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:	Spackenkill Union Free School District
ASSESSMENT PROVIDER CONTACT INFORMATION:	Dr. Paul M. Fanuele, Superintendent of Schools paul.fanuele@sufsdny.org; 845-463-7800
NAME OF ASSESSMENT:	K-2 Math
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	☑ REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) ☐ OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT PLEASE SPECIFY: ☐ A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT ☐ A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL ☐ A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO ☐ A PERFORMANCE INDEX ☐ AN ACHIEVEMENT BENCHMARK ☐ 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?	Kindergarten, Grade 1, Grade 2 Math
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	n/a
IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAS IN NEW YORK STATE?	☐ YES ☑ 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 Grades K, 1, and 2 assessments build on math skills across the grades and measure students' abilities to meet Next Generation Learning Standards by reasoning both abstractly and quantitatively. These guidelines set by New York State are the foundation for our curriculum, instruction and assessment in mathematics.

Mathematics concepts are built in a coherent way so that conceptual understanding builds throughout the continuum and are based on a balance of real-world application and fluency. There are key fluencies, identified by grade, that are practiced daily in each classroom.

The Kindergarten assessment measures students' ability to solve problems using both pictures (objects and drawings) and numbers. They complete addition and subtraction sentences; count forward in a number range of 1 to 100 without beginning at 1; and identify and sort two-dimensional shapes (squares, circles, rectangles) and three-dimensional shapes, (cones, cubes, spheres). They also identify the number of pictures shown by coloring in corresponding boxes. By counting the number of objects in combined sets or counting the number of objects that remain in a set after some are taken away, students develop their ability to answer quantitative questions. In addition, students demonstrate an understanding of such language as "more than," "less than," "longer than," and "greater than."

For the Grade 1 Assessment, students solve problems that include pictures, numbers, or a combination. They use a number line to perform addition and develop an understanding of linear measurement. Students fill in the blanks in addition and subtraction sentences. They find the sum by changing the orders of the addends and count by ones to write missing numbers. The assessment also has students identify true and false numeric equations. They also compare numbers. They perform addition and subtraction equations that relate three whole numbers. They build number sense by thinking of whole numbers between 10 and 100 in terms of tens and ones. Students tell and write time in hours and half hours in analog and digital clocks, employing such terms as "o'clock" and "half past" to tell time.

The Grade 2 Assessment focuses on building addition and subtraction, with an emphasis on fluency with two-step word problems using addition and subtraction. Students demonstrate their understanding of the base-ten system. Problems measure their ability to understand place value to find missing numbers, count by tens, and count by hundreds. They compare 2-digit and 3-digit numbers to determine which are of greater, less or equal value. They use mental strategies to calculate sums and differences for numbers with only tens or only hundreds. Students demonstrate their knowledge of the sequence of numbers by counting by tens and hundreds.

Assessments are administered as follows: Thirty minutes prior to the testing administration time, the teachers and proctors pick up, count, and sign out the test materials from the Assistant Superintendent. Tests are administered in a time frame consistent with State and local requirements, to ensure test security and so that students can do their best. A class roster is completed on the day of testing to account for students who are absent and require a make-up test. When tests are complete, all testing materials are collected and counted by the classroom teacher. Completed testing materials are recounted, bound appropriately, and kept in a secure location. Make-up tests are conducted within the allotted time frame. Neither teachers nor principals will have a vested interstate in the outcome of the assessments they score. Grading keys are included and scoring rubrics with detailed instructions are provided.

The District collects data on achievement on statewide assessments utilizing the eSchoolData Student Management System (SMS). The District Data Coordinator transfers data to and from the Mid-Hudson Regional Information Center (MHRIC) and NYSED Data Warehouse Systems (SIRS). Scores are uploaded into the eSchoolData Parent Portal.

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?
SUFSD teachers strive to make each assessment an integral part of the curriculum in order to ensure that learning standards are reviewed at critical times. Teachers divide the curriculum into defined, weeks-long units of study, or curriculum maps, ensuring that the curriculum assessment measures knowledge acquired that is specific to the content and skills of the course.

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?
The teacher creates a plan stating what assessments will be used and what targets are to be set. The plan is submitted to the building principal for review by November 1. After the plan's submission, a meeting takes place with the teacher and the administrator to review the assessment. This meeting can be at the same time as the SLO meeting. With targets thus defined, teachers develop assessments that capture how learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. The assessments closely follow Grade Level/Course Relevant Learning 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

Assessments are scored on a 100-point scale. Below proficiency is 64 and below. Approaching proficiency is 65-69. Meeting Proficiency is 70-84. Demonstrating Mastery is 85 and greater. The assessment results are communicated to stakeholders via the eSchoolData Student Management System (SMS) Parent Portal.

If the selected assessment(s) are not standardized, please describe how the assessment process is comparable across grade levels/course-alike classrooms?
All teachers' curriculum is outlined in our curriculum mapping tool, Atlas, so teachers are in lock step with each other. Curriculum mapping creates consistency among courses, with teachers teaching the same content and curriculum and building upon the same foundation across all grade levels.

How is the selected assessment able to maximize the efficiency with which student performance data is gathered to allow for more classroom instructional time?
SUFSD is committed to the creation of efficient and time-saving assessments. To that end, the District adopts a more effective, streamlined approach that accomplishes the goal of the assessment without sacrificing rigor. Assessments are designed in a logical, easy-to-follow flow that mirrors the content of the course itself. The assessments incorporate visuals, such as geometric figures and depictions of real-life objects, so that students can process the assessment in the most efficient manner possible.

If applicable, how will technology be utilized during the administration of the selected assessment to provide timely and actionable information?
n/a

Please provide any additional information that may be useful when reviewing your application:

<u>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:</u>

<u>Process for Measuring Student Growth:</u>

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:

Carefully selected historical data which informs a student's growth potential includes adaptive test scores, scores on prior summative assessments in related coursework, and results of summative assessments given early in the current school year. Beginning-of-the-year baseline tests and adaptive test data are used to inform a student's growth potential. These data are useful predictors of a student's growth potential by giving the teacher a glimpse of a student's achievement and promise in order to plan effective instruction. Through careful analysis of historical data, a teacher is able to formulate a plan of instruction which leads to a student's growth in the coursework area. For Grade 1 and Grade 2 math, report cards, scores from daily homework assignments, quizzes and unit/chapter tests, formative and summative tests, and adaptive norm-referenced tests (Northwest Evaluation Association (NWEA)'s Measures of Academic Progress (MAP®) and/or I-Ready Math) are all used to predict student growth.

☑ 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: For kindergarten students, beginning-of-the-year baseline tests and adaptive test data are also used to inform a student's growth potential. These data are useful predictors of a student's growth potential by giving the teacher a glimpse of a student's achievement and promise in order to plan effective instruction.

☐ PRE-ASSESSMENT

DESCRIBE HOW THE PRE-ASSESSMENT INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:

☐ OTHER

PLEASE SPECIFY:

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:
Teachers choose a target growth score for each student based on the historical data available and performance data (Grades 1 & 2), which may include assessments of material administered early in the current academic year. The data is collected with the use of databases made available to the teacher by district personnel, which includes scores on previous course assessments, previous final course grades, and results of prior adaptive testing measures. For kindergarten students, teachers choose a target growth score for each student based on adaptive, norm-referenced test scores, baseline assessments and assessments of material administered early in the current academic year. The target growth score is varied per student based on this data.

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.	☑
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☑
If used with a Student Learning Objective, the assessment can be used to measure one year's expected growth for individual students.	☑
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	☑
For assessments previously used under Education Law §3012-c, 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.	☑
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.	☑
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request.[2]	☑

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

[2] 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

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)	

Spackenkill Union Free School District 1. Name of LEA (PLEASE PRINT/TYPE)	P Fan 4. Signature of School Representative
Dr. Paul M. Fanuele 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 12/16/22
P Fan Superintendent of Schools 3. Title of School Representative (PLEASE PRINT/TYPE)	

FORM *C*

STUDENT ASSESSMENTS
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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:	Spackenkill Union Free School District
ASSESSMENT PROVIDER CONTACT INFORMATION:	Dr. Paul M. Fanuele, Superintendent of Schools Paul.fanuele@sufsdny.org
NAME OF ASSESSMENT:	DCC (Dutchess Community College) English 101 and 102
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	☒ REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) ☐ OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT PLEASE SPECIFY: ☐ A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT ☐ A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL ☐ A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO ☐ A PERFORMANCE INDEX ☐ AN ACHIEVEMENT BENCHMARK ☐ 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?	Grade 12, DCC (Dutchess Community College) English 101 and 102
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	Google Classroom and Google Docs; digital writing sources
IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAS IN NEW YORK STATE?	☐ YES ☒ 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.

This English 101/102 course gives high school students the opportunity to experience a challenging college-level course while still in high school. Qualified students earn high school and college credit concurrently and college credit may be transferrable to most two- and four-year colleges and universities.

English 101 addresses the major principles of college writing, which are meant to serve students in all disciplines across the curriculum. The course concentrates on expository and argumentative writing, traditional rhetorical modes, and effective composing, revising and editing strategies. A research paper is required.

English 102 is a continuation of 101 with further study of the resources of the language through critical analysis of imaginative forms of writing. Emphasis is placed upon well-organized written composition, factually supported conclusions and awareness of language variety. Genre reading includes fiction, poetry, and drama.

A DCC final exam is given to students at the end of semester 1 for English 101 and at the end of semester 2 for English 102. The assessments are administered as a writing assignment that students must turn in by midnight of the due date on a Google Doc submitted using Google Classroom. Students have access to the free Google Workspace complete with gmail addresses.

The assessments for both courses measure:

- **Meaning:** the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s); thesis: Clearly stated and appropriately focused;
- **Development:** the extent to which ideas are elaborated using specific and relevant evidence from the text(s);
- **Organization:** the extent to which the response exhibits direction, shape, and coherence;
- **Language Use:** the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety; and
- **Conventions:** the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, usage and MLA style.

The District collects data on achievement on statewide assessments utilizing the eSchoolData Student Management System (SMS). The District Data Coordinator transfers data to and from the Mid-Hudson Regional Information Center (MHRIC) and NYSED Data Warehouse Systems (SIRS). Scores are uploaded into the eSchoolData Parent Portal.

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?
SUFSD teachers strive to make each assessment an integral part of the curriculum in order to ensure that learning standards are reviewed at critical times. Teachers divide the curriculum into defined, weeks-long units of study, or curriculum maps, ensuring that the curriculum assessment measures knowledge acquired that is specific to the content and skills of the course.

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?
The teacher creates a plan stating what assessments will be used and what targets are to be set. The plan is submitted to the building principal for review by November 1. After the plan's submission, a meeting takes place with the teacher and the administrator to review the assessment. This meeting can be at the same time as the SLO meeting. With targets thus defined, teachers develop assessments that capture how learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. The Next Generation Learning Standards indicate that students in 12th grade should experience a balance of literature and informational texts in the context of instruction designed to create opportunities for learners to engage with a variety of topics and texts, and have discussions about texts that support language development and knowledge building. English 101 and 102 fulfill this requirement by including shared readings, paired readings, independent readings and other learning activities that incorporate literacy materials, talking, and writing. Texts vary from literature (stories, drama, poetry, fiction) to informational text (nonfiction, essays, books and articles) in both print and digital sources.

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

- Assessments are scored on a 100-point scale. Below proficiency is 64 and below. Approaching proficiency is 65-69. Meeting Proficiency is 70-84. Demonstrating Mastery is 85 and greater. The assessment results are communicated to stakeholders via the eSchoolData Student Management System (SMS)Parent Portal.

For Dutchess Community College classes, students' final grades are recorded on their DCC transcript on an A-F scale based on a system of numerical equivalents, below.

Grade	Quality	Grade Points	Numerical Equivalent
A	Excellent	4.00	93-100
A-		3.67	90-92
B+		3.33	87-89
B	Good/Above Average	3.00	83-86
B-		2.67	80-82
C+		2.33	77-79
C	Satisfactory/Average	2.00	70-76
D	Acceptable as an individual course grade. If received in a prerequisite course, the student may not qualify for the next course in sequence. "D" grades do not typically transfer to other institutions.	1.00	60-69
F	Failing	0.00	0-59

- An essay which includes no in text citations can score no higher than a C.
- An essay which is totally copied from the work(s) or plagiarized in any way will receive a zero.
- An essay which is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English will receive a zero.

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

All teachers' curriculum is outlined in our curriculum mapping tool, Atlas, so teachers are in lock step with each other. Curriculum mapping creates consistency among courses, with teachers teaching the same content and curriculum and building upon the same foundation across all grade levels.

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

SUFSD is committed to the creation of efficient and time-saving assessments. To that end, the District adopts a more effective, streamlined approach that accomplishes the goal of the assessment without sacrificing rigor. For DCC English 101 and 102, the final assessment is administered through Google Classroom, linked to a Google Doc, which is a straightforward way of ensuring a student directly turns in an assignment to the instructor.

IF APPLICABLE, HOW WILL TECHNOLOGY BE UTILIZED DURING THE ADMINISTRATION OF THE SELECTED ASSESSMENT TO PROVIDE TIMELY AND ACTIONABLE INFORMATION?
The use of Google Classroom and Google Docs streamlines the process of taking the assessment and turning it in during the designated timeframe.

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

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.

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:

Carefully selected historical data which informs a student's growth potential includes standardized testing scores, scores on prior summative assessments in related coursework, and results of summative assessments given early the current school year. These data are useful predictors of a student's growth potential by giving the teacher a glimpse of a student's achievement and promise in order to plan effective instruction. Through careful analysis of historical data, a teacher is able to formulate a plan of instruction which leads to a student's growth in the coursework area.

A student must achieve an 85 or better in the first three quarters of English 11 and an 85 or better on the NYS English Regents exam to be eligible for DCC English 101 and 102. Only students who meet the criteria can enroll in the course.

☐ 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:

☐ OTHER

PLEASE SPECIFY:

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:
Teachers choose a target growth score for each student based on the historical data available and performance data, which may include assessments of material administered early in the current academic year. The data is collected with the use of databases made available to the teacher by district personnel, which includes scores on previous course assessments, previous final course grades, and results of prior standardized testing. The target growth score is varied per student based on this data.

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NAME OF ASSESSMENT PROVIDER:	Spackenkill Union Free School District
ASSESSMENT PROVIDER CONTACT INFORMATION:	Dr. Paul M. Fanuele, Superintendent of Schools Paul.fanuele@sufsdny.org
NAME OF ASSESSMENT:	DCC (Dutchess Community College) Dual Calculus
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	☒ REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) ☐ OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT PLEASE SPECIFY: ☐ A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT ☐ A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL ☐ A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO ☐ A PERFORMANCE INDEX ☐ AN ACHIEVEMENT BENCHMARK ☐ 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?	Grade 12, DCC (Dutchess Community College) Dual Calculus
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	A graphing calculator is required for DCC (Dutchess Community College) Dual Calculus; Students will also make use of Mathematica, an online program to which they will have free access.
IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAS IN NEW YORK STATE?	☐ YES ☒ 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.
DCC (Dutchess Community College) Dual Calculus includes topics normally covered during the first semester of a three-semester sequence that develops calculus for the student planning to major in engineering, mathematics, or the sciences. This assessment tests students' understanding and execution of the derivative, limits, continuity, differentiability, the definite integral, the Fundamental Theorem of Calculus, techniques of differentiation (including for transcendental functions), applications of differentiation, mathematical modeling and computer applications. On the assessment, students must clearly indicate the necessary calculus steps, including appropriate formula substitutions, diagrams, graphs, charts, etc. Scoring points are awarded for such categories as use of product rule, use of chain rule/exponential derivatives, finding the exact value by substituting the correct values, use of integral power rule, and correct identification of points of inflection. Assessment are administered as follows: Thirty minutes prior to the testing administration time, the teachers and proctors pick up, count, and sign out the test materials from the Assistant Superintendent. Tests are administered in a time frame consistent with State and local requirements, to ensure test security and so that students can do their best. A class roster is completed on the day of testing to account for students who are absent and require a make-up test. When tests are complete, all testing materials are collected and counted by the classroom teacher. Completed testing materials are recounted, bound appropriately, and kept in a secure location. Make-up tests are conducted within the allotted time frame. Teachers or principals will not have a vested interstate in the outcome of the assessments they score. Grading keys are included and scoring rubrics with detailed instructions are provided. The District collects data on achievement on statewide assessments utilizing the eSchoolData Student Management System (SMS). The District Data Coordinator transfers data to and from the Mid-Hudson Regional Information Center (MHRIC) and NYSED Data Warehouse Systems (SIRS). Scores are uploaded into the eSchoolData Parent Portal.

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?
SUFSD teachers strive to make each assessment an integral part of the curriculum in order to ensure that learning standards are reviewed at critical times. Teachers divide the curriculum into defined, weeks-long units of study, or curriculum maps, ensuring that the curriculum assessment measures knowledge acquired that is specific to the content and skills of the course.

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?

The teacher creates a plan stating what assessments will be used and what targets are to be set. The plan is submitted to the building principal for review by November 1. After the plan's submission, a meeting takes place with the teacher and the administrator to review the assessment. This meeting can be at the same time as the SLO meeting. With targets thus defined, teachers develop assessments that capture how learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

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

Assessments are scored on a 100-point scale. Below proficiency is 64 and below. Approaching proficiency is 65-69. Meeting Proficiency is 70-84. Demonstrating Mastery is 85 and greater. The assessment results are communicated to stakeholders via the eSchoolData Student Management System (SMS)Parent Portal.

For Dutchess Community College classes, students' final grades are recorded on their DCC transcript on an A-F scale based on a system of numerical equivalents:

Grade	Quality	Grade Points	Numerical Equivalent
A	Excellent	4.00	93-100
A-		3.67	90-92
B+		3.33	87-89
B	Good/Above Average	3.00	83-86
B-		2.67	80-82
C+		2.33	77-79
C	Satisfactory/Average	2.00	70-76
D	Acceptable as an individual course grade. If received in a prerequisite course, the student may not qualify for the next course in sequence. "D" grades do not typically transfer to other institutions.	1.00	60-69
F	Failing	0.00	0-59

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

All teachers' curriculum is outlined in our curriculum mapping tool, Atlas, so teachers are in lock step with each other. Curriculum mapping creates consistency among courses, with teachers teaching the same content and curriculum and building upon the same foundation across all grade levels.

HOW IS THE SELECTED ASSESSMENT ABLE TO MAXIMIZE THE EFFICIENCY WITH WHICH STUDENT PERFORMANCE DATA IS GATHERED TO ALLOW FOR MORE CLASSROOM INSTRUCTIONAL TIME?
SUFSD is committed to the creation of efficient and time-saving assessments. To that end, the District adopts a more effective, streamlined approach that accomplishes the goal of the assessment without sacrificing rigor. Assessments are designed in a logical, easy-to-follow flow that mirrors the content of the course itself.

IF APPLICABLE, HOW WILL TECHNOLOGY BE UTILIZED DURING THE ADMINISTRATION OF THE SELECTED ASSESSMENT TO PROVIDE TIMELY AND ACTIONABLE INFORMATION?
A graphing calculator is required for DCC (Dutchess Community College) Dual Calculus; Students will also make use of Mathematica, an online program to which they will have free access.

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

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 this historical data informs preparedness for the course and is a good predictor of student growth:

Carefully selected historical data which informs a student's growth potential includes standardized testing scores, scores on prior summative assessments in related coursework, and results of summative assessments given early the current school year. These data are useful predictors of a student's growth potential by giving the teacher a glimpse of a student's achievement and promise in order to plan effective instruction. Through careful analysis of historical data, a teacher is able to formulate a plan of instruction which leads to a student's growth in the coursework area.

For the Dual Calculus exam, teachers typically look at student achievement/report cards in Precalculus and prior math courses, including Algebra I and II, Geometry, Trigonometry, and Statistics, as well as the Algebra I and Algebra II and Geometry Regents exams.

☐ 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:

☐ OTHER

PLEASE SPECIFY:

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:

Teachers choose a target growth score for each student based on the historical data available and performance data, which may include assessments of material administered early in the current academic year. The data is collected with the use of databases made available to the teacher by district personnel, which includes scores on previous course assessments, previous final course grades, and results of prior standardized testing. The target growth score is varied per student based on this data.

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:	Spackenkill Union Free School District
ASSESSMENT PROVIDER CONTACT INFORMATION:	Dr. Paul M. Fanuele, Superintendent of Schools Paul.fanuele@sufsdny.org
NAME OF ASSESSMENT:	Math 3, 4, 5
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	☒ REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) ☐ OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT PLEASE SPECIFY: ☐ A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT ☐ A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL ☐ A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO ☐ A PERFORMANCE INDEX ☐ AN ACHIEVEMENT BENCHMARK ☐ 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?	Grades 3, 4, 5 Math
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	Students use a protractor to measure angles in degrees on the 4th and 5th grade assessments
IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAS IN NEW YORK STATE?	☐ YES ☒ 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 Grades 3, 4, and 5 assessments build on math skills across the grades and measure students' abilities to meet Next Generation Learning Standards.

The Grade 3 assessment measures students' ability to solve multiplication and division problems involving single-digit factors. It measures students' understanding of fractions, including solving problems that involve comparing fractions by using visual fraction models, such as divided shapes. The assessment measures their understanding of fraction equivalence, such as noticing equal numerators or denominators, as well as operations with fractions. They find place value to 1,000,000 and interpret a number line to identify fractions. Testing students' knowledge in the measurement and data domain, the assessment has students find the area of rectangles in square units. In the geometry domain, they relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole. The assessment also tests their ability to reason both abstractly and quantitatively.

For the Grade 4 Assessment, students find of the value digits, write numbers in standard and expanded forms, round to the nearest thousand, practice multi-digit multiplication, divide to find quotients involving multi-digit dividends; add and subtract fractions with like denominators, multiply fractions by whole numbers, and analyze and classify geometric figures by identifying parallel sides, perpendicular sides, particular angle measures, and symmetry. Students also determine area and perimeter of rectangles and define the terms point, line, segment, and ray. Students use a protractor to measure angles in degrees. Assessment problems measure the students' abilities in the areas of their understanding of properties of two-dimensional shapes.

The Grade 5 Assessment measures fluency with addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators, as well as understanding of the multiplication of fractions and division of fractions. The assessment measures understanding of integrating decimals into the place value system and of operations with decimals to hundredths, fluency with whole number and decimal operations, understanding of volume, as well as the relationship between decimals and fractions. Students are tested on writing a number in standard and expanded forms. They convert pounds into ounces. They measure attributes of shapes in order to determine volumes and solve real world and mathematical problems. They use a protractor to measure angles in degrees. On some questions, they explain their reasoning and construct viable arguments for answering mathematical questions as true or false.

Assessment are administered as follows: Thirty minutes prior to the testing administration time, the teachers and proctors pick up, count, and sign out the test materials from the Assistant Superintendent. Tests are administered in a time frame consistent with State and local requirements, to ensure test security and so that students can do their best. A class roster is completed on the day of testing to account for students who are absent and require a make-up test. When tests are complete, all testing materials are collected and counted by the classroom teacher. Completed testing materials are recounted, bound appropriately, and kept in a secure location. Make-up tests are conducted within the allotted time frame. Teachers or principals will not have a vested interstate in the outcome of the

assessments they score. Grading keys are included and scoring rubrics with detailed instructions are provided.

The District collects data on achievement on statewide assessments utilizing the eSchoolData Student Management System (SMS). The District Data Coordinator transfers data to and from the Mid-Hudson Regional Information Center (MHRIC) and NYSED Data Warehouse Systems (SIRS). Scores are uploaded into the eSchoolData Parent Portal.

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?

SUFSD teachers strive to make each assessment an integral part of the curriculum in order to ensure that learning standards are reviewed at critical times. Teachers divide the curriculum into defined, weeks-long units of study, or curriculum maps, ensuring that the curriculum assessment measures knowledge acquired that is specific to the content and skills of the course.

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?

The teacher creates a plan stating what assessments will be used and what targets are to be set. The plan is submitted to the building principal for review by November 1. After the plan's submission, a meeting takes place with the teacher and the administrator to review the assessment. This meeting can be at the same time as the SLO meeting. With targets thus defined, teachers develop assessments that capture how learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. The assessments closely follow the Grade Level/Course-Relevant Learning 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

Assessments are scored on a 100-point scale. Below proficiency is 64 and below. Approaching proficiency is 65-69. Meeting Proficiency is 70-84. Demonstrating Mastery is 85 and greater. The assessment results are communicated to stakeholders via the eSchoolData Student Management System (SMS)Parent Portal.

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

All teachers' curriculum is outlined in our curriculum mapping tool, Atlas, so teachers are in lock step with each other. Curriculum mapping creates consistency among courses, with teachers teaching the same content and curriculum and building upon the same foundation across all grade levels.

HOW IS THE SELECTED ASSESSMENT ABLE TO MAXIMIZE THE EFFICIENCY WITH WHICH STUDENT PERFORMANCE DATA IS GATHERED TO ALLOW FOR MORE CLASSROOM INSTRUCTIONAL TIME?
SUFSD is committed to the creation of efficient and time-saving assessments. To that end, the District adopts a more effective, streamlined approach that accomplishes the goal of the assessment without sacrificing rigor. Assessments are designed in a logical, easy-to-follow flow that mirrors the content of the course itself. The assessments sometimes incorporate visuals, such as geometric figures and number lines, so that students can process information in the most efficient manner possible.

IF APPLICABLE, HOW WILL TECHNOLOGY BE UTILIZED DURING THE ADMINISTRATION OF THE SELECTED ASSESSMENT TO PROVIDE TIMELY AND ACTIONABLE INFORMATION?
Protractors will be used in 4th and 5th grade to measure angles.

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

<u>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:</u>

<u>Process for Measuring Student Growth:</u>

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:

Carefully selected historical data which informs a student's growth potential includes standardized testing scores, scores on prior summative assessments in related coursework, and results of summative assessments given early the current school year. These data are useful predictors of a student's growth potential by giving the teacher a glimpse of a student's achievement and promise in order to plan effective instruction. Through careful analysis of historical data, a teacher is able to formulate a plan of instruction which leads to a student's growth in the coursework area. For Grades 3, 4, and 5 math assessments, report cards, scores from daily homework assignments, quizzes and unit and chapter tests, formative and summative state tests, and Northwest Evaluation Association (NWEA)'s Measures of Academic Progress (MAP®) are all used to predict student growth.

☐ 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:

☐ OTHER

PLEASE SPECIFY:

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:

Teachers choose a target growth score for each student based on the historical data available and performance data, which may include assessments of material administered early in the current academic year. The data is collected with the use of databases made available to the teacher by district personnel, which includes scores on previous course assessments, previous final course grades, and results of prior standardized testing. The target growth score is varied per student based on this data.

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:	Spackenkill Union Free School District
ASSESSMENT PROVIDER CONTACT INFORMATION:	Dr. Paul M. Fanuele, Superintendent of Schools Paul.fanuele@sufsdny.org
NAME OF ASSESSMENT:	French 1
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	☒ REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) ☐ OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT PLEASE SPECIFY: ☐ A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT ☐ A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL ☐ A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO ☐ A PERFORMANCE INDEX ☐ AN ACHIEVEMENT BENCHMARK ☐ 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?	Grades 9-12, Foreign Language/French
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	In French 1, a recording will be played for listening comprehension.
IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAS IN NEW YORK STATE?	☐ YES ☒ 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.

French 1 is an introductory course and encompasses the four basic skills of listening, speaking, reading, and writing. The emphasis is on aural and reading comprehension and oral and written expression. The course includes a study of geography, history and the culture of the countries where the language is spoken. Audiovisual aids such as audio tapes and videos are used for enrichment and to provide students with the experience of hearing and understanding different native speakers. The French 1 Assessment measures students' skills in the following areas: Listening Comprehension, Vocabulary, Verb Conjugation, Grammar, Reading Comprehension, and Composition (writing skills). The assessment demonstrates a student's ability to comprehend and speak a language and measures a student's ability to apply content knowledge by interpreting oral questions or scripts and providing written answers.

Assessment are administered as follows: Thirty minutes prior to the testing administration time, the teachers and proctors pick up, count, and sign out the test materials from the Assistant Superintendent. Tests are administered in a time frame consistent with State and local requirements, to ensure test security and so that students can do their best. A class roster is completed on the day of testing to account for students who are absent and require a make-up test. When tests are complete, all testing materials are collected and counted by the classroom teacher. Completed testing materials are recounted, bound appropriately, and kept in a secure location. Make-up tests are conducted within the allotted time frame. Teachers or principals will not have a vested interstate in the outcome of the assessments they score. Grading keys are included and scoring rubrics with detailed instructions are provided.

The District collects data on achievement on statewide assessments utilizing the eSchoolData Student Management System (SMS). The District Data Coordinator transfers data to and from the Mid-Hudson Regional Information Center (MHRIC) and NYSED Data Warehouse Systems (SIRS). Scores are uploaded into the eSchoolData Parent Portal.

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?

SUFSD teachers strive to make each assessment an integral part of the curriculum in order to ensure that learning standards are reviewed at critical times. Teachers divide the curriculum into defined, weeks-long units of study, or curriculum maps, ensuring that the curriculum assessment measures knowledge acquired that is specific to the content and skills of the course.

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?
The teacher creates a plan stating what assessments will be used and what targets are to be set. The plan is submitted to the building principal for review by November 1. After the plan's submission, a meeting takes place with the teacher and the administrator to review the assessment. This meeting can be at the same time as the SLO meeting. With targets thus defined, teachers develop assessments that capture how learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Learners communicate effectively in French in order to function in a variety of contexts and for multiple purposes. The assessment calls upon students to identify basic facts from memorized or familiar words and phrases that are supported by visuals or short selections of spoken language that are played for the students. The assessment also requires students to understand cultural perspectives and practices and write about them using strings of sentences.

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
Assessments are scored on a 100-point scale. Below proficiency is 64 and below. Approaching proficiency is 65-69. Meeting Proficiency is 70-84. Demonstrating Mastery is 85 and greater. The assessment results are communicated to stakeholders via the eSchoolData Student Management System (SMS)Parent Portal.

If the selected assessment(s) are not standardized, please describe how the assessment process is comparable across grade levels/course-alike classrooms?
For French 1, students will be assessed using a rubric which lists the different levels of understanding of the concepts, including vocabulary, listening comprehension, reading comprehension, grammar, sentence structure, and organization. All teachers' curriculum is outlined in our curriculum mapping tool, Atlas, so teachers are in lock step with each other. Curriculum mapping creates consistency among courses, with teachers teaching the same content and curriculum and building upon the same foundation across all grade levels.

How is the selected assessment able to maximize the efficiency with which student performance data is gathered to allow for more classroom instructional time?

SUFSD is committed to the creation of efficient and time-saving assessments. To that end, the District adopts a more effective, streamlined approach that accomplishes the goal of the assessment without sacrificing rigor. Assessments are designed in a logical, easy-to-follow flow that mirrors the content of the course itself. The assessments sometimes incorporate visuals, such as a diagram of a family tree so that students can process information in the most efficient manner possible. In accordance with the basic level of the French 1 exam, some directions are in English so that students can easily grasp the task they are expected to perform.

IF APPLICABLE, HOW WILL TECHNOLOGY BE UTILIZED DURING THE ADMINISTRATION OF THE SELECTED ASSESSMENT TO PROVIDE TIMELY AND ACTIONABLE INFORMATION?
In French 1, a recording will be played for listening comprehension.

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

<u>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:</u>

<u>Process for Measuring Student Growth:</u>

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:

Carefully selected historical data which informs a student's growth potential includes standardized testing scores, scores on prior summative assessments in related coursework, and results of summative assessments given early the current school year. These data are useful predictors of a student's growth potential by giving the teacher a glimpse of a student's achievement and promise in order to plan effective instruction. Through careful analysis of historical data, a teacher is able to formulate a plan of instruction which leads to a student's growth in the coursework area. For French 1, our teachers typically look at the 7th and 8th grade French Proficiency Exams, which are key documents against which to measure student growth, as well as the English Language Arts State Assessments.

☐ 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:

☐ OTHER

PLEASE SPECIFY:

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:

Teachers choose a target growth score for each student based on the historical data available and performance data, which may include assessments of material administered early in the current academic year. The data is collected with the use of databases made available to the teacher by district personnel, which includes scores on previous course assessments, previous final course grades, and results of prior standardized testing. The target growth score is varied per student based on this data.

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:	Spackenkill Union Free School District
ASSESSMENT PROVIDER CONTACT INFORMATION:	Dr. Paul M. Fanuele, Superintendent of Schools Paul.fanuele@sufsdny.org
NAME OF ASSESSMENT:	Financial Literacy
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	☒ REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) ☐ OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT PLEASE SPECIFY: ☐ A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT ☐ A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL ☐ A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO ☐ A PERFORMANCE INDEX ☐ AN ACHIEVEMENT BENCHMARK ☐ 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?	Grades 11-12, Financial Literacy, Math
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	
IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAS IN NEW YORK STATE?	☐ YES ☒ 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.

Financial Literacy is a comprehensive personal finance course that teaches students how to make thoughtful, well-informed decisions about important aspects of personal finance such as the benefits of saving, benefits of compound interest, and the value and methods of money management. Students are exposed to documents dealing with topics such as taxes, banking, and credit. Students learn how to establish, monitor, and keep good credit. Students practice weighing costs and benefits of options through case studies when making choices about such things as budgeting, obtaining student and personal loans, insurance, housing, investments, savings, automobile purchasing and retirement. The course also teaches students to outmaneuver scams and potential schemes against them. Speakers from the community also visit the classroom to address students on financially related topics.

The assessment mirrors the course topics with multiple choice, true/false, and short answers. Students demonstrate knowledge of money management by answering questions about different kinds of accounts and scenarios for credit card interest. Math skills come into play as students compare costs for different purchases, such as varying costs of milk based on quantity or calculating how much to pay an insurance company taking your premium and deductible into account. Students demonstrate knowledge of phishing scams by analyzing an image of email content. They also “fill out” the image of a check to a landlord to demonstrate everyday banking skills.

Assessment are administered as follows: Thirty minutes prior to the testing administration time, the teachers and proctors pick up, count, and sign out the test materials from the Assistant Superintendent. Tests are administered in a time frame consistent with State and local requirements, to ensure test security and so that students can do their best. A class roster is completed on the day of testing to account for students who are absent and require a make-up test. When tests are complete, all testing materials are collected and counted by the classroom teacher. Completed testing materials are recounted, bound appropriately, and kept in a secure location. Make-up tests are conducted within the allotted time frame. Teachers or principals will not have a vested interstate in the outcome of the assessments they score. Grading keys are included and scoring rubrics with detailed instructions are provided.

The District collects data on achievement on statewide assessments utilizing the eSchoolData Student Management System (SMS). The District Data Coordinator transfers data to and from the Mid-Hudson Regional Information Center (MHRIC) and NYSED Data Warehouse Systems (SIRS). Scores are uploaded into the eSchoolData Parent Portal.

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?

SUFSD teachers strive to make each assessment an integral part of the curriculum in order to ensure that learning standards are reviewed at critical times. Teachers divide the curriculum into defined, weeks-long units of study, or curriculum maps, ensuring that the curriculum assessment measures knowledge acquired that is specific to the content and skills of the course.

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?

The teacher creates a plan stating what assessments will be used and what targets are to be set. The plan is submitted to the building principal for review by November 1. After the plan's submission, a meeting takes place with the teacher and the administrator to review the assessment. This meeting can be at the same time as the SLO meeting. With targets thus defined, teachers develop assessments that capture how learners understand, interpret, and analyze what is heard, read, or viewed on a variety of financial topics.

In accordance with the Next Generation Mathematics Standards for high school students, the course models everyday life, work, and decision-making. Examples of such situations cited in the Next Generation Learning Standards are modeling savings account balance or investment growth.

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

Assessments are scored on a 100-point scale. Below proficiency is 64 and below. Approaching proficiency is 65-69. Meeting Proficiency is 70-84. Demonstrating Mastery is 85 and greater. The assessment results are communicated to stakeholders via the eSchoolData Student Management System (SMS)Parent Portal.

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

All teachers' curriculum is outlined in our curriculum mapping tool, Atlas, so teachers are in lock step with each other. Curriculum mapping creates consistency among courses, with teachers teaching the same content and curriculum and building upon the same foundation across all grade levels.

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

SUFSD is committed to the creation of efficient and time-saving assessments. To that end, the District adopts a more effective, streamlined approach that accomplishes the goal of the assessment without sacrificing rigor. Assessments are designed in a logical, easy-to-follow flow that mirrors the content of the course itself. This assessment incorporates visuals, such as the image of a check with errors that the students must identify, so that students can process information in the most efficient manner possible.

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

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

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:

Carefully selected historical data which informs a student's growth potential includes standardized testing scores, scores on prior summative assessments in related coursework, and results of summative assessments given early the current school year. These data are useful predictors of a student's growth potential by giving the teacher a glimpse of a student's achievement and promise in order to plan effective instruction. Through careful analysis of historical data, a teacher is able to formulate a plan of instruction which leads to a student's growth in the coursework area. For Financial literacy, teachers look at prior math course grades, including Algebra, Geometry, Trigonometry, and Statistics, and scores on 8th grade state math tests.

☐ 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:

☐ OTHER

PLEASE SPECIFY:

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:

Teachers choose a target growth score for each student based on the historical data available and performance data, which may include assessments of material administered early in the current academic year. The data is collected with the use of databases made available to the teacher by district personnel, which includes scores on previous course assessments, previous final course grades, and results of prior standardized testing. The target growth score is varied per student based on this data.

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.	☒
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☒
If used with a Student Learning Objective, the assessment can be used to measure one year's expected growth for individual students.	☒
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	☐ N/A
For assessments previously used under Education Law §3012-c, Education Law §3012-d under RFQ #15-001, or for purposes other than APPR, the assessment results in differentiated student-level performance. If the assessment has not produced differentiated results in prior school years, the applicant assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	☒
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.	☒
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request.[2]	☒

[2] Please note, pursuant to Section 2.2 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)	

Spackenkill Union Free School District 1. Name of LEA (PLEASE PRINT/TYPE)	P Fan 4. Signature of School Representative
Dr. Paul M. Fanuele 2. School Representative's Name (PLEASE PRINT/TYPE)	9/10/21 5. Date Signed
Superintendent of Schools 3. Title of School Representative (PLEASE PRINT/TYPE)	

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:	Spackenkill Union Free School District
ASSESSMENT PROVIDER CONTACT INFORMATION:	Dr. Paul M. Fanuele, Superintendent of Schools Paul.fanuele@sufsdny.org
NAME OF ASSESSMENT:	Spanish 1 and 2
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	☒ REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) ☐ OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT PLEASE SPECIFY: ☐ A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT ☐ A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL ☐ A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO ☐ A PERFORMANCE INDEX ☐ AN ACHIEVEMENT BENCHMARK ☐ 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?	Grades 9-12, Foreign Language/Spanish/LOTE
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	A recording is played for listening comprehension
IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAS IN NEW YORK STATE?	☐ YES ☒ 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.

Spanish 1 is an introductory course designed to accustom the student to both the oral and written language, emphasizing listening and speaking skills, as well as developing reading and writing skills. The primary goal is to have students achieve functional communication in the second language. Students also learn elementary grammatical and syntactical structures. Tapes are used in conjunction with the text, along with other authentic materials, to vary and expand the students' exposure. All of the above is taught with frequent reference to the arts, history, lifestyles and traditions of Spain and Hispanic America.

The Spanish 1 Assessment measures students' skills through seven parts: Listening Comprehension, La Familia (The Family), El Cuerpo Humano (The Human Body), Multiple Choice, Language Skills (which explores verb conjugation), Reading Comprehension, and Writing Skills. The assessment demonstrates a student's ability to comprehend and speak a language and measures a student's ability to apply content knowledge by interpreting oral questions or scripts and providing written answers.

Students who take the Spanish 2 Assessment have satisfactorily completed two years of Spanish 1 in the middle school or one year of Spanish 1 in the high school. The emphasis is on continued oral proficiency, grammar fundamentals and reading skill. Many more verb tenses are added to those learned in Spanish 1 while vocabulary is increased to augment conversational and reading ability. The student's listening comprehension is enhanced by the use of tapes which accompany the text. Hispanic culture is an integral part of the curriculum. There are daily homework assignments, frequent quizzes and chapter tests.

The Spanish Level 2 Assessment measures how well students comprehend coursework in seven areas: Listening Comprehension, Vocabulary and Language Usage, Verbs (present tense, preterit past tense, imperfect past tense), Reading Comprehension (4 selections), and Writing Skills. The assessment demonstrates a student's ability to comprehend and speak a language and measures a student's ability to apply content knowledge by interpreting oral questions or scripts and providing written answers.

Both assessment are administered as follows: Thirty minutes prior to the testing administration time, the teachers and proctors pick up, count, and sign out the test materials from the Assistant Superintendent. Tests are administered in a time frame consistent with State and local requirements, to ensure test security and so that students can do their best. A class roster is completed on the day of testing to account for students who are absent and require a make-up test. When tests are complete, all testing materials are collected and counted by the classroom teacher. Completed testing materials are recounted, bound appropriately, and kept in a secure location. Make-up tests are conducted within the allotted time frame. Teachers or principals will not have a vested interstate in the outcome of the assessments they score. Grading keys are included and scoring rubrics with detailed instructions are provided.

The District collects data on achievement on statewide assessments utilizing the eSchoolData Student Management System (SMS). The District Data Coordinator transfers data to and from the Mid-Hudson Regional Information Center (MHRIC) and NYSED Data Warehouse Systems (SIRS). Scores are uploaded into the eSchoolData Parent Portal.

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?
SUFSD teachers strive to make each assessment an integral part of the curriculum in order to ensure that learning standards are reviewed at critical times. Teachers divide the curriculum into defined, weeks-long units of study, or curriculum maps, ensuring that the curriculum assessment measures knowledge acquired that is specific to the content and skills of the course.

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?
The teacher creates a plan stating what assessments will be used and what targets are to be set. The plan is submitted to the building principal for review by November 1. After the plan's submission, a meeting takes place with the teacher and the administrator to review the assessment. This meeting can be at the same time as the SLO meeting. With targets thus defined, teachers develop assessments that capture how learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Learners communicate effectively in Spanish in order to function in a variety of contexts and for multiple purposes. The assessment calls upon students to identify basic facts from memorized or familiar words and phrases that are supported by visuals or short selections of spoken language that are played for the students. The assessment also requires students to understand cultural perspectives and practices and write about them using strings of sentences.

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
The assessment is scored on a 100-point scale. Below proficiency is 64 and below. Approaching proficiency is 65-69. Meeting Proficiency is 70-84. Demonstrating Mastery is 85 and greater. The assessment results are communicated to stakeholders via the eSchoolData Student Management System (SMS) Parent Portal.

If the selected assessment(s) are not standardized, please describe how the assessment process is comparable across grade levels/course-alike classrooms?
Students will be assessed using a rubric which lists the different levels of understanding of the concepts, including vocabulary, listening comprehension, reading comprehension, grammar, sentence structure, and organization.

HOW IS THE SELECTED ASSESSMENT ABLE TO MAXIMIZE THE EFFICIENCY WITH WHICH STUDENT PERFORMANCE DATA IS GATHERED TO ALLOW FOR MORE CLASSROOM INSTRUCTIONAL TIME?
SUFSD is committed to the creation of efficient and time-saving assessments. To that end, the District adopts a more effective, streamlined approach that accomplishes the goal of the assessment without sacrificing rigor. The Spanish I assessment is designed in a logical, easy-to-follow flow that mirrors the content of the course itself. The assessment incorporates visuals, such as a diagram of a family tree and a cartoon character's body, so that students can identify names of family members or appropriate body parts in the most efficient manner possible. In accordance with the basic level of the exam, some directions are in English so that students can easily grasp the task they are expected to perform.

IF APPLICABLE, HOW WILL TECHNOLOGY BE UTILIZED DURING THE ADMINISTRATION OF THE SELECTED ASSESSMENT TO PROVIDE TIMELY AND ACTIONABLE INFORMATION?
A recording will be played for listening comprehension.

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

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:

Carefully selected historical data which informs a student's growth potential includes standardized testing scores, scores on prior summative assessments in related coursework, and results of summative assessments given early the current school year. These data are useful predictors of a student's growth potential by giving the teacher a glimpse of a student's achievement and promise in order to plan effective instruction. Through careful analysis of historical data, a teacher is able to formulate a plan of instruction which leads to a student's growth in the coursework area. Our teachers typically look at the 7th and 8th grade Spanish Proficiency Exams, which are key documents against which to measure student growth, as well as the English Language Arts State Assessments.

☐ 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:

☐ OTHER

PLEASE SPECIFY:

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:

Teachers choose a target growth score for each student based on the historical data available and performance data, which may include assessments of material administered early in the current academic year. The data is collected with the use of databases made available to the teacher by district personnel, which includes scores on previous course assessments, previous final course grades, and results of prior standardized testing. The target growth score is varied per student based on this data.

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.	☒
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☒
If used with a Student Learning Objective, the assessment can be used to measure one year's expected growth for individual students.	☒
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	☐ N/A
For assessments previously used under Education Law §3012-c, Education Law §3012-d under RFQ #15-001, or for purposes other than APPR, the assessment results in differentiated student-level performance. If the assessment has not produced differentiated results in prior school years, the applicant assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	☒
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.	☒
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request.[2]	☒

[2] Please note, pursuant to Section 2.2 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)	

Spackenkill Union Free School District 1. Name of LEA (PLEASE PRINT/TYPE)	P Fan 4. Signature of School Representative
Dr. Paul M. Fanuele 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 8/17/2021
Superintendent of Schools 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:	Spackenkill Union Free School District
Assessment Provider Contact Information:	Dr. Lois Powell, superintendent of Schools Lois.powell@sufsdny.org
Name of Assessment:	Spackenkill Union Free School District Developed Assessments
Nature of Assessment:	☑ ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: ☐GAIN SCORE MODEL ☐GROWTH-TO-PROFICIENCY MODEL ☐STUDENT GROWTH PERCENTILES ☐PROJECTION MODELS ☐VALUE-ADDED MODELS ☐OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, MATH, SCIENCE, SOCIAL STUDIES, ART, MUSIC, PHYSICAL EDUCATION, HEALTH, CAREER & TECHNICAL EDUCATION (COMPUTER STUDIES)
What are the technology requirements associated with the assessment?	Graphing Calculator and Computer Technology
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES ☑ NO

Please provide an overview of the assessment for districts and BOCES. Please include:

- **A description of the assessment;**
- **A description of how the assessment is administered;**
- **A description of how scores are reported (include links to sample reports as appropriate);**
- **A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance. (3 pages max)**

SUFSD Local Assessment Description

The Spackenkill Union Free School District (SUFSD) Local Assessments were developed for K-12 learners incorporating both New York State and Common Core State Standards, as well as National Core Arts Standards for music, and the NYS Visual Arts Standards for art. Guidance from the AP College Board for AP tests is incorporated. Standards ensure that students are on track for college and career readiness. They are rigorous, valid, reliable, and signed off on by the superintendent.

These assessments were designed by teachers in conjunction with curriculum coordinators over summer work periods to ensure that they are aligned across grade levels. Assessments are administered at various times during the academic year. Pretests are given in Art. Depending on their grade, instructions are given to students in oral, visual, and written form. For example, kindergarten art tests include an oral response component. Elementary PE students circle illustrations that best reflect an answer. Music tests can include responses to recorded pieces of music.

Due to the small size of our district, every effort is made to ensure the development, security, and scoring processes of all assessments and/or measures used to evaluate teachers and principals under this section are not disseminated before administration and that teachers and principals do not have a vested interest in the outcome of the assessments they score.

The Assistant Superintendent for Instruction, Curriculum, and Pupil Personnel Services ensures that the assessments are properly stored, both in hard copy form and electronically, where they are stored in doc., pdf, and Excel spreadsheet form. Teachers must request an assessment at least 2 weeks before the date the test will be administered, and a meeting is arranged with the building principal to review the assessment in advance for any needed changes.

The District will secure all assessments at the building level consistent with NYSED guidelines prior to, during, and after administration of all required NYSED assessments to ensure that

these assessments are not disseminated to students before administration. Assessment proctors will have access to test administration protocols prior to test administration as prescribed by NYSED, without compromising the security or integrity of the assessment. All test materials are stored in a locked vault.

Prior to Testing
Prior to the administration time period, a review of the test administration procedures is conducted with all faculty and staff that will be involved in the test administration and scoring. Classrooms are prepared for testing as described in the NYS Testing Administrator's Manual. Alternate locations and additional proctors are organized for students who require testing accommodations.

On the Day of the Testing
Thirty minutes prior to the testing administration time, the teachers and proctors pick up, count and sign out the test materials. Tests are administered in a time frame consistent with State and local requirements, to ensure test security and so that students can do their best. A class roster is completed on the day of testing to account for students who are absent and require a make-up test. When tests are complete, all testing materials are collected and counted by the classroom teacher. Completed testing materials are recounted, bound appropriately and kept in a secure location.

Once All Testing is Complete
Once the testing administration period is completed, all tests are securely inventoried and packed by the building administrator. Make-up sessions are conducted within the allotted time frame, and tests are kept in a secured, locked location. The District will ensure that all assessments are scored in the manner as prescribed by the assessment. Teachers or principals will not have a vested interest in the outcome of assessments they score. Grading keys are included for both the multiple choice and free response sections and scoring rubrics with detailed instructions are provided.

Reporting Scores
The District collects data on student enrollment, attendance, and achievement on Statewide assessments utilizing the eSchoolData Student Management System (SMS). The Data Coordinator is responsible for transferring data to and from the Mid-Hudson Regional Information Center (MHRIC) and NYSED Data Warehouse Systems (SIRS). Scores are uploaded into the eSchoolData Parent Portal.

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.
In the fall teachers are provided with historical student assessment data and student population profiles. Once all teachers have received all of their assessment data and have gathered preliminary informal pre-assessment data for the current school year, teachers begin the target setting process. Each teacher sets an appropriate target for their SLO; historical assessment and academic data will be used to set targets for students in relation to attendance, SWD, ENL, and economically disadvantaged. School-level and district-level administrators review all SLO targets and give final approval before the SLO is accepted. Following the completion of the local assessment scoring, scores are recorded and then converted to the 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):	**ELA:** The SUFSD local assessment for 9th Grade ELA reflects the CCLS shifts. The ninth grade final examination in English Language Arts consists of three parts, which include 17 multiple-choice questions and two writing tasks. All questions will measure the NYS P-12 CCLS for English Language Arts & Literacy. One of the major curricular shifts demanded by the Common Core for English Language Arts & Literacy is a focus on writing from sources using evidence. The Common Core's attention to evidence-based writing is underscored by the demand from New York State

	college and university faculty members that students enter college with these important skills. The CCLS requires that informational text, in particular literary nonfiction, take on a more dominant role in high school English Language Arts classes than it has before and the blueprint of the test reflects this requirement. For example, according to the blueprint, Part 1 of the test must include literary text. Part 2 will consist of three informational texts. Part 3 will include an informational text. Students read a balance of informational (nonfiction) and literary texts. Close reading is required. In all cases, answers to questions are text- and evidence-based. Students form their written arguments by citing sources. Additionally, this assessment reflects multiple-choice item-writing guidelines derived from Applied Measurement in Education. pp. 37-50.by T.M. Haladyna and S.M. Downing, a taxonomy of multiple- choice item-writing rules. The World Literature assessment rubric specifies that the student response addresses all aspects of the writing task with an awareness of audience and purpose. Appropriate and accurate, specific examples from texts must be cited and explained. As well, logical and effective organization plus fluent, clear, and effective language. **Mathematics:** The following SUFSD assessments are consistent with best practices in measuring the New York State Learning Standards in mathematics: Applied Financial Math, Pre-Calculus, Pre-

	Calculus Honors, Common Core Algebra XT1 and XT2, Common Core Geometry, Geometry In Action, Intermediate Algebra, Statistics, and Trigonometry. Test Maps for each of these assessments reflect how they align to content strands of the CCLS. They use modeling to connect classroom learning to real-world work and decision making. Because of these characteristics, the assessments align to widely applicable prerequisites for college and careers, consistent with the Achieve the Core Assessment Evaluation Tool for mathematics. Students must make sense of problems and persevere in solving them. Following the CCLS, they are required to reason abstractly and quantitatively, while they use appropriate tools strategically.
Assessments Woven Tightly Into the Curriculum:	SUFSD strives to make assessments an integral part of the curriculum in order to ensure that learning standards are reviewed at critical times. Using NYSED Common Core modules, teachers divide the curriculum into defined, weeks-long units of study. Working with teachers, curriculum coordinators ensure that the units of study are implemented in alignment with the CCLS. The culminating assessments measure knowledge acquired specific to the content and skills of the course.
Performance Assessment:	Students demonstrate achievement and transfer of learning through assessment performance tasks that require producing an extended written answer and/or by engaging in group or individual activities. The district is in Stage 2 of using the Understanding by Design (UbD) framework in our move toward more performance-based assessments. The following is already in place:

	K-5 Art Assessments: The elementary program focuses on student exploration of subject matter and style, art production using problem solving skills, organization of the elements, principles of design, material exploration, and technique in order to communicate ideas. Description, analysis, and interpretation of student's own work and the work of others is demonstrated through discussion and written response. The level and detail that is expected at each level advances as the student moves from one grade level to the next. As students progress, the depth of content knowledge within subject areas, skills, and techniques are also explored. The assessments as written are an authentic experience directly related to the art program. Students are asked to problem=solve a rich subject though a given task and experiment with compositional elements and material choice. After producing the work, students are asked to write about their art experience based on the elements of production. The Art Assessment includes a finished work of art and written response to the work of art. The rubric contains five dimensions: Subject Matter Composition Elements of Art Media Techniques Written/Oral Response The scoring of the rubric is holistic and reflects the overall performance of the art task. The student's score should reflect the most frequently occurring level. The class instructor provides benchmarks for the highest level score as a guide for each specific grade level ability. **Middle School and High School Art Assessments:** The assessment rubric is

	based on the performance task itself, which is how well the student is able to describe, analyze, interpret, and judge an artwork using appropriate art vocabulary. These rubrics are clear and explicit information for scoring and address: • NYS Arts Standard 3: Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. • NYS Art 1c: Students will understand and use the elements and principles of design (line, color, texture, shape) in order to communicate their ideas. • NYS Common Core Standard CCW2d (11-12): Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as well as to the expertise of likely readers. **Foreign Language:** Assessments demonstrate a student's ability to comprehend and speak a language and measure a student's ability to apply content knowledge by interpreting oral questions or scripts and providing written answers or commentary. **K-12 Music:** In the elementary music program, students apply content knowledge of music concepts, such as beat and melodic contour, from a variety of cultures selected for performances. They demonstrate awareness of expressive qualities that support the creator's expressive intent. When analyzing selected music, they read and perform rhythmic patterns using iconic or standard notations. At the middle school and high school levels, students apply content

	knowledge by providing an extended written answer to questions stemming from listening to a concert ensemble performance.
Efficient Time-Saving Assessments:	The District is committed to the creation of efficient and time-saving assessments. Whenever possible, SUFSD adopts a more effective, streamlined approach that accomplishes the goal of the assessment without sacrificing rigor. A recent example is AP Chemistry: Before changes were made in 2014, students were allowed 90 minutes to complete 75 questions or an average 1.2 minutes for each question. The updated test has 30 questions which should take each student about 42 minutes to complete. The remainder of the exam will be spent on free response questions. The number of free response questions selected was based on guidelines provided by the College Board for the completion of those questions. Unlike the AP exams of 1999 and 2002, where calculators and formula tables were not provided for the multiple choice questions, calculators and formula sheets may be used for this exam. The rationale here is two-fold: one, it is believed they will provide little support for this set of questions, and, two, it will greatly simplify administering the exam to the students. Students will be able to proceed directly into the free response section upon completion of the multiple choice section. In some classes, such as High School PE, students record answers on Scantron sheets. Optical mark recognition is used to detect answers for faster, more efficient grading. Computer technology-based assessments,

	which speed administration of assessments to students and generate scores that are immediately actionable, are given in Computer Studies classes.
Technology:	Our local assessments are designed to be taken using traditional writing tools, while in some cases calculators or computers are allowed, depending on the requirements of the course. Some music assessments require the use of a CD player on the part of the teacher.
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 SLOs, this section does not apply to SUFSD.

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.	☑
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☑
The assessment can be used to measure one year's expected growth for individual students.	☑
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	☑
For assessments previously used under Education Law §3012-c, the assessment results in differentiated student-level performance. If the assessment has not produced differentiated results in prior school years, the applicant assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	☑
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.	☑
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request.[2]	☑

[2] Please note, pursuant to Section 2.3 of this RFQ, an assessment may be removed from the approved list if such assessment does not comply with one or more of the criteria for approval set forth in this RFQ

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

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

Spackenkill Union Free School District 1. Name of LEA (PLEASE PRINT/TYPE)	Lois C. Powell 4. Signature of School Representative (PLEASE USE **BLUE** INK)
Dr. Lois Powell 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 11/13/15
Superintendent of Schools 3. Title of School Representative (PLEASE PRINT/TYPE)	