



**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.

<b>Assessment Provider Information</b>	
Name of Assessment Provider:	Cold Spring Harbor Central School District
Assessment Provider Contact Information:	75 Goosehill Road Cold Spring Harbor, N.Y. 11724
Name of Assessment:	CSHCSD developed course specific 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 K-12 for PE, Art, Music Grades K-12 courses that do not culminate in a State assessment as checked and listed on Form B1
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	All subject areas except Math and ELA grades 3-8 and all other non-Regents courses
What are the technology requirements associated with the assessment?	Calculators for math and some science exams
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 Cold Spring Harbor District-developed performance-based Assessments are based on the District's priority standards as follows: The NYS Common Core Learning Standards in ELA and the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12. The assessments are common across all grade levels, content, and special area courses.

**How administered:** To minimize testing for students, historical data is used as a baseline and in some areas, a brief, one-class period pre-assessment is administered to establish a baseline. The performance-based assessments are administered in no more than a three hour period.

**How scores are reported:** Scores are reported through our student information system.

**How implemented:** The assessments are implemented following the criteria outlined in the NYS assessment Guides provided with the NYS assessments. Assessments are kept secure and teachers do not score their own assessments.

**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.**

For the purposes of establishing a baseline, academic data based on student information provided in past State assessments as well as local assessment data (Interim benchmark assessments) are utilized. Targets are set for students based on this academic data and with the expectation of students demonstrating success in passing the assessment. Results are acceptable and represent appropriate academic growth with 65% - 84% of students meeting their targets. Teachers are rated Highly Effective, Effective, Developing, or Ineffective based on the calculation of the percentage of students meeting targets using a 0-20 rating scale with 90%-100% (18-20 points) Highly Effective, 75%-89% (15-17 points) Effective, 60%-74% (13-14 points) Developing, and 0%-59% (0-12 points) Ineffective.

**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.

<b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b>	The performance-based task is consistent with best practices in measuring the NYS Learning Standards will the goal of meaningful engagement on the part of the student. The assessment results demonstrate the ability of the student to transfer and apply knowledge. The student is able to reflect on both the product and the process in an age appropriate way. The task demonstrates the student's ability to think beyond a basic level as per Webb's Depth of Knowledge levels 2 and 3.
<b>Assessments Woven Tightly Into the Curriculum:</b>	Assessments are aligned to the NYS learning standards and are designed to assess as well as inform instruction. Assessments are woven into the curriculum and represent authentic and engaging tasks. The results of the assessments provide meaningful data that represent student growth and learning over time.
<b>Performance Assessment:</b>	The CSHCSD collaboratively-developed performance based assessments represent authentic "real-world" tasks and demonstrate an accumulation of learning and transfer of knowledge. In CSHCSD, the assessments are based on the recommendations of NYSED to provide high quality assessments, including writing informative/explanatory essays focused on discipline-specific content.
<b>Efficient Time-Saving Assessments:</b>	Assessments were developed based on units of study in the curriculum, therefore, student administration is part of the course of study in each class.
<b>Technology:</b>	Technology can be used as appropriate to the task of each assessment and the developmental levels of the students.
<b>Degree to which the growth model must differentiate across</b>	

<b>New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):</b>	
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**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. <sup>4</sup>	<input checked="" type="checkbox"/>

<sup>4</sup> 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:**

Cold Spring Harbor Central School District 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Judith A. Wilansky 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	1/29/16 5. Date Signed
Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Cold Spring Harbor Central School District 1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Representative (PLEASE USE BLUE INK)
Judith A. Wilansky 2. School Representative's Name (PLEASE PRINT/TYPE)	1/29/16 5. Date Signed
Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	