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:	Long Beach Public School District
Assessment Provider Contact Information:	
Name of Assessment:	
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?	Grades 6-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA
What are the technology requirements associated with the assessment?	None
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 Long Beach School District has created a series of local assessments for all subject areas grades K-12 that can be utilized for the purposes of establishing growth measures for students. These local assessments are administered at the start and culmination of each course of study, and are based on the New York State Next Generation Learning Standards in ELA and Mathematics, as well as appropriate local state, and/or national standards in other subject areas. The assessments are designed to be administered in one class period, following standard administration protocols that are consistent with other standardized assessments (e.g. NYSED assessments). Assessments are scored by educators within the Long Beach Public School District who do not have a vested interest in the outcome of the exam. Scores are reported via a district management system. The department administrator and/or building principal supervise the development, administration, and scoring of the pre-assessment and post-assessment. All exams are stored in a secure location prior to the administration, and student responses are stored for one calendar year from the conclusion of the exam administration.

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.

Baseline data consisting of students' pre-assessment scores (0-100), demographic information, and state proficiency levels are used to establish a growth target and expectation in accordance with NYSED regulations. The aggregate of these scores are converted to a 0-20 to create a teacher score with the accompanying HEDI band:
Ineffective 0-12 points
Developing 13-14 points
Effective 15-17 points
Highly Effective 18-20 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):	The pre and post assessments reflect full adherence to the Next Generation Learning Standards for the English Language Arts 6-12, and are designed to identify an individual student's achievement in English Language Arts.
Assessments Woven Tightly Into the Curriculum:	The assessments are developed through a collaboration amongst teachers and department administrators and are focused specifically on the expectations of the course standards and the New York State Curriculum.
Performance Assessment:	The Long Beach local assessments are a balance of traditional and performance related tasks. Local assessments mirror the format of the respective subject state assessments where applicable.
Efficient Time-Saving Assessments:	The pre-assessment is designed to be administered in a single class period (42 minutes) to maximize instructional time for the course.
Technology:	Test items may be machine scored to expedite the scoring process.
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

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Assessment Provider Information	
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Assessment Provider Contact Information:	
Name of Assessment:	
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?	Grades 6-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Math
What are the technology requirements associated with the assessment?	None
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;**
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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.

Baseline data consisting of students' pre-assessment scores (0-100), demographic information, and state proficiency levels are used to establish a growth target and expectation in accordance with NYSED regulations. The aggregate of these scores are converted to a 0-20 to create a teacher score with the accompanying HEDI band:
Ineffective 0-12 points
Developing 13-14 points
Effective 15-17 points
Highly Effective 18-20 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):	The pre and post assessments reflect full adherence to the Next Generation Learning Standards for mathematics 6-12, and are designed to identify an individual student's achievement in mathematics.
Assessments Woven Tightly Into the Curriculum:	The assessments are developed through a collaboration amongst teachers and department administrators and are focused specifically on the expectations of the course standards and the New York State Curriculum.
Performance Assessment:	The Long Beach local assessments are a balance of traditional and performance related tasks. Local assessments mirror the format of the respective subject state assessments where applicable.
Efficient Time-Saving Assessments:	The pre-assessment is designed to be administered in a single class period (42 minutes) to maximize instructional time for the course.
Technology:	Calculators for student use. Test items may be machine scored to expedite the scoring process.
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

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Assessment Provider Information	
Name of Assessment Provider:	Long Beach Public School District
Assessment Provider Contact Information:	
Name of Assessment:	

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?	Grades 6-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Science
What are the technology requirements associated with the assessment?	None
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;**
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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.

Baseline data consisting of students' pre-assessment scores (0-100), demographic information, and state proficiency levels are used to establish a growth target and expectation in accordance with NYSED regulations. The aggregate of these scores are converted to a 0-20 to create a teacher score with the accompanying HEDI band:
Ineffective 0-12 points
Developing 13-14 points
Effective 15-17 points
Highly Effective 18-20 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):	N/A
Assessments Woven Tightly Into the Curriculum:	The assessments are developed through a collaboration amongst teachers and department administrators and are focused specifically on the expectations of the course standards and the New York State Curriculum.
Performance Assessment:	The Long Beach local assessments are a balance of traditional and performance related tasks. Local assessments mirror the format of the respective subject state assessments where applicable.
Efficient Time-Saving Assessments:	The pre-assessment is designed to be administered in a single class period (42 minutes) to maximize instructional time for the course.
Technology:	Calculators for student use. Test items may be machine scored to expedite the scoring process.
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

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Assessment Provider Information	
Name of Assessment Provider:	Long Beach Public School District
Assessment Provider Contact Information:	
Name of Assessment:	
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?	Grades 6-12
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?	None
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;**
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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.

Baseline data consisting of students' pre-assessment scores (0-100), demographic information, and state proficiency levels are used to establish a growth target and expectation in accordance with NYSED regulations. The aggregate of these scores are converted to a 0-20 to create a teacher score with the accompanying HEDI band:
Ineffective 0-12 points
Developing 13-14 points
Effective 15-17 points
Highly Effective 18-20 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):	N/A
Assessments Woven Tightly Into the Curriculum:	The assessments are developed through a collaboration amongst teachers and department administrators and are focused specifically on the expectations of the course standards and the New York State Curriculum.
Performance Assessment:	The Long Beach local assessments are a balance of traditional and performance related tasks. Local assessments mirror the format of the respective subject state assessments where applicable.
Efficient Time-Saving Assessments:	The pre-assessment is designed to be administered in a single class period (42 minutes) to maximize instructional time for the course.
Technology:	Test items may be machine scored to expedite the scoring process.
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
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Assessment Provider Contact Information:	
Name of Assessment:	
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?	Grades K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Comprehensive Arts (Art & Music)
What are the technology requirements associated with the assessment?	None
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 Long Beach School District has created a series of local assessments for all subject areas grades K-12 that can be utilized for the purposes of establishing growth measures for students. These local assessments are administered at the start and culmination of each course of study, and are based on the New York State Next Generation Learning Standards in ELA and Mathematics, as well as appropriate local state, and/or national standards in other subject areas. The assessments are designed to be administered in one class period, following standard administration protocols that are consistent with other standardized assessments (e.g. NYSED assessments). Assessments are scored by educators within the Long Beach Public School District who do not have a vested interest in the outcome of the exam. Scores are reported via a district management system. The department administrator and/or building principal supervise the development, administration, and scoring of the pre-assessment and post-assessment. All exams are stored in a secure location prior to the administration, and student responses are stored for one calendar year from the conclusion of the exam administration.

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.

Baseline data consisting of students' pre-assessment scores (0-100), demographic information, and state proficiency levels are used to establish a growth target and expectation in accordance with NYSED regulations. The aggregate of these scores are converted to a 0-20 to create a teacher score with the accompanying HEDI band:
Ineffective 0-12 points
Developing 13-14 points
Effective 15-17 points
Highly Effective 18-20 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):	N/A
Assessments Woven Tightly Into the Curriculum:	The assessments are developed through a collaboration amongst teachers and department administrators and are focused specifically on the expectations of the course standards and the New York State Curriculum.
Performance Assessment:	The Long Beach local assessments are a balance of traditional and performance related tasks. Students will be asked to perform authentic tasks in the arts.
Efficient Time-Saving Assessments:	The pre-assessment is designed to be administered in a single class period (42 minutes) to maximize instructional time for the course.
Technology:	Course specific use of computers as needed.
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

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Assessment Provider Information	
Name of Assessment Provider:	Long Beach Public School District
Assessment Provider Contact Information:	
Name of Assessment:	
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What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grades K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	World Language/FLES
What are the technology requirements associated with the assessment?	None
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:
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- **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.

Baseline data consisting of students' pre-assessment scores (0-100), demographic information, and state proficiency levels are used to establish a growth target and expectation in accordance with NYSED regulations. The aggregate of these scores are converted to a 0-20 to create a teacher score with the accompanying HEDI band:
Ineffective 0-12 points
Developing 13-14 points
Effective 15-17 points
Highly Effective 18-20 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):	N/A
Assessments Woven Tightly Into the Curriculum:	The assessments are developed through a collaboration amongst teachers and department administrators and are focused specifically on the expectations of the course standards and the New York State Curriculum.
Performance Assessment:	The Long Beach local assessments are a balance of traditional and performance related tasks. Local assessments mirror the format of the respective subject state assessments where applicable.
Efficient Time-Saving Assessments:	The pre-assessment is designed to be administered in a single class period (42 minutes) to maximize instructional time for the course.
Technology:	Test items may be machine scored to expedite the scoring process.
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

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Assessment Provider Contact Information:	
Name of Assessment:	
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What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grades 6-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	CTE and Technology
What are the technology requirements associated with the assessment?	None
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;**
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Baseline data consisting of students' pre-assessment scores (0-100), demographic information, and state proficiency levels are used to establish a growth target and expectation in accordance with NYSED regulations. The aggregate of these scores are converted to a 0-20 to create a teacher score with the accompanying HEDI band:
Ineffective 0-12 points
Developing 13-14 points
Effective 15-17 points
Highly Effective 18-20 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):	N/A
Assessments Woven Tightly Into the Curriculum:	The assessments are developed through a collaboration amongst teachers and department administrators and are focused specifically on the expectations of the course standards and the New York State Curriculum.
Performance Assessment:	The Long Beach local assessments are a balance of traditional and performance related tasks. CTE and local assessments include performance tasks aligned to the course curriculum. Local assessments mirror the format of the respective subject state assessments where applicable.
Efficient Time-Saving Assessments:	The pre-assessment is designed to be administered in a single class period (42 minutes) to maximize instructional time for the course.
Technology:	Computers, appropriate software. Test items may be machine scored to expedite the scoring process.
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

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Assessment Provider Information	
Name of Assessment Provider:	Long Beach Public School District
Assessment Provider Contact Information:	
Name of Assessment:	

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?	Grades K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Health, Physical Education, Business, Family & Consumer Sciences, Special Education, Technology, & ENL
What are the technology requirements associated with the assessment?	None
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 Long Beach School District has created a series of local assessments for all subject areas grades K-12 that can be utilized for the purposes of establishing growth measures for students. These local assessments are administered at the start and culmination of each course of study, and are based on the New York State Next Generation Learning Standards in ELA and Mathematics, as well as appropriate local state, and/or national standards in other subject areas. The assessments are designed to be administered in one class period, following standard administration protocols that are consistent with other standardized assessments (e.g. NYSED assessments). Assessments are scored by educators within the Long Beach Public School District who do not have a vested interest in the outcome of the exam. Scores are reported via a district management system. The department administrator and/or building principal supervise the development, administration, and scoring of the pre-assessment and post-assessment. All exams are stored in a secure location prior to the administration, and student responses are stored for one calendar year from the conclusion of the exam administration.

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.

Baseline data consisting of students' pre-assessment scores (0-100), demographic information, and state proficiency levels are used to establish a growth target and expectation in accordance with NYSED regulations. The aggregate of these scores are converted to a 0-20 to create a teacher score with the accompanying HEDI band:
Ineffective 0-12 points
Developing 13-14 points
Effective 15-17 points
Highly Effective 18-20 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):	N/A
Assessments Woven Tightly Into the Curriculum:	The assessments are developed through a collaboration amongst teachers and department administrators and are focused specifically on the expectations of the course standards and the New York State Curriculum.
Performance Assessment:	The Long Beach local assessments are a balance of traditional and performance related tasks. Local assessments mirror the format of the respective subject state assessments where applicable.
Efficient Time-Saving Assessments:	The pre-assessment is designed to be administered in a single class period (42 minutes) to maximize instructional time for the course.
Technology:	Test items may be machine scored to expedite the scoring process.
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.
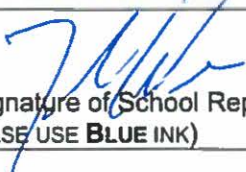
The Applicant makes the following assurances:

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]	☒

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[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:

Long Beach Public Schools 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
David Weiss 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	April 22, 2016 5. Date Signed
Superintendent of Schools 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Long Beach Public Schools 1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **BLUE** INK)
David Weiss 2. School Representative's Name (PLEASE PRINT/TYPE)	April 22, 2016 5. Date Signed
Superintendent of Schools 3. Title of School Representative (PLEASE PRINT/TYPE)	