



**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:	Erie 2 Chautauqua-Cattaraugus BOCES
Assessment Provider Contact Information:	Theresa Gray Integrated Education Services, Coordinator tgray@e2ccb.org
Name of Assessment:	Adapted Physical Education
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?	Secondary
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Adapted Physical Education
What are the technology requirements associated with the assessment?	N/A
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)

Assessment Description

The *Adapted Physical Education Assessment* is administered to students while they are observed by an E2CCB Physical Education Teacher, who will assess the student's performance using a rubric developed by the E2CCB Adapted Physical Education Teacher. Students will complete the assessment by performing and executing four performance tasks. Tasks for this assessments resulted from collaborative efforts of Erie 2 BOCES Teachers and Erie 2 Integrated Education Services employees.

The assessment fulfills the following:

Physical Education Learning Standards**A Safe and Healthy Environment Standard 2**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: Students will:

- demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.
- be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Administration

The assessment will take place during one of the students' regularly scheduled APE class periods, or alternative schedule. Special arrangements will be made to accommodate for make-up sessions if needed. Students may require prompting of directions. This may include:

- Physical Assistance
- Modeling
- Gestures (Signing)
- Verbal Cues
- Visual Cues
- And/or a combination of prompts

Para-Professionals/ Aides and Nurses that are assigned per the students' IEP (Individual Education Program) are to assist students.

Any personal communication device (i.e. Dynovox), picture program, visual schedules, eye gaze to indicate given choice, and iPads used for communication, can be used.

Individual/ Classroom behavior programs will be followed.

Adaptive equipment necessary for independent/assisted movement are acceptable:

- Walking belts
- Walker
- Gait trainer
- Floatbelts
- Pony walker
- Device listed on IEP

Motivators may be used:

- Earning a choice
- High Five
- Star of the Day
- Edibles

On the day of the assessment, a statement will be read to the students:

"We have a guest in class today, who will be watching how safe we are in class. Please follow my directions."

Assessment Provider Supports

E2CCB, Integrated Education Service Staff Development specialist is available to provide support with analysis of test results and understanding the data provided through this assessment.

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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.

The target setting model for SLO involves the teacher and administrator working collaboratively to analyze pre-assessment data and other available data for the student and pertinent to the course. Other factors that are considered as part of this process include factors such as past performance to set targets for each student. Once the assessment is scored by someone other than the teacher being evaluated, the data is analyzed for the percentage of students who met their target and the percentage is then placed in the NYS 3012-d SLO scale to be converted to 0 – 20 then HEDI rating.

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):	N/A
Assessments Woven Tightly Into the Curriculum:	The Adapted Physical Education Assessment allows for seamless administration in conjunction with classroom instruction in support of the day to day academic goals of the teacher. The Adapted Physical Education Assessment directly aligns with Performance Indicators and Physical Education Standards that receive instructional scaffolding throughout the course of the school year based on ongoing formative assessment practices.
Performance Assessment:	The Adapted Physical Education Assessment allows for students to demonstrate skills that are based on authentic tasks to show execution of performance tasks in Adapted Physical Education.
Efficient Time-Saving Assessments:	The Proficiency Examination is administered outside of the final examination schedule for Regents. Student will take this exam in the months of April and May.
Technology:	Any personal adaptive technology as per the students IEP.
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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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:

1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE BLUE INK)
2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Erie 2 Chautauqua- Cattaraugus BOCES 1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Representative (PLEASE USE BLUE INK)
Theresa Gray 2. School Representative's Name (PLEASE PRINT/TYPE)	5/6/16 5. Date Signed
Integrated Education Services, Coordinator 3. Title of School Representative (PLEASE PRINT/TYPE)	