

**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.

<b>Assessment Provider Information</b>	
NAME OF ASSESSMENT PROVIDER:	Tuckahoe Common School District
ASSESSMENT PROVIDER CONTACT INFORMATION:	631 283-3550 ext. 303
NAME OF ASSESSMENT:	Tuckahoe Common School District Assessment
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	<input checked="" type="checkbox"/> REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) <input type="checkbox"/> OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT PLEASE SPECIFY: <input type="checkbox"/> A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT <input type="checkbox"/> A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL <input type="checkbox"/> A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO <input type="checkbox"/> A PERFORMANCE INDEX <input type="checkbox"/> AN ACHIEVEMENT BENCHMARK <input type="checkbox"/> ANY OTHER COLLECTIVELY BARGAINED MEASURE OF STUDENT GROWTH OR ACHIEVEMENT PLEASE SPECIFY:
WHAT IS THE GRADE(S) AND SUBJECT AREA(S) FOR WHICH THE ASSESSMENT CAN BE USED TO GENERATE A 0-20 STUDENT PERFORMANCE SCORE?	All subject areas grades pre-k through 8
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	Students will NOT be permitted to use calculators in Grades k–5. Grade 6, students may have the exclusive use of a four-function calculator with a square root key or a scientific calculator. Grades 7–8 students may have the exclusive use of a scientific calculator.
IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAS IN NEW YORK STATE?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

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

- A DESCRIPTION OF THE ASSESSMENT;
  - A DESCRIPTION OF HOW THE ASSESSMENT IS ADMINISTERED;
  - A DESCRIPTION OF HOW SCORES ARE REPORTED (INCLUDE LINKS TO SAMPLE REPORTS AS APPROPRIATE);
  - A DESCRIPTION OF HOW THE ASSESSMENT PROVIDER SUPPORTS IMPLEMENTATION OF THE ASSESSMENT, INCLUDING ANY TECHNICAL ASSISTANCE.
- **Description of Assessment:** Each class has an assessment with questions provided by prior state assessments, approved state vendor questions (from STAR, I-Ready, etc.), or questions approved by the Tuckahoe Common School District administration as being educationally and age appropriate. Assessments range from 20 to 50 questions. Assessments are directly linked to either NYS Standards for the subject area or NYS Next Generation Learning Standards. Assessments mirror models provided in NYS assessments. Questions shall be chosen by the grade-level teachers and approved by the administrative team. Teachers will grade the exams. The exams themselves will be reviewed each year to ensure all areas of state standards are still accurately and evenly assessed and to determine if negative patterns of performance in specific standards are due to an assessment issue. It should be noted that currently, Standards R3.1, R3.1, R4.1, R4.1, etc., provide a foundation for all questions on our assessments. Likewise, Standards R3.10, R3.10, R4.10, etc., currently form the heart of our text-based instruction. While not assessed directly in questions, R3.10, R3.10, R4.10, etc., are present on our assessments in the form of age and grade level appropriately rigorous, worthwhile texts.
  - **Description of How Assessment will be Administered:** Pre-assessments are administered in a one period (time extended as needed) setting at the beginning of the school year. Year-end assessments are administered in a one period (time extended as needed) setting over one day at the end of the school year.
  - **Description of How Scores Are Reported:** Scores will be reported to administration and entered into the student information system. Scores will be reported/and available to students and parents via the student information system (currently eSchool) to show student progress and growth during the year.
  - **Description of Provided Supports for Assessment Implementation:** The creation of all grade level exams will be supported by the administrative team, the director of information technology, and the technology teacher. All grade level assessments will be implemented using the same criteria found in the Examination Administration Documents that come with 3-8 assessments and exams. The administrative team will support the proctors of each exam with training in the state exam administrative/proctoring process, scheduling of examinations, and assistance during the exam. The exams will be taken as paper and pencil examinations unless deemed otherwise in the future. After the end of year scoring process, the administration shall meet with each teacher to discuss the results, breakdown individual questions, seek patterns of negative performance, and determine if any specific vocabulary, language, or skills need to be more appropriately and directly applied during the school year. The exams themselves will then be reviewed to determine if negative patterns of performance in specific standards are due to an assessment issue, and to ensure all areas of state standards are still being accurately and evenly assessed, as standards may be updated at the state level.



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?

Assessment will be used as a pre-test and a post-test to the curriculum being taught at each grade level. The assessment will be based on the daily, monthly, and annual learning targets and goals of each subject/grade, which in turn are based upon the state standards and targets. The state standards and daily targeted learning goals will be evenly distributed and assessed. As such, the standards and targets of the assessments are woven into the curriculum by imbedding both formative and summative practices throughout the year. Assessments can be very informal in nature such as using running records, or observing student reading, or through sprints and fluencies.

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?

All questions in the assessment will be taken from prior state assessments and approved vendors, or questions approved by the Tuckahoe Common School District administration as being educationally and age appropriate. The assessment follows the learning goals and targets that are specifically aligned with the relevant NYS and next generation learning standards. The exams will be created to match the targeted learning goals in each grade/subject. The examinations will include age and grade level appropriate variations of multiple-choice questions and constructed response questions. All questions will be selected to ensure that the state standards and learning targets are being evenly assessed. It is essential to remember that most questions will assess many standards simultaneously.

Additionally, reading standards will be divided by focus (Key Ideas, Craft and Structure, and Integration of Knowledge) to help guide instruction. Reading assessment questions (RL and RI) will all require close reading. Language and writing assessment questions will require writing and command of language. Mathematic questions will focus on the application of mathematical understandings and mathematical practices gained in the classroom. Students will NOT be permitted to use calculators in Grades k–5. Grade 6, students may have the exclusive use of a four-function calculator with a square root key or a scientific calculator. Grades 7–8 students may have the exclusive use of a scientific calculator.

The exams themselves will be reviewed each year to ensure all areas of state standards are still accurately and evenly assessed and to determine if negative patterns of performance in specific standards are due to an assessment issue. It should be noted that currently, Standards R3.1, R3.1, R4.1, R4.1, etc., provide a foundation for all questions on our assessments. Likewise, Standards R3.10, R3.10, R4.10, etc., currently form the heart of our text-based instruction. While not assessed directly in questions, R3.10, R3.10, R4.10, etc., are present on our assessments in the form of age and grade level appropriately rigorous, worthwhile texts.

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

• **Scoring of Assessments:**

- The following chart will be used to determine the scores of student assessments.

Level 4	Level 3	Level 2	Level 1
75% - 100%	50% - 74%	25% - 50%	0% - 24%

- Level 4: Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the Learning Standards that are considered more than sufficient for the expectations at this grade.
- Level 3: Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the Learning Standards that are considered sufficient for the expectations at this grade.
- Level 2: Students performing at this level are partially proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the Learning Standards that are considered partial but insufficient for the expectations at this grade. Students performing at Level 2 are considered on track to meet current New York high school graduation requirements but are not yet proficient in Learning Standards at this grade.
- Level 1: Students performing at this level are below proficient standards for their grade. They may demonstrate limited knowledge, skills, and practices embodied by the Learning Standards that are considered insufficient for the expectations at this grade.
- Students will be required to achieve a growth of at least 50% of the possible points available from the pre-test to the post-test. For example: If a student scores 30% on the pre-test, the student will have 70% of possible growth. 50% of the possible growth (70%) would be 35%. Therefore, to meet proficiency, the student would have to score at least 65% on the post-test.
- The % of students making proficiency growth as outlined above would be used to determine the scores of 1-4 for the teacher as outlined by the state APPR regulations.

Highly Effective			Effective			Developing		Ineffective											
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%
4			3			2		1											



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

Each grade level has its own assessment to match the curriculum of the grade level. The scoring process will be the same for each grade level and course examination as described above.

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

Our current model requires STAR to be given at three different times throughout the year. Each examination may take several periods to administer. The new model will require only two assessments and a shorter time to administer. This is a 33% decrease in the assessment process thus allowing more time for instruction.

In addition to formal pre and post-test assessments, both formative and summative assessments will continue to be woven into the curriculum throughout the year. These assessments can be very informal in nature such as using running records on observing student reading or through sprints and fluencies.

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

Students will take the assessments as paper and pencil examinations unless deemed otherwise in the future. All scores will be loaded into our student management system and documented in spreadsheet format to allow teachers and administrators to focus on the individual and overall needs of our students. After the end of year scoring process, the administration shall meet with each teacher to discuss the results, breakdown individual questions, seek patterns of negative performance, and determine if any specific vocabulary, language, or skills need to be more appropriately and directly applied during the school year. The exams themselves will then be reviewed to determine if negative patterns of performance in specific standards are due to an assessment issue, and to ensure all areas of state standards are still being accurately and evenly assessed, as standards may be updated at the state level.

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

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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: HISTORICAL DATA PERMITS THE RTI AND AIS TEAMS TO INDIVIDUALLY IMPLEMENT SCIENTIFICALLY RESEARCH BASED PROVEN STRATEGIES TO INCREASE STUDENT LEARNING AND IMPROVE STUDENT PERFORMANCE. THE PREVIOUS YEAR'S PERFORMANCE AND PREPAREDNESS FOR THE CURRENT YEAR WILL BE CONSIDERED WHEN DETERMINING POSSIBLE ADAPTATIONS TO THE GROWTH POTENTIAL. THIS SHALL INCLUDE HISTORICAL DATE FROM THE PREVIOUS YEAR'S LOCAL ASSESSMENT, STATE ASSESSMENT, AND THIRD-PARTY ASSESSMENTS SUCH AS STAR, I-READY, AND FOUNTAS AND PINNELL.

☐ 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: WHILE HISTORICAL DATA SHARES PAST ACCOMPLISHMENTS, THE PRE-ASSESSMENT SHARES CURRENT DATA THAT INFORMS POSSIBLE NEW NEEDS FOR SCIENTIFICALLY PROVEN STRATEGIES TO INCREASE STUDENT LEARNING AND IMPROVE STUDENT PERFORMANCE. THE LEARNING TARGETS AND GOALS FOR EACH PARTICULAR COURSE/GRADE ARE USED TO DEVELOP THE TEST. ASSESSMENT SCORING IS DESIGNED TO ASSIST EQUITY GOALS IN THE SENSE THAT ALL STUDENTS ARE EXPECTED TO ACHIEVE A MINIMUM GROWTH OF 50% TO ACHIEVE THE ANNUAL EXPECTED GROWTH. HOWEVER, ALL STUDENTS DO NOT BEGIN IN THE SAME PLACE, THEREFORE THE PRE-ASSESSMENT GIVES US A BASE FOR WHICH TO PREDICT THE MINIMUM EXPECTED PERFORMANCE OF A STUDENT.

☐ 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:

Students will be required to achieve a growth of at least 50% of the possible points available from the pre-test to the post-test. For example: If a student scores 30% on the pre-test, the student will have 70% of possible growth. 50% of the possible growth (70%) would be 35%. Therefore, to meet proficiency, the student would have to score at least 65% on the post-test. The % of students making proficiency growth as outlined above would be used to determine the scores of 1-4 as outlined by the state APPR regulations.

Meeting the 50% growth model may be difficult, if not impossible, for certain students who start out at a greatly disadvantaged preparedness level. For this reason, students who score below grade level on one of the previous years end of year assessments and score a 1 on the current year's pre-assessment, will be determined to have met the "year's expected growth" requirement by scoring a 2 out of 4 on the post-test. Students scoring a 2 on the post-test will be expected to reach the 50% growth model the following year.

It must be emphasized however, that the ultimate goal will be to have ALL students achieve the 50% growth model outlined above.



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

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

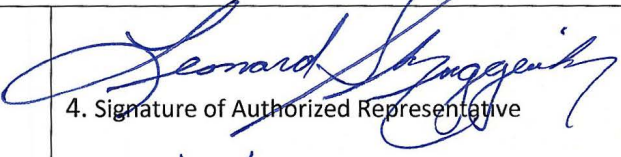
PLEASE SUBMIT ONE "FORM G" FOR EACH APPLICANT.

The Applicant makes the following assurances:

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

<sup>4</sup> 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:**

<p>Tuckahoe Common School District</p> <p>1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p></p> <p>4. Signature of Authorized Representative</p>
<p>Leonard Skuggevik</p> <p>2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>11/15/23</p> <p>5. Date Signed</p>
<p>Superintendent/Principal</p> <p>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>Tuckahoe Common School District</p> <p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p>4. Signature of School Representative</p>
<p>Leonard Skuggevik</p> <p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed</p>
<p>Superintendent/Principal</p> <p>3. Title of School Representative (PLEASE PRINT/TYPE)</p>	