



**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:	Norwich City School District
Assessment Provider Contact Information:	Gerard O'Sullivan GOSullivan@norwichcsd.org
Name of Assessment:	K-2 Physical Education
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILES <input type="checkbox"/> PROJECTION MODELS <input type="checkbox"/> VALUE-ADDED MODELS <input type="checkbox"/> OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-2
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Physical Education (PE)
What are the technology requirements associated with the assessment?	The assessments are performance based and do not require additional technology for completion. Data from SLO's will be stored electronically.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> 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 Norwich City School District K-2 Physical Education assessments are performance based assessments aligned to the New York State Standards for Physical Education and are vertically aligned according to the learning progressions that measure academic growth over time. Across all grade levels, the K-2 Physical Education assessments measure the development of foundational skills as they relate to movement, safety and community resources that is embedded into regular classroom instruction and incorporates relevant, actionable feedback. Movement fluency, awareness and comprehension are the hallmarks of early physical movement skills. These skills are measured on the K-2 Physical Education assessments through locomotor movement and vertical alignment records. The data provided by these assessments is used to provide targeted small group instruction, intervention and enrichment. The NCSD K-2 Physical Education (PE) assessments are seamlessly administered in a reasonable timeframe over a period of days in conjunction with regular classroom instruction. The assessments are administered to all students at the same time providing IEP, 504 and ELL driven accommodations as required. Specific directions are included at each grade level which outline directions and protocols for test administration. This is reviewed with all teachers prior to administering the SLO assessments.

The NCSD K-2 Physical Education (PE) SLO assessments are scored by a PE teacher at the same grade level who is not the student's classroom teacher and who has no vested interest in the outcome of the assessment. Specific assessment criteria are outlined for each grade level. Trained staff record scores for each student using both an individual cover sheet and a group spreadsheet. Scores are uploaded to mylearningplan.com by the assessment raters where raw scores are then converted to a teacher rating for APPR purposes.

Administration of the NCSD K-2 Physical Education (PE) assessments is supported by school administrators and district-wide staff developers. Annual training and instruction is provided to teachers prior to the administration of the assessment. School administrators ensure proper security for the storage of local assessments prior to and following the test 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.

The vertical alignment of the NCSD Physical Education Assessment system allows for the collection of historical data over time as measured against learning progressions. Each fall, teachers are provided with historical student performance data for all of their students measured by the NCSD Local K-2 Physical Education Assessment. Once all teachers have received all of their student performance data and have gathered preliminary informal pre-assessment data for the current school year, individual teachers begin the target setting process. Working with district-wide administrators each teacher sets an appropriate target for their SLO and enters the target into the SLO Template on mylearningplan.com. School-level and district-level administrator's review all SLO targets and give final approval before the SLO is accepted.

The SLO Template in mylearningplan.com allows for the HEDI scale to be preloaded according to the NYSED requirements. Following the completion of the NCSD K-2 Physical Education Assessment, scoring in the spring, scores are uploaded into mylearningplan.com. The scores are then converted to a HEDI rating according to the NYSED metric.

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):	
Assessments Woven Tightly Into the Curriculum:	As a school district, we are committed to assessments that are woven tightly into the curriculum. Our curriculum is designed into units of study including team sports, individual sports, fitness, wellness, rhythm, and locomotor movement across the school year. Units are implemented over weeks and incorporate all genres, forms and materials in the movement arena. Planning and implementation support is provided to teachers from our Physical Education Director and Building Principal. Our NCSD K-2 Physical Education Assessment is strategically placed as the fundamental movement performance activity needed for all units of study based on the content and skills being measured in the assessment.
Performance Assessment:	The NCSD K-2 Physical Education Assessment requires that all students demonstrate understanding through the production of quality work. Students are given clear instructions and guidelines for the required tasks and receive relevant, actionable feedback from teachers. Using engaging resources, equipment, and problems that are relevant and meaningful to students, the aligned assessment task provides a scoring system that is multi-dimensional and allows for clear information that guides instruction and individual student growth.
Efficient Time-Saving Assessments:	The assessments are embedded within daily instruction which is an efficient use of time while engaged in meaningful learning experiences.
Technology:	Technology is used as a mechanism for storing data and not for administering the assessment.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A



STUDENT ASSESSMENTS FOR TEACHER AND PRINCIPAL EVALUATION

FORM H

APPLICANT CERTIFICATION FORM –ASSESSMENTS FOR USE WITH STUDENT LEARNING OBJECTIVES

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

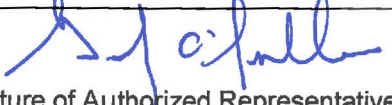
PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	<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"/>
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, 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 2.3 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:

<p>Norwich City School District 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Gerard O'Sullivan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed 1-15-14</p>
<p>Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p>4. Signature of School Representative (PLEASE USE BLUE INK)</p>
<p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed</p>
<p>3. Title of School Representative (PLEASE PRINT/TYPE)</p>	



**STUDENT ASSESSMENTS
AND ASSOCIATED GROWTH MODELS FOR
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FORM C

PUBLICLY AVAILABLE SERVICES SUMMARY

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Assessment Provider Information	
Name of Assessment Provider:	Norwich City School District
Assessment Provider Contact Information:	Gerard O'Sullivan GOSullivan@norwichcsd.org
Name of Assessment:	K-2 General Music
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILES <input type="checkbox"/> PROJECTION MODELS <input type="checkbox"/> VALUE-ADDED MODELS <input type="checkbox"/> OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-2
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	General Music
What are the technology requirements associated with the assessment?	The assessments are performance based and do not require additional technology for completion. Data from SLO's will be stored electronically.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> 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 Norwich City School District K-2 music assessments are performance based assessments aligned to the New York State Learning Standards for Music and are vertically aligned according to the learning progressions that measure academic growth over time. Across all grade levels, the K-2 music assessments measure the development of foundational skills as they relate to music literacy and listening in an active manner that is embedded into regular classroom instruction and incorporates relevant, actionable feedback. Rhythm, pitch and listening responses are the hallmarks of early music skills. These skills are measured on the K-2 music assessments through identification, dictation, labeling, and listening responses. The data provided by these assessments is used to provide targeted small group instruction, intervention and enrichment.

The NCSD K-2 General Music assessments are seamlessly administered in a reasonable timeframe over a period of days in conjunction with regular classroom instruction. The assessments are administered to all students at the same time providing IEP, 504 and ELL driven accommodations as required. Specific directions are included at each grade level which outline directions and protocols for test administration. This is reviewed with all teachers prior to administering the SLO assessments.

The NCSD K-2 General Music SLO assessments are scored by a music teacher who is not the student's classroom teacher and who has no vested interest in the outcome of the assessment. Specific assessment criteria are outlined for each grade level. Trained staff record scores for each student using both an individual cover sheet and a group spreadsheet. Scores are uploaded to mylearningplan.com by the assessment raters where raw scores are then converted to a teacher rating for APPR purposes.

Administration of the NCSD K-2 General Music assessments is supported by school administrators and district-wide staff developers. Annual training and instruction is provided to teachers prior to the administration of the assessment. School administrators ensure proper security for the storage of local assessments prior to and following the test 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.

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):

Assessments Woven Tightly Into the Curriculum:

As a school district, we are committed to assessments that are woven tightly into the curriculum. Our curriculum is designed in music units of study including creation,

	<p>performance, response and analysis across the school year. Units are implemented over several weeks and incorporate a variety of genres, forms and materials. Planning and implementation support is provided to teachers through collaborative meetings as well as district wide professional development opportunities.</p> <p>The NCSD Music Assessment is strategically placed as the culminating performance activity for specific units of study based on the content and skill being measured in the assessment. The data provided from the assessments helps to support the learning outcomes of the New York State Learning Standards for Music through classroom instruction.</p>
Performance Assessment:	<p>The NCSD Music Assessment tasks require that all students demonstrate understanding of music elements through identification, dictation, listening and vocabulary. Students are given clear instructions and guidelines for the required tasks. The aligned assessment tasks provide a scoring system that is multi-dimensional and allows for clear information that guides instruction and individual student growth.</p>
Efficient Time-Saving Assessments:	<p>The assessments are embedded within daily instruction which is an efficient use of time while engaged in meaningful learning experiences.</p>
Technology:	<p>Technology is used as a mechanism for storing data and not for administering the assessment.</p>
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	<p>N/A</p>



STUDENT ASSESSMENTS FOR TEACHER AND PRINCIPAL EVALUATION

FORM H

APPLICANT CERTIFICATION FORM –ASSESSMENTS FOR USE WITH STUDENT LEARNING OBJECTIVES

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


PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	<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"/>
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, 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 2.3 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:

<p>Norwich City School District 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Gerard O'Sullivan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>1.20.16 5. Date Signed</p>
<p>Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p>4. Signature of School Representative (PLEASE USE BLUE INK)</p>
<p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed</p>
<p>3. Title of School Representative (PLEASE PRINT/TYPE)</p>	



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FORM C

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Assessment Provider Information	
Name of Assessment Provider:	Norwich City Schools
Assessment Provider Contact Information:	Mr. Gerard O'Sullivan, Superintendent of Schools
Name of Assessment:	NCS D Local Visual Arts Assessment
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILES <input type="checkbox"/> PROJECTION MODELS <input type="checkbox"/> VALUE-ADDED MODELS <input type="checkbox"/> OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Visual Arts
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?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> 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)

NCSD Local Assessment Overview

The Norwich City School District Local Visual Arts Assessment is a K-12 performance-based system. The NCSD Local Assessment incorporates the NYS Visual Arts Standards, Common Core State Standards in Reading and Writing, and is vertically aligned according to the learning progressions that measure academic growth over time.

Across all grade levels, the NCSD Local Visual Arts Assessment measures creativity, critical thinking, problem-solving and content acquisition in a hands-on, active manner that is embedded into regular instruction and incorporates relevant, actionable feedback.

The NCSD Local Visual Arts Assessment is administered over a period of days with specific instructions that are presented to the students based on their developmental level. Subject specific checklists have been developed that allow for students to independently complete the required tasks of the NCSD Local Visual Arts Assessment. The NCSD Local Visual Arts Assessment is administered to all students at the same time providing IEP and 504 driven accommodations as required.

The NCSD Local Visual Arts Assessment is scored each spring during release time that is dedicated to scoring and reporting. Individual assessments are scored against a multi-dimensional rubric that is vertically aligned by content area (Visual Arts) and aligned to the CCLS. Teachers do not score the assessments of their students. Scores are uploaded to mylearningplan.com by the assessment raters where the raw scores are then converted to a teacher rating for APPR purposes.

Administration of the NCSD Local Visual Arts Assessment is supported by school administrators and district-wide Art Department Chair. Annual training and instruction is provided to teachers prior to administration of the local assessment. School administrators ensure proper security for the storage of local assessments prior to and following the 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 create teacher-level scores, and how those teacher-level scores are converted to New York State's 0-20 metric.

SLO Target Setting

The vertical alignment of the NCSD Local Visual Arts Assessment system allows for the collection of historical data over time as measured against learning progressions. Each fall, teachers are provided with historical student performance data for all of their students measured by the NCSD Local Visual Arts Assessment. Once all teachers have received all of their student performance data and have gathered preliminary informal pre-assessment data for the current school year, individual teachers begin the target setting process. Working with district-wide administrators and Art Department Chair, each teacher sets an appropriate target for their SLO and enters the target into the SLO Template on mylearningplan.com. School-level and district-level administrator's review all SLO targets and give final approval before the SLO is accepted.

The SLO Template in mylearningplan.com allows for the HEDI scale to be preloaded according to the NYSED requirements. Following the completion of the NCSD Local Visual Arts Assessment, scoring in the spring, scores are uploaded into mylearningplan.com. The scores are then converted to a HEDI rating according to the NYSED metric.

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):	
Assessments Woven Tightly Into the Curriculum:	<p>As a school district, we are committed to assessments that are woven tightly into the curriculum. Our curriculum is designed into units of study of including art history, production, aesthetics and analysis across the school year. Units are implemented over weeks and incorporate all genres, forms and materials in the Visual Arts. Planning and implementation support is provided to teachers from our Art Department Chair and outside consultants from NYSATA (New York State Art Teachers Association). Our NCSD Local Visual Arts Assessment is strategically placed as the culminating performance activity for specific units of study based on the content and skills being measured in the assessment.</p>
Performance Assessment:	<p>The NCSD Local Visual Arts Assessment requires that all students demonstrate understanding through the production of quality works. Students are given clear instructions and guidelines for the required tasks and receive relevant, actionable feedback from teachers. Using engaging resources, texts, and problems that are relevant and meaningful to students, the aligned assessment task provides a scoring system that is multi-dimensional and allows for clear information that guides instruction and individual student growth.</p>

Efficient Time-Saving Assessments:	The strategic placement of our NCSD Local Visual Arts Assessment as the culminating performance at the end of specific units of study allows for efficient use of time while engaged in a meaningful learning experience. As with most performance-based assessments, our local assessment is administered over multiple class sessions throughout the school year.
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):	As our application is only for use with SLO's, this section is not applicable.



STUDENT ASSESSMENTS FOR TEACHER AND PRINCIPAL EVALUATION

FORM H

APPLICANT CERTIFICATION FORM –ASSESSMENTS FOR USE WITH STUDENT LEARNING OBJECTIVES

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

PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	<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"/>
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, 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. ²	<input checked="" type="checkbox"/>

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:

Norwich City Schools 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Mr. Gerard O'Sullivan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE BLUE INK)
2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 11-2-15
3. Title of School Representative (PLEASE PRINT/TYPE)	



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Assessment Provider Information	
Name of Assessment Provider:	Norwich City Schools
Assessment Provider Contact Information:	Gerard O'Sullivan, Superintendent of Schools
Name of Assessment:	High School Health assessment
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <div style="margin-left: 20px;"> <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILES <input type="checkbox"/> PROJECTION MODELS <input type="checkbox"/> VALUE-ADDED MODELS <input type="checkbox"/> OTHER: </div>
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	9
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	High School 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?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> 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 Norwich High School health assessment is designed for students in the 9th grade. The performance based system will be used with this assessment. This assessment was created to measure the student's knowledge in the different areas of health. Subjects used in the assessment include; mental/ emotional health, physical fitness, nutrition, HIV/AIDS, STIs, reproduction, child development, body systems, tobacco/Alcohol/drugs, safety, First Aid, and relationships.

The exam is designed to be administered within one 40 minute class. Students will receive the assessment and a Scan-Tron answer sheet. The assessment will be administered to all students at the same time providing accommodations to students with IEP and 504 plans.

The Norwich High School family consumer science teacher scores the exams. The assessments scores are uploaded into mylearninplan.com under the high school health teacher's account where the raw scores are then converted to a teacher rating for APPR purposes.

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.

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 curriculum for high school health is broken up into different units including; mental/ emotional health, physical fitness, nutrition, HIV/AIDS, STIs, reproduction, body systems, tobacco/Alcohol/drugs, safety, child development, First Aid and relationships. During each unit students are given projects, journals, worksheets and quizzes that prepare them for the final assessment.
Performance Assessment:	The assessment consists of 60 multiple choice questions covering multiple Health topics.
Efficient Time-Saving Assessments:	Students are able to take the full 60 question assessment with in one 40 minute class period
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



STUDENT ASSESSMENTS FOR TEACHER AND PRINCIPAL EVALUATION

**FORM
H**

APPLICANT CERTIFICATION FORM –ASSESSMENTS FOR USE WITH STUDENT LEARNING OBJECTIVES

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

PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

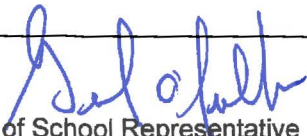
The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	<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"/>
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 type="checkbox"/>
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.	<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 2.3 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:

Norwich City Schools 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Gerard O'Sullivan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE BLUE INK) 
2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 1-5-14
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:	Norwich City School District
Assessment Provider Contact Information:	Gerard O'Sullivan GOSullivan@norwichcsd.org
Name of Assessment:	K-2 ELA
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILES <input type="checkbox"/> PROJECTION MODELS <input type="checkbox"/> VALUE-ADDED MODELS <input type="checkbox"/> OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-2
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?	The assessments are performance based and do not require additional technology for completion. Data from SLO's will be stored electronically.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> 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 Norwich City School District K-2 ELA assessments are performance based assessments aligned to the Common Core State Standards for English Language Arts and are vertically aligned according to the learning progressions that measure academic growth over time. Across all grade levels, the K-2 ELA assessments measure the development of foundational skills as they relate to literature, informational text and writing in an active manner that is embedded into regular classroom instruction and incorporates relevant, actionable feedback. Decoding, fluency and comprehension are the hallmarks of early literacy skills. These skills are measured on the K-2 ELA assessments through story reading, comprehension questions, word reading and running records. The data provided by these assessments is used to provide targeted small group instruction, intervention and enrichment.

The NCSD K-2 ELA assessments are seamlessly administered in a reasonable timeframe over a period of days in conjunction with regular classroom instruction. The assessments are administered to all students at the same time providing IEP, 504 and ELL driven accommodations as required. Specific directions are included at each grade level which outline directions and protocols for test administration. This is reviewed with all teachers prior to administering the SLO assessments.

The NCSD K-2 ELA SLO assessments are scored by a teacher at the same grade level who is not the student's classroom teacher and who has no vested interest in the outcome of the assessment. Specific assessment criteria are outlined for each grade level. Trained staff record scores for each student using both an individual cover sheet and a group spreadsheet. Scores are uploaded to mylearningplan.com by the assessment raters where raw scores are then converted to a teacher rating for APPR purposes.

Administration of the NCSD K-2 ELA assessments is supported by school administrators and district-wide staff developers. Annual training and instruction is provided to teachers prior to the administration of the assessment. School administrators ensure proper security for the storage of local assessments prior to and following the test 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.

The vertical alignment of the NCSD English Language Arts curriculum allows for the collection of historical data over time as measured against the learning progressions of the Common Core State Standards. Each fall, teachers are provided with historical student performance data for all of their students as indicated in the student portfolio. Once all teachers have received all of their student performance data and have gathered preliminary, informal pre-assessment data for the current school year, grade level teams of teachers begin the target setting process. Working with district administrators in grade level teams to collaboratively analyze the historical data, teachers set appropriate targets for their SLO. These targets are entered into the SLO template and uploaded to mylearningplan.com. Building and district level administrators review all SLO targets and give final approval before the SLO is accepted.

The SLO template in mylearningplan.com allows for the HEDI scale to be preloaded according to NYSED requirements. Following the scoring completion of the NCSD K-2 ELA assessments, the scores are uploaded to mylearningplan.com. Based on the percentage of students achieving their target, this score is then converted to a HEDI rating according to the NYSED metric.

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 NCSD define a high quality ELA assessment as one that is aligned to NYS CCSS, is used to measure literacy development of students, is developmentally appropriate, is rigorous and accessible and provides data and actionable feedback to inform instruction and curricular decisions. The K-2 ELA assessments have been designed to provide this balance, include rigor, contain developmentally appropriate texts and questions that are of high quality. The assessments develop the foundational skills which are critical at this level through the use of literary and informational texts.
Assessments Woven Tightly Into the Curriculum:	As a school district, we are committed to assessments that are woven tightly into the curriculum. Our curriculum is designed in ELA units of study across the school year. Units are implemented over several weeks and incorporate all genre of reading and writing along with requisite foundational skills. Planning and implementation support is provided to teachers through daily collaborative meetings as well as district wide professional development opportunities. Assessment is strategically placed as the culminating performance activity for specific units of study based on the content and skill being measured in the assessment. The data provided from the assessments helps to support the learning outcomes of the CCSS through classroom instruction.
Performance Assessment:	The aligned K-2 ELA assessment tasks require that all students demonstrate understanding of the ELA learning targets through story reading, comprehension, word reading and fluency. Students are given clear instructions and guidelines for the required tasks. The aligned assessment tasks provide a scoring system that is multi-dimensional and allows for clear information that guides instruction and individual student growth.
Efficient Time-Saving Assessments:	The assessments are embedded within daily instruction which is an efficient use of time while engaged in meaningful learning experiences.
Technology:	Technology is used as a mechanism for storing data and not for administering the assessment.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A



STUDENT ASSESSMENTS FOR TEACHER AND PRINCIPAL EVALUATION

FORM H

APPLICANT CERTIFICATION FORM –ASSESSMENTS FOR USE WITH STUDENT LEARNING OBJECTIVES

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


PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	<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"/>
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, 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 2.3 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:

<p>Norwich City School District 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Gerard O'Sullivan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed 12-7-15</p>
<p>Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p>4. Signature of School Representative (PLEASE USE BLUE INK)</p>
<p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed</p>
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**STUDENT ASSESSMENTS
AND ASSOCIATED GROWTH MODELS FOR
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FORM C

PUBLICLY AVAILABLE SERVICES SUMMARY

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Assessment Provider Information	
Name of Assessment Provider:	Norwich City School District
Assessment Provider Contact Information:	Gerard O'Sullivan GOSullivan@norwichcsd.org
Name of Assessment:	K-2 Mathematics
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILES <input type="checkbox"/> PROJECTION MODELS <input type="checkbox"/> VALUE-ADDED MODELS <input type="checkbox"/> OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-2
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Mathematics
What are the technology requirements associated with the assessment?	The assessments are performance based and do not require additional technology for completion. Data from SLOs will be stored electronically.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> 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 Norwich City School District K-2 Mathematics assessments are performance based assessments aligned to the Common Core State Standards for Mathematics and are vertically aligned according to the learning progressions that measure academic growth over time. Across all grade levels, the K-2 Mathematics assessments measure the development of foundational skills as they relate to Counting & Cardinality, Operations & Algebraic Thinking, Number & Operation in Base Ten, and Measurement & Data in an active manner that is embedded into regular classroom instruction and incorporates relevant, actionable feedback. Problem solving, number sense and fluency are the foundational skills in mathematics. These skills are measured on the K-2 Math assessments through performance tasks, fluency and word problems. The data provided by these assessments is used to provide targeted small group instruction, intervention and enrichment.

The NCSD K-2 Math assessments are seamlessly administered in a reasonable timeframe over a period of days in conjunction with regular classroom instruction. The assessments are administered to all students at the same time providing IEP, 504 and ELL driven accommodations as required. Specific directions are included at each grade level which outline directions and protocols for test administration. This is reviewed with all teachers prior to administering the SLO assessments.

The NCSD K-2 Mathematics SLO assessments are scored by a teacher at the same grade level who is not the student's classroom teacher and who has no vested interest in the outcome of the assessment. Specific assessment criteria are outlined for each grade level. Trained staff record scores for each student using both an individual cover sheet and a group spreadsheet. Scores are uploaded to mylearningplan.com by the assessment raters where raw scores are then converted to a teacher rating for APPR purposes.

Administration of the NCSD K-2 Math assessments is supported by school administrators and district-wide staff developers. Annual training and instruction is provided to teachers prior to the administration of the assessment. School administrators ensure proper security for the storage of local assessments prior to and following the test 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 create teacher-level scores, and how those teacher-level scores are converted to New York State's 0-20 metric.

The vertical alignment of the NCSD Mathematics curriculum allows for the collection of historical data over time as measured against the learning progressions of the Common Core State Standards. Each fall, teachers are provided with historical student performance data for all of their students as indicated in the student portfolio. Once all teachers have received all of their student performance data and have gathered preliminary, informal pre-assessment data for the current school year, grade level teams of teachers begin the target setting process. Working with district administrators in grade level teams to collaboratively analyze the historical data, teachers set appropriate targets for their SLO. These targets are entered into the SLO template and uploaded to mylearningplan.com. Building and district level administrators review all SLO targets and give final approval before the SLO is accepted.

The SLO template in mylearningplan.com allows for the HEDI scale to be preloaded according to NYSED requirements. Following the scoring completion of the NCSD K-2 Mathematics assessments, the scores are uploaded to mylearningplan.com. Based on the percentage of students achieving their target, this score is then converted to a HEDI rating according to the NYSED metric.

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 NCSD defines a high quality mathematics assessment as one that is aligned to NYS CCSS, is used to measure a progression of mathematics skills, is developmentally appropriate, is rigorous and accessible and provides data and actionable feedback to inform instruction and curricular decisions. The K-2 mathematics assessments have been designed to provide this balance, include rigor, contain developmentally appropriate texts and questions that are of high quality. These assessments have been reviewed by a Math Specialist at BOCES and have been compared against the assessment rubric from Achieve the Core for alignment to the standards, rigor and relevance. The mathematics assessments reflect both the State standards and the shifts essential to a high quality mathematics assessment.

Assessments Woven Tightly Into the Curriculum:

As a school district, we are committed to assessments that are woven tightly into the curriculum. Our mathematics curriculum is designed in units of study across the school year. Units are implemented over several weeks and incorporate all aspects of mathematics. Planning and implementation support is provided to teachers through daily collaborative meetings as well as district wide professional development opportunities. Assessment is strategically placed as the culminating performance activity for specific units of study based on the content and skill being measured in the assessment. The data provided from the assessments helps to support the learning outcomes of the CCSS through classroom instruction.

Performance Assessment:	The aligned K-2 Mathematics assessment tasks require that all students demonstrate understanding of the Math learning targets through performance tasks, fluency and word problems. Students are given clear instructions and guidelines for the required tasks. The aligned assessment tasks provide a scoring system that is multi-dimensional and allows for clear information that guides instruction and individual student growth.
Efficient Time-Saving Assessments:	The assessments are embedded within daily instruction which is an efficient use of time while engaged in meaningful learning experiences.
Technology:	Technology is used as a mechanism for storing data and not for administering the assessment.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A



STUDENT ASSESSMENTS FOR TEACHER AND PRINCIPAL EVALUATION

FORM H

APPLICANT CERTIFICATION FORM –ASSESSMENTS FOR USE WITH STUDENT LEARNING OBJECTIVES

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

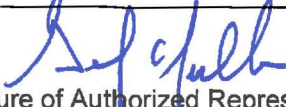
PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	<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"/>
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, 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 2.3 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:

<p>Norwich City School District 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Gerard O'Sullivan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed 1.20.16</p>
<p>Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p>4. Signature of School Representative (PLEASE USE BLUE INK)</p>
<p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed</p>
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**STUDENT ASSESSMENTS
AND ASSOCIATED GROWTH MODELS FOR
TEACHER AND PRINCIPAL EVALUATION**

FORM C

PUBLICLY AVAILABLE SERVICES SUMMARY

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Assessment Provider Information	
Name of Assessment Provider:	Norwich City Schools
Assessment Provider Contact Information:	Gerard O'Sullivan, Superintendent of Schools
Name of Assessment:	POE Assessment
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILES <input type="checkbox"/> PROJECTION MODELS <input type="checkbox"/> VALUE-ADDED MODELS <input type="checkbox"/> OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	9-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	POE
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?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> 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 Norwich High School Local Principles of Engineering (POE) Assessment is a 9-12 performance-based system. It is designed based on the POE curriculum created by Project Lead the Way (PLTW). This assessment is created to measure student's knowledge in simple machines, pulleys, gears, centroids, stresses, strains, and static equilibrium.

The exam is designed to be administered in two 40-minute class bells. Students receive an exam question booklet and may use a calculator. The NCSD POE Assessment is administered to all students at the same time providing IEP and 504 driven accommodations as required.

The Norwich Middle School technology teacher scores exams and uploads them to mylearninplan.com under the high school technology teacher's account where the raw scores are then converted to a teacher rating for APPR purposes.

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.

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):	
Assessments Woven Tightly Into the Curriculum:	The curriculum for POE is broken up in to multiple units based on energy and power, materials and structures, control systems, and kinematics. During those units students are given multiple projects and classwork to check for understanding of the material covered in the assessment. Also, the questions on the assessment are directly from different worksheets that students work on over the school year, but the numbers are changed to be sure that students understand the material and didn't just memorize worksheets.
Performance Assessment:	The POE assessment consists of 10 multi-part mathematic questions fashioned after the units covered throughout the POE curriculum.
Efficient Time-Saving Assessments:	This assessment is designed to be taken during two 40-minute class bells, this is so students have plenty of time to properly calculate the answers to the problems.
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):	As our application is only for use with SLO's, this section is not applicable.



STUDENT ASSESSMENTS FOR TEACHER AND PRINCIPAL EVALUATION

FORM H

APPLICANT CERTIFICATION FORM –ASSESSMENTS FOR USE WITH STUDENT LEARNING OBJECTIVES

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

PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

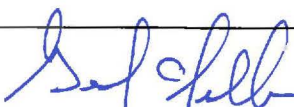
The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	<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"/>
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 type="checkbox"/>
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.	<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 2.3 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:

<p>Norwich City Schools 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p>4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Gerard O'Sullivan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed</p>
<p>Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p> 4. Signature of School Representative (PLEASE USE BLUE INK)</p>
<p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>11-2-15 5. Date Signed</p>
<p>3. Title of School Representative (PLEASE PRINT/TYPE)</p>	