



**STUDENT ASSESSMENTS 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 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:	iInternational Technology & Engineering Educators Association - STEM Center for Teaching and Learning
Assessment Provider Contact Information:	Barry N. Burke
Name of Assessment:	ITEEA-EbD: Online Student Assessment and Design Challenge.
Can this assessment be used as a growth measure?	Yes
Does this assessment provide normative inferences about student growth? If so, how?	Yes
What are the grade(s) the assessment covers?	K-12 (Assessment begins measurements in Grade 2)
What are the subject area(s) the assessment covers?	Technology and Engineering
What are the technology requirements associated with the assessment?	Teachers are required to administer this assessment online. Students are provided login and PW based on NY Unique Student Identifiers. Each student will need to be sitting in front of a computer (PC or MAC) with an internet connection to the web.

**Please provide an overview of the application for LEAs. Please include:**

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

The EbD™ Online Student Assessment and Design Challenge is provided to teachers in EbD™ approved Network Schools. Network schools are those that complete an application, obtain signatures of the teacher, principal, supervisor, superintendent and the State Director of EbD™, and agree to implement one or more courses in the EbD™ Core sequence as it was written, participate in professional development, and provide the assessments to the students in their classes. (The agreement may be found at <http://www.iteea.org/EbD/Resourses/FY2012-2014AGREEMENTandAPPLICATION.pdf> ) Teachers provide access to computers so that students may take the pre-test at the beginning of the course, and then the end of course assessment is provide to students at the end of the course. In addition an End of Course Design Challenge is provided. Students in the class are divided into groups of 3. Together they develop solutions to a particular realworld problem. They keep a design journal on the process(es) used to create their solutions. This “portfolio” is graded by the teacher. Additionally, the students return to the computer to answer questions that are directed at their understanding of the design process. All assessments are based on the EbD™ Responsibility Matrix which is used by authors in the development of each course (<http://www.iteea.org/EbD/Resourses/STLResponsibilityMatrix.PDF> ) This content is based on the Standards for Technological Literacy, AAAS Science Standards, NCTM Standards, and the State’s Career Cluster’s Knowledge and Skill Statements. As common core standards are approved, the EbD™ Program will base the work on these. For example the Mathematics Core have now been released. Each course is being updated to base content on the Common Core Standards.

The pre and post tests are completely online and administered by computer. The teacher is provided a URL ([www.ebdassessment.org](http://www.ebdassessment.org)) and sets each of the students up with a computer and login screen. User IDs and passwords are provided to the teacher at the beginning of a semester in a spreadsheet format. (Note: only students with the UserIDs provided by ITEEA are able to login to an assessment) More information about IDs and confidentiality can be found under Logistics and Administration below. The End of Course Design Challenge is provided by email to the teachers. Students do the hands-on component in groups, then return to the computer to answer additional questions.

<b>Estimated Service Costs (non-binding)</b> <i>Please include information about costs associated with the use of the assessment, including costs associated with technical assistance, training, professional development, scoring, etc. Please clearly identify whether these services, for cost, are required in order for an LEA to use the assessment.</i>	
Fixed costs over a given academic year.	When the State or school district has become members of the Technology and Engineering Assessment Coalition, the costs are based on the number of students accessing the assessment. A discount is provided for New York for membership in the Engineering byDesign Consortium of States. Annual State Cost = \$39,990 provides unlimited seats for the state.

Per-student costs over a given academic year that are above the estimated fixed costs.	Included
Time-and-materials costs that are limited to special services that are NOT required for standard administration during a given year (e.g., special professional development services at the start of a contract, standard setting if required, test augmentation if required, language translation fees for tests and supporting materials) and that are delineated on either a time-and-materials or a cost-per-service basis for each special service).	To be determined as required.

**If approved as a student assessment for teacher and/or principal evaluations, we are prepared to provide services to (Please indicate by clicking on the appropriate boxes below):**

<input checked="" type="checkbox"/>	<b>All</b> Districts/LEAs in the State of New York, or
<input type="checkbox"/>	Only to those eligible Districts/LEAs indicated below:

**For Assessments That Cover ELA and Math Only:**

Please mark with an “X” the elements below that apply to the assessment. If you project the assessment will change to include elements over the next three years, please mark the applicable year. Shaded cells represent NYSED’s suggested guidance to the field as New York State transitions to the Common Core.

**ELA: Non-Binding Guidelines for Phase-In of Common Core Assessment-Related Elements**

Elements	Applicable Year		
	12-13	13-14	14-15
Includes texts			
Include texts – fiction and non-fiction			
Include writing			
Includes writing from texts – fiction and non-fiction (from Social Studies / History, Science, and Technical Subjects)			

Assesses listening			
Assesses speaking			
Assess all four domains of CCSS (Reading, Writing, Speaking, Listening) with fidelity			

**MATH: Non-Binding Guidelines for Phase-In of Common Core Assessment-Related Elements**

Elements	Applicable Year		
	12-13	13-14	14-15
Has appropriate level of focus			
Has appropriate level of focus per PARCC frameworks			
Includes open-ended items			
Includes open-ended items that measure application			
Appropriate measurement of mathematical practices			
Has various assessment modes to demonstrate mathematical skills and concepts			
Assesses modeling			
Assesses fluency			