**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:	Genesee Valley BOCES
Assessment Provider Contact Information:	Patrick B. Whipple **Director of Professional Learning Services** 585-344-7594 pwhipple@gvboces.org
Name of Assessment:	Various Assessments—See Form B-1 as per NYSED

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?	Kindergarten through Second Grade
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English Language Arts
What are the technology requirements associated with the assessment?	Participating districts should have access to eDoctrina as a means for printing assessments and answer sheets.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	X 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)**

A description of the assessment
The K-2 ELA Regional Summative Assessments focus on measuring student growth in Reading for Information and Reading for Literature Standards 1-6, as well as prioritized Foundational Reading Skills. The assessment is broken down into four parts including: listening, reading comprehension (fiction and nonfiction), and performance assessment. These parts measure student abilities in print concepts, craft and structure, phonics and word recognition, reading for information for critical analysis, and reading for literature for literary response and expression and key ideas and details. Because the identified nature of these assessments are summative, they are intended to certify learning; however, they are diagnostic enough to provide districts with data that can be used to promote instructional change at the classroom and building level. In sum, the data generated by these assessments can be used to target instruction as well as indicate learning that has taken place.

A description of how the assessment is administered
The assessment is administered in four parts over a period of four days. Parts 1-3 (Listening comprehension and reading comprehension) are administered in whole-group setting. The performance assessment is administered in a one-to-one setting where the teacher evaluates each student individually. Student responses are first recorded manually by both student (Listening and reading comprehension portions) and teacher (performance assessment portion) and then transferred to a bubble sheet in order to be scanned using eDoctrina, an online curriculum and assessment tool. (Link: www.edoctrina.org).

A description of how scores are reported (include links to sample reports as appropriate)
Scores are reported using various features in eDoctrina (www.edoctrina.org). This web-based program allows for the construction of an item analysis as well as analysis of individual student data.

A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance.

The Assessment Provider (to be known as: Genesee Valley Educational Partnership and abbreviated henceforth as GVEP) is the host of the assessments in eDoctrina. With that, GVEP staff provide a memo with instructions for preparation and administration of the assessments. GVEP staff are also available throughout the assessment window for administrative support and score reporting. We are also available to put people in touch with eDoctrina directly for technical support when/if necessary.

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 target setting model for SLOs involves the teacher and administrator working collaboratively to analyze pre-assessment data, NYS ELA assessment data, and/or other pertinent student data reflective of course content, as a means for discerning a rigorously appropriate target. Other factors that are considered as part of the this process include categorical designations such as students with disabilities and English Language Learners, as well as previous performance and trend data for each student. Once the assessment has been administered and scored, with vested interest being controlled, the data will be analyzed for the percentage of students who met the target; then, the percentage will be placed into the NYS 3012-d SLO scale to be converted into a score between 0 and 20 according to the HEDI Matrix.

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):	A high-quality ELA assessment is one that is tightly aligned to the NYS **NGLS** in an effort to inform and verify instruction. The tight alignment to the standards assists in ensuring that valid and reliable inferences can be made about student growth. As part of the design process, Genesee Valley BOCES staff ensure fairness in the types of questions and content is an indicator of quality considered. Those generating the assessments are mandated to participate in assessment best practice professional learning based on the work of Popham, Stiggins, and Brookhart.
Assessments Woven Tightly Into the Curriculum:	For all assessments created by Genesee Valley BOCES, explicit assessment specifications, as well as well-articulated test blueprints have been developed to ensure alignment to curriculum.
Performance Assessment:	In each ELA assessment, students are required to perform authentic tasks to show their understanding. Foundational skills, as well as text response, are major areas of concentration for the performance assessments.
Efficient Time-Saving Assessments:	The assessments are administered throughout the instructional day in short assessment periods.
Technology:	The use of eDoctrina to house, scan, and report the results of the assessments improves the assessment cycle. Districts do have the option to have students take the assessment on-line as well.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	NA

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.	X
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

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[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:

Genesee Valley BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	*Patrick B Whipple* 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Patrick B. Whipple 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	December 18, 2015 5. Date Signed
Director of School Improvement 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)	

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FORM C

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	    ☐ GAIN SCORE MODEL
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	    ☐ 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?	Kindergarten through Second Grade
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Mathematics
What are the technology requirements associated with the assessment?	Participating districts should have access to eDoctrina as a means for printing assessments and answer sheets.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	X 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)**

A description of the assessment

The K-2 Mathematics Regional Summative Assessments focus on measuring student growth in grade-level mathematics concepts and mathematical practices based on the 70% strands articulated by New York State. The assessment is broken down into three parts including: selected-response items, constructed-response items, and performance assessment. These parts measure student abilities in Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, and Measurement and Data, as well as key Mathematical Practices. Because the identified nature of these assessments are summative, they are intended to certify learning; however, they are diagnostic enough to provide districts with data that can be used to promote instructional change at the classroom and building level. In sum, the data generated by these assessments can be used to target instruction as well as indicate learning that has taken place.

A description of how the assessment is administered

The assessment is administered in three parts over a period of three days. Parts 1-2 are administered in a whole-group setting. The performance assessment is administered in a one-to-one setting where the teacher evaluates each student individually. Student responses are first recorded manually by both student and teacher then transferred to a bubble sheet in order to be scanned using eDoctrina, an online curriculum and assessment tool. (Link: www.edoctrina.org).

A description of how scores are reported (include links to sample reports as appropriate)

Scores are reported using various features in eDoctrina (www.edoctrina.org). This web-based program allows for the construction of an item analysis as well as analysis of individual student data.

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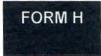
The target setting model for SLOs involves the teacher and administrator working collaboratively to analyze pre-assessment data, NYS Mathematics assessment data, and/or other pertinent student data reflective of course content, as a means for discerning a rigorously appropriate target. Other factors that are considered as part of this process include categorical designations such as students with disabilities and English Language Learners, as well as previous performance and trend data for each student. Once the assessment has been administered and scored, with vested interest being controlled, the data will be analyzed for the percentage of students who met the target; then, the percentage will be placed into the NYS 3012-d SLO scale to be converted into a score between 0 and 20 according to the HEDI Matrix.

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Assessments Woven Tightly Into the Curriculum:	For all assessments created by Genesee Valley BOCES, explicit assessment specifications, as well as well-articulated test blueprints have been developed to ensure alignment to curriculum.
Performance Assessment:	In each mathematics assessment, students are required to perform authentic tasks to show their understanding. Computational skills, as well as Mathematical Practices, are major areas of concentration for the performance assessments.
Efficient Time-Saving Assessments:	The assessments are administered throughout the instructional day in short assessment periods.
Technology:	The use of eDoctrina to house, scan, and report the results of the assessments improves the assessment cycle. Districts do have the option to have students take the assessment on-line as well.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	NA

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Assurance	Check each box:
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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.	X
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

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Patrick B. Whipple 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	March 30, 2016 5. Date Signed
Director of School Improvement 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)	