment data will also be used to assist in reasonable targets. Teachers with percentages from 90 – 100 are highly effective (18 – 20 points), 75 – 89 are effective (15 – 17 points), developing (13-14 points) and 59 and below are ineffective (12 – 0 points).

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.
At the beginning of the school year students are given a pre-assessment which contains content from the course. Targets are set for each student to achieve a passing score on the exam. The percentage of students that meet their targets are calculated to arrive at the teacher scores. Historical assessment data will also be used to assist in setting targets representing one year's growth. Teachers with percentages from 90 – 100 are highly effective (18 – 20 points), 75 – 89 are effective (15 – 17 points), developing (13-14 points) and 59 and below are ineffective (12 – 0 points).

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):	Aligned and based on the Common Core Standards
Assessments Woven Tightly Into the Curriculum:	Reviewed by administrators to ensure alignment
Performance Assessment:	Whenever possible students are asked to perform authentic tasks
Efficient Time-Saving Assessments:	Year-end assessments are factored into students average as final exams
Technology:	Calculators for some math and science exams
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

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.	X
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	X
The assessment can be used to measure one year's expected growth for individual students.	X
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	N/A
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.	X
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.	X
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]	X

[4] 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:

East Ramapo CSD 1. Name of Organization (PLEASE PRINT/TYPE)	Deborah L. Wortham, Ed.D. 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Dr. Deborah L. Wortham 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	7/6/16 5. Date Signed
Superintendent of Schools 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)	