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:	Half Hollow Hills Central School District
Assessment Provider Contact Information:	525 Half Hollow Road Dix Hills, New York 11746
Name of Assessment:	HHH District Developed Assessment in Art Grades K-12
Nature of Assessment:	☒ 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?	Grade K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Art
What are the technology requirements associated with the assessment?	N/A
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ 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;
  - Classroom art, all levels: 25 question multiple choice test on the principles and elements of design/art and artistic processes appropriate for that level.
- A description of how the assessment is administered; in the classroom at the end of the school year. In some cases this coincides with in-class end of year academic finals. Students enter responses on Lexmark scan sheets.
- Assessments Woven Tightly Into the Curriculum: Each test follows the curriculum for that course and level. Teachers re-evaluate the questions every year to ensure that any changes in the curriculum are reflected.

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.
Student Learning Objectives are established through collaboration among teachers and administration. After establishing the framework for each Student Learning Objective, administration will establish targets for their SLOs that are appropriate for their class compositions at a department meeting. Percentages will be converted to a 0-20 score allowing for the possibility of receiving all scores.

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):	N/A
Assessments Woven Tightly Into the Curriculum:	• Each test follows the curriculum for that course and level. Teachers re-evaluate the questions every year to ensure that any changes in the curriculum are reflected.
Performance Assessment:	N/A
Efficient Time-Saving Assessments:	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 with teachers in advance of administration. The exam includes multiple choice questions, the majority of which are stimulus-based, a short answer section based on sources, and a section in which students create and defend a claim.
Technology:	N/A
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

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

[2] 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:

Half Hollow Hills Central School District 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Dr. Patrick Harrigan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	April 1, 2016 5. Date Signed
Deputy Superintendent 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 (PLEASE USE **BLUE** INK)
Dr. Patrick Harrigan 2. School Representative's Name (PLEASE PRINT/TYPE)	April 1, 2016 5. Date Signed
Deputy Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	

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Assessment Provider Information	
Name of Assessment Provider:	Half Hollow Hills Central School District
Assessment Provider Contact Information:	525 Half Hollow Road Dix Hills, New York 11746
Name of Assessment:	HHH District Developed Assessment in Music, Grades K-12
Nature of Assessment:	☒ 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?	Grade K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Music
What are the technology requirements associated with the assessment?	N/A
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ 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;
    - Classroom music, all levels (elementary, middle school Music Explorations and high school Music in Our Lives: 25 question multiple choice test of musical knowledge appropriate for that level (notation, phrasing, key signatures, basic music theory, composing and arranging).
- A description of how the assessment is administered; in the classroom at the end of the school year. In some cases this coincides with in-class end of year academic finals. Students enter responses on Lexmark scan sheets.
- Assessments Woven Tightly Into the Curriculum: Each test follows the curriculum for that course and level. Teachers re-evaluate the questions every year to ensure that any changes in the curriculum are reflected.
- Performance Assessment: 3rd grade recorder and ensembles of all levels: Peer assessment with an evaluation rubric of a recorded performance at the end of the school year. Categories include tone, intonation, balance, technique, accuracy/execution, rhythm and interpretation.

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.
Student Learning Objectives are established through collaboration among teachers and administration. After establishing the framework for each Student Learning Objective, administration will establish targets for their SLOs that are appropriate for their class compositions at a department meeting. Percentages will be converted to a 0-20 score allowing for the possibility of receiving all scores.

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):	N/A
Assessments Woven Tightly Into the Curriculum:	• Each test follows the curriculum for that course and level. Teachers re-evaluate the questions every year to ensure that any changes in the curriculum are reflected.
Performance Assessment:	3rd grade recorder and ensembles of all levels: Peer assessment with an evaluation rubric of a recorded performance at the end of the school year. Categories include tone, intonation, balance, technique, accuracy/execution, rhythm and interpretation.
Efficient Time-Saving Assessments:	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 with teachers in advance of administration. The exam includes multiple choice questions, the majority of which are stimulus-based, a short answer section based on sources, and a section in which students create and defend a claim.
Technology:	N/A

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

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

[2] 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:

Half Hollow Hills Central School District 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Dr. Patrick Harrigan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	April 1, 2016 5. Date Signed
Deputy Superintendent 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 (PLEASE USE **BLUE** INK)
Dr. Patrick Harrigan 2. School Representative's Name (PLEASE PRINT/TYPE)	April 1, 2016 5. Date Signed
Deputy Superintendent 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:	Half Hollow Hills Central School District
Assessment Provider Contact Information:	525 Half Hollow Road Dix Hills, New York 11746
Name of Assessment:	HHH District Developed Assessment in World Languages Grades 7, 9, 11, 12
Nature of Assessment:	☒ 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?	Grade 7, 9, 11, 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Foreign Language: Spanish, French, Italian, Chinese
What are the technology requirements associated with the assessment?	N/A
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ 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)**

Grade 7- Spanish, French, Italian, Chinese

A description of the assessment: 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.

A description of how the assessment is administered: 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.

Assessments Woven Tightly Into the Curriculum: the exam is 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)

Grade 9- Spanish, French, Italian, Chinese

A description of the assessment: 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.

A description of how the assessment is administered: 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.

Assessments Woven Tightly Into the Curriculum: the exam is 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)
- ❖ Grade 11- Spanish, French, Italian, Chinese

A description of the assessment: 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.

A description of how the assessment is administered: 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.

Assessments Woven Tightly Into the Curriculum: the exam is 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)

Grade 12- Spanish, French, Italian, Chinese

A description of the assessment: 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.

A description of how the assessment is administered: 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.

Assessments Woven Tightly Into the Curriculum: the exam is 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)

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.
Student Learning Objectives are established through collaboration among teachers and administration. After establishing the framework for each Student Learning Objective, administration will establish targets for their SLOs that are appropriate for their class compositions at a department meeting. Percentages will be converted to a 0-20 score allowing for the possibility of receiving all scores.

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):	N/A
Assessments Woven Tightly Into the Curriculum:	The exam is 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)
Performance Assessment:	N/A
Efficient Time-Saving Assessments:	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 with teachers in advance of administration. The exam includes multiple choice questions, the majority of which are stimulus-based, a short answer section based on sources, and a section in which students create and defend a claim.
Technology:	N/A
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

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

[2] 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:

Half Hollow Hills Central School District 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Dr. Patrick Harrigan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	April 1, 2016 5. Date Signed
Deputy Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

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Assessment Provider Information	
Name of Assessment Provider:	Half Hollow Hills Central School District
Assessment Provider Contact Information:	525 Half Hollow Road Dix Hills, New York 11746
Name of Assessment:	HHH District Developed Assessment in Business, Grades 9-12
Nature of Assessment:	☒ 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?	Grade 9-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Business
What are the technology requirements associated with the assessment?	N/A
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ 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)**

For all of the Business Courses, the exam is administered district-wide on the same day, at the same time (in June) or January for half-year courses for all students. The exam is secure and is not shared with teachers in advance of administration. The final exam assesses content knowledge, as well as 21st century thinking. The exam includes multiple choice questions, the majority of which are content based, a short answer section based on sources, and a section in which students create and market a business plan. The exam is aligned to the (new) New York State Common Core Learning Standards – it is content and standards aligned and the assessment blends the content specifications for grades 9-12 throughout the reading, writing, and technical standards.

College Business Law Final

- Description
  - The final consists of 75 multiple choice questions and 2 essays
- Administered
  - The test is administered over two 40 minute class periods
  - Day 1 – multiple choice
  - Day 2 – essays
- Assessment as part of the curriculum
  - The final includes several questions from each unit, as well as, discussions and projects completed in class

Financial Decision Making (Financial Literacy)

- Description
  - The final consists of 50 multiple choice questions and 6 practical questions
- Administered
  - The test is administered over two 40 minute class periods
  - Day 1 – multiple choice
  - Day 2 – problem solving
- Assessment as part of the curriculum
  - The final includes several questions from each unit, as well as, discussions and projects completed in class. Students must show hands on problem solving skills in a practical environment.

Business Computer Applications

- Description
  - The final consists of 5 hands on activities for Word, Excel and Powerpoint
- Administered
  - The test is administered over two 40 minute class periods
  - Day 1 – Word & Power Point
  - Day 2 – Excel
- Assessment as part of the curriculum
  - Students must show knowledge of material in a practical environment

Accounting

- A final exam is administered the last day of class. It contains multiple choice and financial worksheets.
- It integrates the content of accounting and it requires the students to apply their knowledge of the content to prepare the financial statements.

College Accounting

- A final exam is administered the last day of class. It is a contains multiple choice and financial worksheets.
- It integrates the content of accounting and it requires the students to apply their knowledge of the content to prepare the financial statements.

Fashion:

- The final assessment will be a Final Project. Each student will be assigned a decade to research and present to the class. Their PowerPoint will include a detailed description on the fashion of their assigned decade, images, historical events that impacted the decade as well as influential designers from the time period. They will be required to include facets of fashion and fashion marketing that they have learned about throughout the semester.

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.

Student Learning Objectives are established through collaboration among teachers and administration. After establishing the framework for each Student Learning Objective, administration will establish targets for their SLOs that are appropriate for their class compositions at a department meeting. Percentages will be converted to a 0-20 score allowing for the possibility of receiving all scores.

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):	N/A
Assessments Woven Tightly Into the Curriculum:	• Each test follows the curriculum for that course and level. Teachers re-evaluate the questions every year to ensure that any changes in the curriculum are reflected.
Performance Assessment:	N/A
Efficient Time-Saving Assessments:	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 with teachers in advance of administration. The exam includes multiple choice questions, the majority of which are stimulus-based, a short answer section based on sources, and a section in which students create and defend a claim.
Technology:	N/A
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

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

[2] 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

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Half Hollow Hills Central School District 1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **BLUE** INK)
Dr. Patrick Harrigan 2. School Representative's Name (PLEASE PRINT/TYPE)	April 1, 2016 5. Date Signed
Deputy Superintendent 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

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:	Half Hollow Hills Central School District
Assessment Provider Contact Information:	525 Half Hollow Road Dix Hills, New York 11746
Name of Assessment:	HHH District Developed Assessment in Family & Consumer Sciences Grades 6-12
Nature of Assessment:	☒ 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?	Grade 6-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Family & Consumer Sciences
What are the technology requirements associated with the assessment?	N/A
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ 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;
  - Family & Consumer Sciences, all levels: 10 - 25 question multiple choice test (depending on the grade level) on the principles and elements of Family & Consumer Sciences appropriate for that level.
- A description of how the assessment is administered; Assessments are given prior to the final exam week at the regular class time by the teacher of record.
- Assessments Woven Tightly Into the Curriculum: Each test follows the curriculum for that course and level. Teachers re-evaluate the questions every year to ensure that any changes in the curriculum are reflected.

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.
Student Learning Objectives are established through collaboration among teachers and administration. After establishing the framework for each Student Learning Objective, administration will establish targets for their SLOs that are appropriate for their class compositions at a department meeting. Percentages will be converted to a 0-20 score allowing for the possibility of receiving all scores.

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):	N/A
Assessments Woven Tightly Into the Curriculum:	Each test follows the curriculum for that course and level. Teachers re-evaluate the questions every year to ensure that any changes in the curriculum are reflected.
Performance Assessment:	N/A
Efficient Time-Saving Assessments:	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 with teachers in advance of administration. The exam includes multiple choice questions, the majority of which are stimulus-based, a short answer section based on sources, and a section in which students create and defend a claim.
Technology:	N/A
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

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

[2] 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:

Half Hollow Hills Central School District 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Dr. Patrick Harrigan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	April 1, 2016 5. Date Signed
Deputy Superintendent 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 (PLEASE USE **BLUE** INK)
Dr. Patrick Harrigan 2. School Representative's Name (PLEASE PRINT/TYPE)	April 1, 2016 5. Date Signed
Deputy Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	

PUBLICLY AVAILABLE SERVICES SUMMARY

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Assessment Provider Information	
Name of Assessment Provider:	Half Hollow Hills Central School District
Assessment Provider Contact Information:	525 Half Hollow Road Dix Hills, New York 11746
Name of Assessment:	HHH District Developed Assessment in Physical Education Grades K-12
Nature of Assessment:	☒ 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?	Grade K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Physical Education
What are the technology requirements associated with the assessment?	N/A
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ 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;
  - Physical Education, all levels: 10 - 25 question multiple choice test (depending on the grade level) on the principles and elements of physical education appropriate for that level.
- A description of how the assessment is administered; Assessments are given prior to the final exam week at the regular class time by the teacher of record.
- Assessments Woven Tightly Into the Curriculum: Each test follows the curriculum for that course and level. Teachers re-evaluate the questions every year to ensure that any changes in the curriculum are reflected.

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.
Student Learning Objectives are established through collaboration among teachers and administration. After establishing the framework for each Student Learning Objective, administration will establish targets for their SLOs that are appropriate for their class compositions at a department meeting. Percentages will be converted to a 0-20 score allowing for the possibility of receiving all scores.

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):	N/A
Assessments Woven Tightly Into the Curriculum:	• Each test follows the curriculum for that course and level. Teachers re-evaluate the questions every year to ensure that any changes in the curriculum are reflected.
Performance Assessment:	N/A
Efficient Time-Saving Assessments:	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 with teachers in advance of administration. The exam includes multiple choice questions, the majority of which are stimulus-based, a short answer section based on sources, and a section in which students create and defend a claim.
Technology:	N/A
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

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

[2] 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:

Half Hollow Hills Central School District 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Dr. Patrick Harrigan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	April 1, 2016 5. Date Signed
Deputy Superintendent 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 (PLEASE USE **BLUE** INK)
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Assessment Provider Information	
Name of Assessment Provider:	Half Hollow Hills Central School District
Assessment Provider Contact Information:	525 Half Hollow Road Dix Hills, New York 11746
Name of Assessment:	HHH District Developed Assessment in Physical Education Grades K-12
Nature of Assessment:	☒ 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?	Grade K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Health
What are the technology requirements associated with the assessment?	N/A
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ 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;
  - Physical Education, all levels: 10 - 25 question multiple choice test (depending on the grade level) on the principles and elements of physical education appropriate for that level.
- A description of how the assessment is administered; Assessments are given prior to the final exam week at the regular class time by the teacher of record.
- Assessments Woven Tightly Into the Curriculum: Each test follows the curriculum for that course and level. Teachers re-evaluate the questions every year to ensure that any changes in the curriculum are reflected.

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.
Student Learning Objectives are established through collaboration among teachers and administration. After establishing the framework for each Student Learning Objective, administration will establish targets for their SLOs that are appropriate for their class compositions at a department meeting. Percentages will be converted to a 0-20 score allowing for the possibility of receiving all scores.

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):	N/A
Assessments Woven Tightly Into the Curriculum:	• Each test follows the curriculum for that course and level. Teachers re-evaluate the questions every year to ensure that any changes in the curriculum are reflected.
Performance Assessment:	N/A
Efficient Time-Saving Assessments:	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 with teachers in advance of administration. The exam includes multiple choice questions, the majority of which are stimulus-based, a short answer section based on sources, and a section in which students create and defend a claim.
Technology:	N/A
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

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

[2] 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:

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Deputy Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

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Assessment Provider Information	
Name of Assessment Provider:	Half Hollow Hills Central School District
Assessment Provider Contact Information:	525 Half Hollow Road Dix Hills, New York 11746
Name of Assessment:	HHH District Developed Assessment in Social Studies Grades 6-8
Nature of Assessment:	☒ 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?	Grade 6-8
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Social Studies
What are the technology requirements associated with the assessment?	N/A
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ 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)**

- The final exam assesses content knowledge, as well as historical thinking. The exam includes multiple choice questions, the majority of which are stimulus-based, a short answer section based on sources, and a section in which students create and defend a claim.
- 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 with teachers in advance of administration.
- The exam is aligned to the (new) New York Social Studies Framework – it is content and standards aligned and incorporates the C-3 Framework and Inquiry Arc. The assessment blends the content specifications for social studies with the historical practices found in the Framework.

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.
Student Learning Objectives are established through collaboration among teachers and administration. After establishing the framework for each Student Learning Objective, administration will establish targets for their SLOs that are appropriate for their class compositions at a department meeting. Percentages will be converted to a 0-20 score allowing for the possibility of receiving all scores.

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):	N/A
Assessments Woven Tightly Into the Curriculum:	The exam is aligned to the (new) New York Social Studies Framework – it is content and standards aligned and incorporates the C-3 Framework and Inquiry Arc. The assessment blends the content specifications for social studies with the historical practices found in the Framework.
Performance Assessment:	N/A
Efficient Time-Saving Assessments:	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 with teachers in advance of administration. The exam includes multiple choice questions, the majority of which are stimulus-based, a short answer section based on sources, and a section in which students create and defend a claim.
Technology:	N/A
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

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

[2] 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:

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Dr. Patrick Harrigan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	April 1, 2016 5. Date Signed
Deputy Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

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