



**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:	Barker Central School District
Assessment Provider Contact Information:	Deborah Farese, Director of Instructional Services
Name of Assessment:	Barker CSD K-12 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 annual courses that do not administer or conclude with a New York State assessment. The courses are checked and/or listed on Form B-1.
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Subject and/or content areas are listed or checked on Form B-1.
What are the technology requirements associated with the assessment?	Technology requirements vary based on subject/content area. The mathematical tools may include a calculator, timer, ruler, or the use of a computer.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

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

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

Description: The assessments are aligned to the Common Core Learning Standards and outcome expectations for the specific grade level and subject/content area.

Assessment Administration: Pre assessments will be administered in September, and post assessments will be administered in June, unless otherwise noted, such as course length. All accommodations will be implemented for students who have a specific ELL blueprint, 504 plan or IEP. The length of each assessment will be no more than one class period. (40 minutes)

Scores: Student scores are reported to the building principal and Director of Instructional Support Services for both pre & post assessments directly following the testing administration.

Assessment provider support: All assessments (written & electronic) are kept secured until the day and time of the administration. Computer support and adult support are provided as needed due to testing accommodations or other specifics as outlined in New York State’s Administrator’s manual for testing protocol.

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.

Barker CSD teachers have created appropriate grade level and content specific pre & post assessments that align to the curriculum, learning objectives and expected outcomes as outlined in the NYS Common Core Standards. Each student’s pretest is scored and a target mastery goal is set for every student. Based on each student’s performance on the post assessment, a student level growth score is calculated. The teacher-level score will be generated based on student growth results and converted using the NYS metric scale (0-20) as defined in 3012-d..

New York State Next Generation Assessment Priorities
Please provide detail on how the proposed supplemental assessment 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):	The assessment should measure student growth and progress made over a school year in a grade level or content specific area. Demonstration of growth should be evidenced in post assessment scores, and tasks required of students should contain tiered authentic responses as aligned with the NYS Common Core Learning Standards.
Assessments Woven Tightly Into the Curriculum:	Assessments are reviewed for content and relevance, and contain constructed response answers that evidence interaction with authentic text and demonstrate content knowledge.
Performance Assessment:	Constructed response and short answers evidence a student’s writing ability and growth. As applicable, some assessments contain a demonstration of growth, such as oral presentations to address appropriate speaking skills in related business and LOTE areas.
Efficient Time-Saving Assessments:	Pre & post assessments are administered in 1 period (no more than 40 minutes in length) at the beginning and ending of a course. Pre assessments are also to inform student and program instruction.
Technology:	Computer based assessments are dependent on the course, and task required of the educator. As technology develops and more materials and resources are available online, technology use will be integrated as applicable.

Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):

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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:

Barker Central School District 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Deborah Farese 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	6/13/16 5. Date Signed
Director of Instructional Services 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Barker Central School District 1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Representative (PLEASE USE BLUE INK)
Deborah Farese 2. School Representative's Name (PLEASE PRINT/TYPE)	6/13/16 5. Date Signed
Director of Instructional Services 3. Title of School Representative (PLEASE PRINT/TYPE)	