



**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: | Bedford Central School District |
| Assessment Provider Contact Information: | Andrew Patrick (914)241-6016 Assistant Superintendent for Curriculum & Instruction |
| Name of Assessment: | Bedford CSD-Developed Course-Specific 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? | Grade K-12 for courses the do not culminate in a State test |
| What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score? | ELA, Math, Science, Social Studies, World Languages (LOTE), |
| What are the technology requirements associated with the assessment? | Calculators for some math, science assessments Laptops/Chromebooks for some assessments |
| 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: Bedford CSD-developed course-specific assessments for use with SLOs are based on the New York State Common Core Learning Standards for ELA and Literacy, and Mathematics, and the New York State Learning Standards for the Arts, Health, Physical Education and FACS, LOTE, Science and Technology, and Social Studies. Teachers and leaders in each department and grade band have identified priority standards within each subject area, and developed assessments that include a combination of selected response, constructed response, essay, and performance-based items. Where appropriate, the assessments are modeled after NYS tests.

How administered: All assessments are administered using the same criteria found in the School Administrator’s Manuals for the NYS 3-8 Assessments and NYS Regents Examinations.

How reported: Individual student scores are reported via our student information system, eSchoolData. Aggregate SLO scores are submitted via a secure data portal, and uploaded to OASYS, our teacher and principal evaluation tool.

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.

At the beginning of the year students are given a pre-assessment which is a shortened version of the year-end assessment. Targets are set for each student to achieve a passing score on the exam. The percentage of students that met their targets are calculated to calculate teacher scores. At least 65% of the students are expected to have met the target change between the pre-assessment and the year-end assessment. Historical assessment data will be used to adjust the 65% and historical academic data will be used to set targets for students in relation to attendance, SWD, ENL and economically disadvantaged. All SLOs will be scored based on the percent of students meeting targets in accordance with the State-provided scoring ranges 90-100% = HE (18-20 points), 75-89% = E (15-17 points), 60-74% = D (13-14 points) and below 60% = I (0-12 points).

| 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): | Good ELA and Math assessments are directly tied to the NYS Common Core Standards. They mirror many of the exemplars found in the modules and lessons found on Engage NY. |
| Assessments Woven Tightly Into the Curriculum: | Assessments are woven into the curriculum by imbedding both formative and summative throughout the year or semester. Assessments can be very informal in nature such as using running records on observing student reading or through sprints and fluencies. |
| Performance Assessment: | Performances assessments are strongly encouraged in all areas where both the process and final product are valued equally. These assessments are extremely valuable in the performing arts, art, physical education, etc. |
| Efficient Time-Saving Assessments: | As mentioned in the second section above many assessments can be quick and easy through logs and observations. |
| Technology: | Technology can be used depending upon the course outline and requirements, including calculators for math |

| | |
|---|--|
| | and science exams, and laptops or Chromebooks for some subjects. |
| <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> | |



**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. ² | <input checked="" type="checkbox"/> |

² 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:

| | |
|--|---|
| <p>BEDFORD CSD</p> <p>1. Name of Organization (PLEASE PRINT/TYPE)</p> |  <p>4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p> |
| <p>DREW PATRICK</p> <p>2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p> | <p>3/24/16</p> <p>5. Date Signed</p> |
| <p>ASSISTANT SUPERINTENDENT</p> <p>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p> | |

| | |
|--|---|
| <p>BEDFORD CSD</p> <p>1. Name of LEA (PLEASE PRINT/TYPE)</p> |  <p>4. Signature of School Representative (PLEASE USE BLUE INK)</p> |
| <p>DREW PATRICK</p> <p>2. School Representative's Name (PLEASE PRINT/TYPE)</p> | <p>3/24/16</p> <p>5. Date Signed</p> |
| <p>ASSISTANT SUPERINTENDENT</p> <p>3. Title of School Representative (PLEASE PRINT/TYPE)</p> | |