



**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.

<b>Assessment Provider Information</b>	
Name of Assessment Provider:	Royalton-Hartland CSD
Assessment Provider Contact Information:	Sheila Murphy, Assistant Superintendent
Name of Assessment:	K-12 RHCS D Assessments
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 courses that did not culminate in a State Assessment as checked and listed on form B-1
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	See Form B-1
What are the technology requirements associated with the assessment?	Varies with assessments: calculators, timers, computers
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)

**Description:** The assessments are aligned to NYS Standards for the subject area as well as the NYS CCLS.  
**How administered:** Pre-assessments will be administered in the beginning of the school year during one class period and/or use of historical data when available to minimize testing for students.  
**How scores are reported:** Scores are reported using our Student Information System.  
**How implemented:** The assessments are administered using the guidelines dictated in the NYSED School Administration Manual. All test are secured and provided the day of the assessment period.

**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.**

Royalton-Hartland CSD has created assessments for various subject areas in grades K-12 that can be utilized for purposes of determining growth measures for students. These assessments are created with a pre-assessment and post-assessment that are aligned to New York State Learning Standards and New York State Common Core Learning Standards. The assessments are created to be administered in one class period and using standard assessment administration protocols that follow other standardized assessment rules. (i.e. The New York State Assessments) The assessments are reviewed and scored by educators who are not vested in the outcome of the exam. The exams are stored in a secured location prior to the administering of the assessments and all assessment materials are stored for one calendar year after the administration and scoring of the exam.  
 Teachers will identify individual targets for each student determined by their baseline data from the pre-assessments. The 0-20 HEDI metric as prescribed by NYSED will be utilized based on the percentage of students meeting their target from the post-assessment.

**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.

<b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b>	The assessments reflect alignment and adherence to the New York State Common Core Learning Standards
<b>Assessments Woven Tightly Into the Curriculum:</b>	The assessments are reviewed by administrators to assure that the tests are aligned to standards and curriculum that is being instructed in the classrooms. The assessments not only are created for summative information on growth but provide the necessary data to inform instruction.
<b>Performance Assessment:</b>	Dependent on the course, assessments will provide some items of performance such as writing and or explaining, illustrating their (students’) answers. Whenever possible students will perform or create an authentic task based on their unit of study. (i.e. speaking for LOTE)
<b>Efficient Time-Saving Assessments:</b>	The assessments developed will be based on course of study as part of the curriculum, instructional process for each class.
<b>Technology:</b>	Technology will be incorporated based on the class and the task to be completed for each assessment.



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**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.

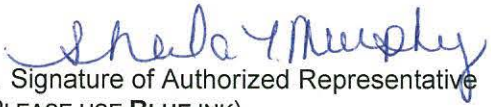
PLEASE SUBMIT ONE “FORM H” FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

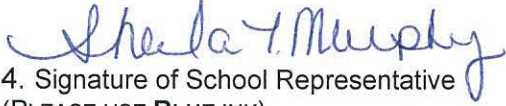
The Applicant makes the following assurances:

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. <sup>4</sup>	<input checked="" type="checkbox"/>

<sup>4</sup> 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:**

Royalton-Hartland CSD 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Sheila T. Murphy 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5/20/2016 5. Date Signed
Assistant Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Royalton Hartland CSD 1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Representative (PLEASE USE BLUE INK)
Sheila T. Murphy 2. School Representative's Name (PLEASE PRINT/TYPE)	5/20/2016 5. Date Signed
Assistant Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	