



**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:	Bay Shore Union Free School District
Assessment Provider Contact Information:	
Name of Assessment:	
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?	Grades 6-8
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English (Non-State Assessment Courses)
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)

Pre-assessment: The exam is locally developed through a collaboration of English certified teachers and the department administrator; it comprises a brief sample of items / tasks reflecting state standards (e.g., New York State Assessments in English Language Arts 6-8). The pre-assessment is administered during the first week of the course in one instructional period (40 minutes). English certified teachers who have no accountability linkage to the tested students are responsible for evaluating subjective components of the exams and determining students' percent scores (0-100). Scores are reported via a district SLO management system. The department administrator supervises the development, administration, and scoring of the pre-assessment.

Summative assessment: The exam is locally developed through a collaboration of English certified teachers and the department administrator; it comprises a thorough sample of items / tasks reflecting the Common Core Standards for English Language Arts (6-8) state standards and the design of the New York State Assessments in English Language Arts. The procedures for test administration and scoring mirror the protocols set forth by NYSED for State Assessments. The summative exam is administered at the conclusion of the course in an appropriate testing period. English certified teachers who have no accountability linkage to the tested students are responsible for evaluating the exams. Scores are reported via the district student management system. The department administrator supervises the development, administration, and scoring of the summative assessment.

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.

Baseline data consisting of students' pre-assessment percent scores (0-100), demographic information (i.e., Special Education and New Language Learner classifications), historical data (i.e., students' prior performance and course-level expectations), and state proficiency levels (i.e., passing and mastery) are used by the course teacher and department administrator to collaboratively determine appropriately rigorous targets, consistent with one year of expected growth. SLO Target: 80% of students in the population are expected to achieve their target score or higher on the summative exam. The percent of students in the teacher's SLO population that achieves their target score will be converted to the New York State 0-20 metric and assigned a H-E-D-I rating for student performance.

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):	The assessments reflect adherence to the Common Core Learning Standards for English Language Arts 6-18, and are modeled after the New York State Assessment in English Language Arts (6-8).
Assessments Woven Tightly Into the Curriculum:	The assessments are developed through a collaboration of English teachers and focused specifically on the expectations of the Common Core Learning Standards for English Language Arts (6-8).
Performance Assessment:	Consistent with the New York State Assessment, the summative exams include performance-based components (written task synthesizing multiple texts).
Efficient Time-Saving Assessments:	The pre-assessment was designed to be administered in a single class period (40 minutes) to preserve instructional time.
Technology:	Objective test items (i.e., multiple choice) will be machine

	scored to expedite the evaluation process and allow the information to be immediately actionable.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A



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Assessment Provider Information	
Name of Assessment Provider:	Bay Shore Union Free School District
Assessment Provider Contact Information:	
Name of Assessment:	
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?	Grades 9, 10 and 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English (Non-State Assessment Courses)
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)

Pre-assessment: The exam is locally developed through a collaboration of English certified teachers and the department administrator; it comprises a brief sample of items / tasks reflecting state standards (e.g., New York State Common Core Learning Standards for English Language arts 6-12) and the design of the new Common Core English Regents Examination. The pre-assessment is administered during the first week of the course in one instructional period (40 minutes). English certified teachers who have no accountability linkage to the tested students are responsible for evaluating subjective components of the exams and determining students' percent scores (0-100). Scores are reported via a district SLO management system. The department administrator supervises the development, administration, and scoring of the pre-assessment.

Summative assessment: The exam is locally developed through a collaboration of English certified teachers and the department administrator; it comprises a thorough sample of items / tasks reflecting the Common Core Standards for English Language Arts (6-12) state standards and the design of the Common Core Regents Examination in English. The procedures for test administration and scoring mirror the protocols set forth by NYSED for Regents Examinations. The summative exam is administered at the conclusion of the course in an appropriate testing period. English certified teachers who have no accountability linkage to the tested students are responsible for evaluating the exams. Scores are reported via the district student management system. The department administrator supervises the development, administration, and scoring of the summative assessment.

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.

Baseline data consisting of students' pre-assessment percent scores (0-100), demographic information (i.e., Special Education and New Language Learner classifications), historical data (i.e., students' prior performance and course-level expectations), and state proficiency levels (i.e., passing and mastery) are used by the course teacher and department administrator to collaboratively determine appropriately rigorous targets, consistent with one year of expected growth. SLO Target: 80% of students in the population are expected to achieve their target score or higher on the summative exam. The percent of students in the teacher's SLO population that achieves their target score will be converted to the New York State 0-20 metric and assigned a H-E-D-I rating for student performance.

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):	The assessments reflect adherence to the Common Core Learning Standards for English Language Arts 6-12, and are modeled after the Common Core Regents Examination in English.
Assessments Woven Tightly Into the Curriculum:	The assessments are developed through a collaboration of English teachers and focused specifically on the expectations of the Common Core Learning Standards for English Language Arts 6-12.
Performance Assessment:	Consistent with the Common Core Regents Exam in English, the summative exams include performance-based components (analysis of multiple texts).
Efficient Time-Saving Assessments:	The pre-assessment was designed to be administered in a single class period (40 minutes) to preserve instructional time.

Technology:	Objective test items (i.e., multiple choice) will be machine scored to expedite the evaluation process and allow the information to be immediately actionable.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A



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Assessment Provider Information	
Name of Assessment Provider:	Bay Shore Union Free School District
Assessment Provider Contact Information:	
Name of Assessment:	
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?	Grade 11
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English 11 English Language Arts Regents Exam
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)

Pre-assessment: The exam is locally developed through a collaboration of English certified teachers and the department administrator; it comprises a brief sample of items / tasks reflecting state standards (e.g., New York State Common Core Learning Standards for English Language arts 6-12) and the design of the new Common Core English Regents Examination. The pre-assessment is administered during the first week of the course in one instructional period (40 minutes). English certified teachers who have no accountability linkage to the tested students are responsible for evaluating subjective components of the exams and determining students' percent scores (0-100). Scores are reported via a district SLO management system. The department administrator supervises the development, administration, and scoring of the pre-assessment.

Summative assessment: The New York State Common Core Exam in English Language Arts.

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.

Baseline data consisting of students' pre-assessment percent scores (0-100), demographic information (i.e., Special Education and New Language Learner classifications), historical data (i.e., students' prior performance and course-level expectations), and state proficiency levels (i.e., passing and mastery) are used by the course teacher and department administrator to collaboratively determine appropriately rigorous targets, consistent with one year of expected growth. SLO Target: 80% of students in the population are expected to achieve their target score or higher on the summative exam. The percent of students in the teacher's SLO population that achieves their target score will be converted to the New York State 0-20 metric and assigned a H-E-D-I rating for student performance.

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):	The pre-assessment reflects adherence to the Common Core Learning Standards for English Language Arts 6-12, and are modeled after the Common Core Regents Examination in English.
Assessments Woven Tightly Into the Curriculum:	The pre-assessment was developed through a collaboration of English teachers and focused specifically on the expectations of the Common Core Learning Standards for English Language Arts 6-12.
Performance Assessment:	The New York State Common Core Regents Examination in English Language Arts.
Efficient Time-Saving Assessments:	The pre-assessment was designed to be administered in a single class period (40 minutes) to preserve instructional time.
Technology:	Objective test items (i.e., multiple choice) will be machine scored to expedite the evaluation process and allow the information to be immediately actionable.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A



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Assessment Provider Information	
Name of Assessment Provider:	Bay Shore Union Free School District
Assessment Provider Contact Information:	
Name of Assessment:	
Nature of Assessment:	<p>X ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR</p> <p><input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:</p> <p style="margin-left: 40px;"> <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: </p>
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grades K-2
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA
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)

Pre-assessment: The Fountas and Pinnell Benchmark Assessment System is administered individually to each student during the first few weeks of the course. Scores are reported via a district SLO management system. The building principal supervises the administration and scoring of the pre-assessment.

Summative assessment: The Fountas and Pinnell Benchmark Assessment System is administered individually to each student during the final weeks of the course. Scores are reported via a district SLO management system. The principal supervises the administration and scoring of the summative-assessment.

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.

Baseline data consisting of students' pre-assessment Guided Reading Level (A-Z), demographic information (i.e., Special Education and New Language Learner classifications), historical data (i.e., students' prior performance and course-level expectations), and state proficiency levels (i.e., passing and mastery) are used by the course teacher and department administrator to collaboratively determine appropriately rigorous targets, consistent with one year of expected growth. SLO Target: 80% of students in the population are expected to achieve their target score or higher on the summative exam. The percent of students in the teacher's SLO population that achieves their target score will be converted to the New York State 0-20 metric and assigned a H-E-D-I rating for student performance.

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 pre- and post assessments reflect adherence to the Common Core Learning Standards for English Language Arts K-2, and is designed to identify an individual student's guided reading level.
Assessments Woven Tightly Into the Curriculum:	The pre-assessment was developed by Fountas and Pinnell (third party vendor) and focused specifically on the expectations of the Common Core Learning Standards for English Language Arts, K-2.
Performance Assessment:	The Fountas and Pinnell Benchmark Assessment System.
Efficient Time-Saving Assessments:	The pre- and post assessments were designed to be administered in an authentic class setting for instructional purposes.
Technology:	N/A
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A



**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.

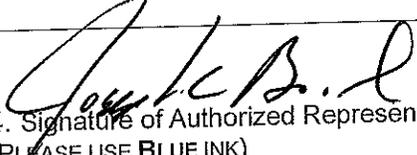
PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

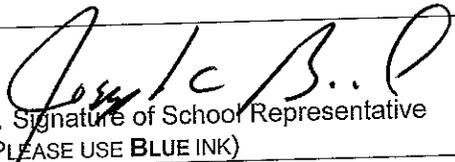
The Applicant makes the following assurances:

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.	<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:

Bay Shore Union Free School District 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Joseph C. Bond 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 2/24/16
Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Bay Shore Union Free School District 1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Representative (PLEASE USE BLUE INK)
Joseph C. Bond 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 2/24/16
Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	