



**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:	Proficiency Examination in Spanish
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?	LOTE: Spanish
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 *Proficiency Examination in Spanish* is a four part examination consisting of performance through speaking (Part 1), multiple choice (Part 2), listening comprehension (Part 3), and writing (Part 4). This assessment was developed to meet the requirements for languages other than English. The assessment developed is aligned to the World Language Standards, performance indicators, and curriculum topics.

Specifically:

1. Students can (listening and speaking):
 - a. Comprehend language consisting of simple vocabulary and structures in face to face conversations with peers and familiar adults.
 - b. Comprehend the main idea of more extended conversations with some familiar vocabulary and structures as well as cognates of English words.
 - c. Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English.
 - d. Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.
2. Students can (reading and writing):
 - a. Understand the main ideas and some details of simple informative materials written for native speakers.
 - b. Compose short, informal notes and messages to exchange information with members of the target culture.

The *Proficiency Examination in Spanish* is similar in construct to the previous NYSED Second Language Proficiency Assessment.

The development of this assessment was done in a collaborative setting with attention given to best practice in assessment writing. The development was created with the support of an item map.

Administration

The *Proficiency Examination in Spanish* is administered over two different days. Part 1 is administered prior to completing parts 2 through 4 of the written exam. Students complete parts 2 independently by reading the questions and choices. Part 3 is read aloud as the students are directed to listen for comprehension. Part 4 consists of two writing tasks, but encompasses 4 choices. The written portion of this examination is scored off of a four point rubric.

Explicit instructions are provided for the administration of this assessment with the intent to mirror the guidelines set by NYSED for Second Language Proficiency Assessments. General security protocol by NYSED is followed for this examination.

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.

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 special education, ELL designation and 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 Proficiency Examination in Spanish allows for seamless administration in conjunction with regular classroom instruction in support of the day to day academic goals of the teacher. The Proficiency Examination in Spanish directly aligns with Performance Indicators and World Language standards that receive instructional scaffolding throughout the course of the school year based on ongoing formative assessment practices.
Performance Assessment:	The Proficiency Examination in Spanish allows for students to answer question that are based on authentic tasks to show understanding of language. Part 1 of this examination consists of Speaking and Listening to engage in a conversation using the language.
Efficient Time-Saving Assessments:	The Proficiency Examination is administered in the month of June, prior to the final examination schedule for Regents.
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



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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)	