

FORM C

**STUDENT ASSESSMENTS
FOR
TEACHER AND PRINCIPAL EVALUATION**

PUBLICLY AVAILABLE SERVICES SUMMARY

This form will be posted on the New York State Education Department's Web site and distributed through other means for all applications that are approved in conjunction with this RFQ to allow LEAs to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Information	
NAME OF ASSESSMENT PROVIDER:	Monroe 2-Orleans BOCES
ASSESSMENT PROVIDER CONTACT INFORMATION:	Dr. Marijo Pearson 3599 Big Ridge Road Spencerport, NY 14559 mpearson@monroe2boces.org (585) 352-2416
NAME OF ASSESSMENT:	Monroe 2-Orleans BOCES Literacy Task
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	<input checked="" type="checkbox"/> REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) <input type="checkbox"/> OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT PLEASE SPECIFY: <input type="checkbox"/> A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT <input type="checkbox"/> A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL <input type="checkbox"/> A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO <input type="checkbox"/> A PERFORMANCE INDEX <input type="checkbox"/> AN ACHIEVEMENT BENCHMARK <input type="checkbox"/> ANY OTHER COLLECTIVELY BARGAINED MEASURE OF STUDENT GROWTH OR ACHIEVEMENT PLEASE SPECIFY:
WHAT IS THE GRADE(S) AND SUBJECT AREA(S) FOR WHICH THE ASSESSMENT CAN BE USED TO GENERATE A 0-20 STUDENT PERFORMANCE SCORE?	K-2, 3-5, 6-12 and for the following subjects: ELA, Math, SS, Science, ESOL, Health, PE, Art, Music, Home and Careers. World Language is for grades 7-12.
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	None.

IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAs IN NEW YORK STATE?	<input type="checkbox"/> YES
	<input checked="" type="checkbox"/> NO

PLEASE PROVIDE AN OVERVIEW OF THE ASSESSMENT FOR LEAs. (3 PAGES MAX) PLEASE INCLUDE:

- A DESCRIPTION OF THE ASSESSMENT;
- A DESCRIPTION OF HOW THE ASSESSMENT IS ADMINISTERED;
- A DESCRIPTION OF HOW SCORES ARE REPORTED (INCLUDE LINKS TO SAMPLE REPORTS AS APPROPRIATE);
- A DESCRIPTION OF HOW THE ASSESSMENT PROVIDER SUPPORTS IMPLEMENTATION OF THE ASSESSMENT, INCLUDING ANY TECHNICAL ASSISTANCE.

- The Monroe 2-Orleans have previously NYSED approved assessments for use for APPR purposes. The previously approved assessments included K-12 Literacy skills assessments. These assessments will be the same as included in this RFP but to include use for all subject areas – ELA, Math, SS, Science, PE, Health, and Art. The assessments will be used as a portfolio measure and given 2 times per year. The rationale for inclusion to be used in all areas is due to the philosophy that literacy is to be taught in all grade levels and all content areas. This will allow for a continued focus on literacy skills and practices across all content areas.

K-2 Literacy Assessments:

The k-2 literacy assessments will be used to assess students' foundational reading and writing skills as noted in the NYSED Next Generation Learning Standards. The assessments specifically will focus on reading comprehension and ability to write a written response to a prompt based upon an informational text. Specifically, these assessments are designed to assess students' reading and writing skills in terms of writing responses to reading, the standards of focus emphasize critical thinking, analysis, foundational literacy skills, and effective communication. Students will cite textual evidence to support their responses; interpret texts and have clear organized responses. The assessments are designed to measure the students' ability to craft an evidence-based claim and analyze and synthesize information. The assessments will enable teachers and students to identify areas of strength and those in need of further instruction and practice through the use of a baseline assessment and the support of a rubric aligned specifically to the task and the NGLS being measured. The assessments support teacher assessment of curriculum and instruction that enable the development of student content skills and practices. The assessments also measure students' ability to ask and answer questions about key ideas in a text. The data provided by these assessments will be used to provide targeted small group instruction, intervention and enrichment.

The K-2 Literacy Skills Assessments will consist of a written response to a text which consists of a constructed response format. The assessment will be scored using a rubric which assesses comprehension, identifying main idea, analysis, organization, and word choice and conventions.

The 3-5 Literacy Assessments:

The 3-5 Literacy Assessments are based upon the NYSED NGLS for ELA and all content areas as they focus on skills and practices. The assessments will be used to measure a students' comprehension, ability to write a written response to a prompt and to interpret, organize, synthesize, evaluate information to support their responses. The assessments will focus specifically on standards requiring students to cite textual evidence, analyze and interpret sources, write an essay or response with a central theme or idea, and construct an argument. The assessments will be used to measure a students'

ability to craft an evidence-based argument using texts provided and requires students to develop and support their claim with relevant evidence and a well-thought-out rationale. This information will require teachers and students to identify areas of strength, and those in need of further instruction and practice through the use of a baseline assessment and the support of a rubric aligned specifically to the task and the NYS standards. The 3-5 Literacy Skills assessment will consist of a constructed response format. The assessments will be scored using an expository writing rubric which assesses key skills including purpose, evidence, elaboration and conventions.

The 6-12 Literacy Skills Assessments:

The 6-12 Literacy Skills Assessments are based upon the NYSED NGLS for each grade level. The standard assessed will include all of the reading and writing standards including citing text evidence, analyzing and interpreting texts, writing clear and coherent essays or responses with a focus on central ideas or themes, using relevant details and evidence from the text to support their arguments. The assessments used to determine a students' ability to craft an evidence-based argument using selected texts, developing a claim, analyzing and synthesizing information gathered from texts and supporting their claim with relevant evidence and well-thought-out reasoning. The assessments will enable teachers and students to identify strengths and areas in need of further instruction and practice through the use of a baseline assessment and the support of a rubric aligned to the task and standards being measured. The 6-12 Literacy Skills Assessment will consist of students reading texts and writing an argumentative essay. Students will need to identify the central idea or theme of the texts (articles), summarize the text by discussing how key ideas and details relate to the central idea. The rubric will be used to evaluate their ability to write an argumentative essay.

All assessments were developed using a regional collaboration in consultation with multiple school districts. All assessments are administered at the beginning and end of the school year. Proctoring of the assessments will be by teachers across all departments and grade levels. Scoring protocols will follow the same for all NYSED administered exams.

HOW IS THE SELECTED ASSESSMENT ALREADY BEING INTEGRATED/GOING TO BE INTEGRATED INTO THE CURRICULUM OF THE GRADE LEVEL/COURSE? HOW DOES THE SELECTED ASSESSMENT SUPPORT THE DAY-TO-DAY ACADEMIC GOALS OF THE EDUCATOR?

All of the K-12 Literacy Assessments are integrated into all content areas and noted explicitly in curriculum documents. The assessments are aligned to our philosophy that all teachers are teachers of reading and writing and skills/practices are explicitly taught in all content areas and grade levels. Our assessments are aligned the NYSED standards, practices and skills and designed to measure 1 year's growth. Teachers are expected to ensure standards, skills and practices are embedded in all of their daily lesson plans and that they follow the Monroe 2-Orleans BOCES NYSED standards aligned curriculum.

HOW DO YOU ENSURE THAT THE ASSESSMENT ACCURATELY CAPTURES IF STUDENTS HAVE MASTERED THE KEY CONCEPTS FOR THE GRADE LEVEL/COURSE? HOW IS THE ASSESSMENT ALIGNED WITH THE GRADE LEVEL/COURSE-RELEVANT LEARNING STANDARDS/NEXT GENERATION ASSESSMENT PRIORITIES?

We ensure that the assessment accurately captures if students mastered key concepts for the grade and course by using rubrics that are research-based, and based upon test specs, assessment blueprints. The rubrics are based on national and NYSED writing rubrics that have been modified to better meet the academic needs of our students. The rubrics have been aligned to the K-12 Next Generation Learning Standards so as to have an accurate assessment of students' skills and abilities. All formative assessments used throughout the year are aligned to scaffold student success on the assessments and ensure attainment or mastery of the standards.

HOW IS THE SELECTED ASSESSMENT SCORED? HOW ARE THE ASSESSMENT RESULTS EFFECTIVELY COMMUNICATED TO RELEVANT STAKEHOLDERS (STUDENTS, PARENTS, TEACHERS, ADMINISTRATORS, ETC.)? WHAT ARE THE ASSESSMENT SCORES THAT REFLECT THAT A STUDENT IS:

1. BELOW PROFICIENCY
2. APPROACHING PROFICIENCY
3. MEETING PROFICIENCY
4. DEMONSTRATING MASTERY

Monroe 2-Orleans BOCES has a well-articulated assessment plan and is communicated to all stakeholders in writing to begin the year and at the end of the year when final assessments are provided. The k-2 rubric assessment scores are based upon a 6-point rubric: 1-beginning; 2- Emergent; 3-Developing; 4-Capable; 5-Experienced; and 6 -Exceptional. The levels of performance are based upon NYSED writing standards and traits. The 3-12 rubric writing assessment scores are based on a 4-point rubric noting ranges of proficiency (1- Below proficiency;2-Progressing toward proficiency; 3-At Proficiency; and 4-Exceeds Proficiency). The levels of performance for each score are specific, based upon the NYS NGLS for ELA (specific to writing and responding to reading) and understood by all. Trainings have been provided to all teachers on the rubric and scoring.

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

The Literacy Tasks and rubrics used to score are all consistent for grade bands across our internal programs at Monroe 2-Orleans BOCES. All teachers are trained in the rubric used for the specific grade band and we ensure a teacher does not score their own students' papers. This ensures consistency of scoring across departments. All rubrics are research based and previously piloted.

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

The assessments maximize efficiency in that they are administered as part of the instructional day and used as a teaching tool to set target for individual students and base instruction, interventions and enrichment on how students performed on the assessments. The assessment results are used in a manner that is growth producing and targeted to ensure all students make 1 year of growth in literacy skills and practices.

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

These assessments are not done online but done in person and scored within a time frame that allows the results to be used for instruction.

PLEASE PROVIDE ANY ADDITIONAL INFORMATION THAT MAY BE USEFUL WHEN REVIEWING YOUR APPLICATION:

The literacy skills assessments have been approved and used very effectively since 2015. By expanding the use across all content areas, we are ensuring our students have the skills required to be college and career ready. We have multiple years of data noting the effectiveness and this has allowed us to move from compliance of the law to best practices and really ensuring all student grow and achieve.

Please complete the following section if the selected assessment is being used for the Required Student Performance subcomponent (SLOs) and/or is being used with Optional Student Performance subcomponent as an SLO:

Process for Measuring Student Growth:

Consistent with Department regulations and guidance, an SLO is an instructional planning tool developed at the start of an educator's course or building principal's school year that includes expectations for student growth. It should represent the most important learning aligned to national or state standards, as well as any other school and LEA priorities. The goals included in the SLO must be specific and measurable, based on available prior student learning data. Before setting targets for expected growth, educators will determine students' levels of preparedness at the start of the course by reviewing relevant baseline data. This baseline data may come from a variety of sources which include, but are not limited to, a student's prior academic history, pre-tests, or end of course assessments from the prior year.

SLOs are developed and approved through locally-determined processes consistent with the Commissioner's goal-setting process. SLOs should be based on the best available student data and should be ambitious and rigorous for all students. Superintendents must certify that all individual growth targets used for SLOs represent, at a minimum, one year of expected growth.

WHAT MEASURE(S) OF BASELINE DATA ARE USED IN CONJUNCTION WITH THE SELECTED ASSESSMENT TO MEASURE STUDENT GROWTH (SELECT ALL THAT APPLY):

☒ HISTORICAL DATA

☒ CURRENT COHORT

☒ PREVIOUS COHORT(S)

DESCRIBE HOW THE HISTORICAL DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH: WE LOOK AT CURRENT AND PREVIOUS COHORT DATA TO HELP DETERMINE THE LEVEL OF TEXTS SELECTED FOR THE ASSESSMENT. SPECIFICALLY, WE LOOK AT PAST PERFORMANCE ON THE MONROE 2-ORLEANS BOCES LITERACY TASKS, ELA BENCHMARK ASSESSMENT DATA, AND NYSED 3-8 OR NYSAA DATA. THIS BASELINE DATA IS BASED UPON NYSED LITERACY STANDARDS, SKILLS AND PRACTICES AND ENSURES WE ARE HELPING STUDENTS MASTER THE SKILLS FOR THEIR GRADE LEVEL. THIS IS DONE BY DISTRICT ADMINISTRATORS TO ENSURE ASSESSMENTS ARE RELIABLE AND VALID.

☐ EARLY COURSE FORMATIVE ASSESSMENT AND/OR OBSERVATIONAL DATA

DESCRIBE HOW THE EARLY COURSE FORMATIVE ASSESSMENT AND/OR OBSERVATIONAL DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:

☒ PRE-ASSESSMENT

DESCRIBE HOW THE PRE-ASSESSMENT INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH: THIS ASSESSMENT IS DESIGNED TO BE GIVEN AT THE BEGINNING AND END OF YEAR AND RESULTS ARE SHARED WITH TEACHERS/STUDENTS TO SET TARGETS FOR GROWTH. THIS IS A KEY PART OF OUR INSTRUCTIONAL PRACTICE AND ALLOWS US TO PROVIDE TARGETED SMALL GROUP INSTRUCTION, INTERVENTION AND/OR ENRICHMENT.

☐ OTHER

PLEASE SPECIFY: THE NATURE OF THE ASSESSMENT IS THAT ALIGNED TO A PORTFOLIO APPROACH.

DESCRIBE HOW THIS BASELINE DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:

PLEASE EXPLAIN HOW GROWTH TARGETS FOR EACH STUDENT ARE SET FOR THE SELECTED ASSESSMENT AND METHOD OF COLLECTING STUDENT LEVEL BASELINE DATA, INCLUDING HOW TARGETS ARE DIFFERENTIATED, AS NECESSARY, BASED ON THE INFORMATION PROVIDED BY THE BASELINE DATA. IN PARTICULAR, PLEASE EXPLAIN HOW THE ASSESSMENT IS USED WITH STUDENTS WHOSE PREPAREDNESS FOR THE COURSE/GRADE LEVEL IS VARIED:

Growth targets are set in accordance with the NYSED SLO guidance. The target setting model for SLOs involves the teacher and administrator working collaboratively to analyze pre-assessment data, NYSED Assessment data, and benchmark assessment data. Other factors that are considered as part of this process include factors such as special education, ELL designation, and past performance to set individualized targets for each student. This process ensures a differentiation of targets based upon individual student's skills and projected growth of 1 year. Once the assessments are administered and scored by someone other than the teacher being evaluated, the data is analyzed and scored.

FORM G**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION****APPLICANT CERTIFICATION FORM**

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria.

PLEASE SUBMIT ONE "FORM G" FOR EACH APPLICANT.

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	<input checked="" type="checkbox"/>
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	<input checked="" type="checkbox"/>
If used with a Student Learning Objective, the assessment can be used to measure one year's expected growth for individual students.	<input checked="" type="checkbox"/>
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	<input checked="" type="checkbox"/>
For assessments previously used under Education Law §3012-c, Education Law §3012-d under RFQ #15-001, or for purposes other than educator evaluation, the assessment results in differentiated student-level performance. If the assessment has not produced differentiated results in prior school years, the applicant assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	<input checked="" type="checkbox"/>
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.	<input checked="" type="checkbox"/>
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request. ⁴	<input checked="" type="checkbox"/>

⁴ Please note, pursuant to [Section 2.2](#) of this RFQ, an assessment may be removed from the approved list if such assessment does not comply with one or more of the criteria for approval set forth in this RFQ

To be completed by the Copyright Owner/Assessment Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative
2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Monroe 2-Orleans Boces 1. Name of LEA (PLEASE PRINT/TYPE)	M Pearson 4. Signature of School Representative
Marijo Pearson 2. School Representative's Name (PLEASE PRINT/TYPE)	11/7/2023 5. Date Signed
Assistant Superintendent for Curriculum, Instruction & PD 3. Title of School Representative (PLEASE PRINT/TYPE)	