



**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:	Dutchess BOCES
Assessment Provider Contact Information:	Richard M. Hooley, District Superintendent
Name of Assessment:	Dutchess BOCES CTE 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?	Grades 10, 11, 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	A+ COMPUTER NETWORKING AUTO BODY AUTOMOTIVE CAREER EXPLORATION COMMUNICATION TECHNOLOGY CONSTRUCTION TRADES COSMETOLOGY CULINARY ARTS EARLY CHILDHOOD ELECTRICAL CONSTRUCTION FILM ARTS

	<p>IHOC</p> <p>NURSING ASSISTANT</p> <p>PRACTICAL NURSING</p> <p>SECURITY & LAW</p> <p>SMALL ENGINES</p> <p>VETERINARY SCIENCE</p> <p>ALL OTHER CTE COURSES NOT NAMED ABOVE</p>
What are the technology requirements associated with the assessment?	Technology /adaptive devices can be used in accordance with a student’s IEP
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)

Assessments are designed to be aligned directly with both recognized Business and Industry Standards and the New York State Common Core Learning Standards. They are multiple choice with one extended writing prompt.

The assessments are administered using a common administration window during students scheduled class time.

Scores are reported through our student management system.

All assessments are implemented using the same criteria found in the Examination Administration Documents for Regents exam administration. All exams are kept locked until the day of 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 the create teacher-level scores, and how those teacher-level scores are converted to New York State’s 0-20 metric.

Assessments are administered for pre and post assessment. They are aligned to recognized Business and Industry Standards and to the NYS Common Core Learning Standards. Individual targets are set for each student on the course roster. The percent of students that meet their target is calculated to determine teacher scores. This calculation is applied to the approved HEDI scale.

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):	Not Applicable
Assessments Woven Tightly Into the Curriculum:	Assessments are designed to be aligned with both NYS Common Core Learning Standards and recognized Business and Industry Standards. The assessments are directly aligned with classroom instruction, course goals, and can be used as formative assessment data to benefit student learning.
Performance Assessment:	Assessments include multiple choice questions and an extended written response. The multiple choice questions and writing prompts are created to include authentic tasks requiring students to apply higher order thinking skills to real-life, performance based scenarios.
Efficient Time-Saving Assessments:	Assessments are multiple choice with one extended writing prompt. Scantron will be used to maximize efficiency for the multiple choice section and a common rubric will be used to assess the written portion of the assessments. A common administration window is used to ensure consistency across programs.
Technology:	Technology /adaptive devices can be used in accordance with a student's IEP
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not Applicable



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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.	X
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	X
The assessment can be used to measure one year's expected growth for individual students.	X
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	X
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.	X
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.	X
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	X

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:

Dutchess BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE BLUE INK) <i>Richard M. Hooley</i>
Richard M. Hooley 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed <i>5-9-16</i>
District Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE BLUE INK)
2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of School Representative (PLEASE PRINT/TYPE)	