



**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:	Arlington Central School District
Assessment Provider Contact Information:	Brendan Lyons, Ed. D. Superintendent of Schools Arlington Central School District 144 Todd Hill Rd. LaGrangeville, NY 12540
Name of Assessment:	K-12 ACSD Assessments
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILES <input type="checkbox"/> PROJECTION MODELS <input type="checkbox"/> VALUE-ADDED MODELS <input type="checkbox"/> OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	See Form B-1
What are the technology requirements associated with the assessment?	None
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

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

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

The Arlington Central School District has created a series of local assessments for all subject areas in grades K-12 that can be utilized for purposes of establishing growth measures for students. These local assessments are administered at the start and culmination of each course of study, and are based on The New York State Common Core Learning Standards in ELA and Mathematics, as well as appropriate local, state, and/or national standards in other subject areas. The assessments are designed to be administered in one class period, following standard administration protocols that are consistent with other standardized assessments (e.g. The New York State Assessments). Assessments are scored by educators within the Arlington Central School District who do not have a vested interest in the outcome of the exam. All exams are stored in a secure location prior to administration, and student responses are stored for one calendar year from the conclusion of the exam administration.

Please provide an overview of the student-level growth model or target setting model for SLOs for districts and BOCES, along with how student-level growth scores are aggregated to create teacher-level scores, and how those teacher-level scores are converted to New York State’s 0-20 metric.

A consistent growth model was established for the purposes of setting Student Learning Objectives (SLO’s) that is consistent with §3012-d. A growth expectation was established in accordance with NYSED regulations that defined a minimum expectation for student growth based on the pre-assessment score. The aggregate of these scores are converted to a 0-20 score to create a teacher-level score with the accompanying HEDI band: Ineffective (0-12 pts.); Developing (13-14 pts.); Effective (15-17 pts.); and Highly Effective (18-20 pts.).

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.

<p>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</p>	<p>ELA assessments are evaluated to determine if the complexity and quality of texts are worthy of student time and attention and are the appropriate level of complexity for the grade. Reading questions are evaluated to determine if they are text-dependent and standards-based, as well as whether they require students to read closely, find answers within the text, and use textual evidence to support responses. Evaluative measures also include a review of the AET Alignment Criterion.</p> <p>Mathematics assessments are evaluated to determine if they majority of the assessment pertains to the major work of the grade. Items are also evaluated to determine whether they have been introduced in the CCSSM. Finally, items are evaluated to determine if they elicit direct, observable evidence of the degree to which a student can independently demonstrate the target standards. Evaluative measures also include a review of the AET Alignment Criterion.</p>
<p>Assessments Woven Tightly Into the Curriculum:</p>	<p>Each assessment prompt/question is drawn from the essential understandings of the course of study. Thus, each assessment is designed to elicit student reflection on the big questions and enduring understandings of the course. In turn, teachers may use assessment results to reflect and refine their practice.</p>

<p>Performance Assessment:</p>	<p>The ACSD local assessments are a balance of traditional and performance related tasks. Where appropriate, students are asked to respond to a problem or prompt that is consistent with a “real-world” task and their product is assessed against established criteria.</p>
<p>Efficient Time-Saving Assessments:</p>	<p>The ACSD local assessments are designed to be administered over a short time period yet yield meaningful results. Each year the assessments are evaluated to determine the continued use of specific questions and the amount of time required to administer and complete. All assessments are designed to take a student no longer than one class period to complete.</p>
<p>Technology:</p>	<p>The ACSD is currently evaluating how technology could better be utilized within the local assessment process. The District seeks to expand its broadband infrastructure to account for the expectations within the Next Generation Assessment Priorities.</p>
<p>Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness (only applicable to supplemental assessments):</p>	<p>N/A</p>



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FORM H

**APPLICANT CERTIFICATION FORM –ASSESSMENTS FOR USE WITH STUDENT
LEARNING OBJECTIVES**

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

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

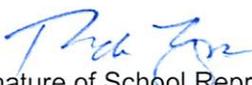
The Applicant makes the following assurances:

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

⁴ Please note, pursuant to Section 2.3 of this RFQ, an assessment may be removed from the approved list if such assessment does not comply with one or more of the criteria for approval set forth in this RFQ

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

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)	

Arlington Central School District 1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Representative (PLEASE USE BLUE INK)
Brendan Lyons 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed <i>3/24/16</i>
Superintendent of Schools 3. Title of School Representative (PLEASE PRINT/TYPE)	