



**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:	Early Childhood Learning Portfolio Project
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?	K – 2
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, Math
What are the technology requirements associated with the assessment?	Portfolio administrators need access to a video or auditory recording device.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input checked="" type="checkbox"/> YES <input 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 purpose of this project is to provide teachers with a structure for supporting and extending learner-centered practices in their classrooms. More than just an assessment given at mandated times during the year, this project seeks to collect evidence of student learning in ways that supports students as they tell the story of their time in early elementary school. In addition, this project is a way to collect evidence that traditional, standardized measures cannot.

Administration

It should be noted that this portfolio was conceptualized as an early childhood portfolio that will follow the students from kindergarten to second grade. As a result, the tasks are linked between grade levels by common standards.

ELA

Student proficiency with reading, writing, and speaking and listening standards is assessed through engagement in a variety of tasks within the “Early Childhood Learning Portfolio Project.”

K.RI.1, K.RF.4, K.W.2, K.W.5, K.SL.1, K.SL.4, K.SL.6

1.RI.1, 1.RF.4, 1.W.2, 1.W.5, 1.SL.1, 1.SL.4, 1.SL.6

2.RI.1, 2.RF.4, 2.W.2, 2.W.5, 2.SL.1, 2.SL.4, 2.SL.6

Math

Student proficiency with mathematical standards and practices is assessed through engagement in a variety of tasks and student interviews within the “Early Childhood Learning Portfolio Project.”

K.G.1, K.G.2, K.CC.1, K.CC.2, K.CC.4, K.CC.4a, K.CC.6, MP3

1.OA.1, 1.NBT.1, MP3

2.NBT.1, 2.NBT.3, 2.NBT.5, 2.OA.1, MP1

Scores Reported

The portfolio referenced in this project provides an organizational structure and set of rubrics for teachers to collect evidence of learning to support that storytelling. Rubrics are aligned with Common Core Learning Standards and each task is scored holistically as “Student struggles with the task”, “Student is successful with the task” or Student exceeds expectations with the task”. The portfolio and rubric are created for use with Student Learning Objectives with a Target Setting Model. All assessments are scored by teachers other than those being evaluated by the results.

The Portfolio Project and accompanied rubrics were created by a group of designers including kindergarten, first and second grade teachers, special educators, staff developers and district leadership who worked through a series of decision points around the design of the project. These included reviewing literature of portfolio design to establish perimeters for this project, analyzing the Common Core Learning Standards and Mathematics and Literacy for “power standards” in kindergarten through second grade. Tasks were piloted in k-2 classrooms and underwent multiple rounds of feedback.

Early Childhood Learning Portfolio Project guidance document includes an overview of the portfolio components and structure, teacher and student directions and scoring materials. Each task is tagged with the appropriate standards that are being assessed. Tasks are intended to be administered during the first and final marking period of the school year.

Technical Assistance

The goal of this project is to put the students at the heart of their own learning stories, using a portfolio as a way to capture evidence of student learning. Since the primary goal is to capture evidence of that learning, and not adults' interpretation of that learning, teachers must capture video or audio recordings of students. In other words, written evidence of learning from a young learner still mastering the fine motor skills of writing may provide limited evidence of the complexity and depth of her thinking and understanding. An audio or video recording of her speaking or explaining her thinking can provide a fuller picture and higher quality of evidence.

Assessment Provider Supports

Support is multi-layered ranging from early implementation to analysis of final evaluation. E2CCB, Integrated Education Service Staff Development specialist are available to provide an overview of portfolio purpose, objectives, administration and scoring procedures and criteria.

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):	A high quality assessment is one that is aligned to the NYS Common Core Learning Standards, provides data and actionable feedback to inform instruction and curricular decisions.
Assessments Woven Tightly Into the Curriculum:	The portfolio assessment allows for seamless administration in conjunction with regular classroom instruction in support of the day to day academic goals of the teacher. The portfolio assessment aligns directly with standards that receive instructional scaffolding throughout the course of the school year based on ongoing formative assessment practices.
Performance Assessment:	The portfolio assessment is a performance assessment in its entirety. It allows students to display understanding of ELA and Math concepts through engaging and meaningful performance tasks.
Efficient Time-Saving Assessments:	The portfolio assessment allows for seamless administration in conjunction with regular classroom

	<p>instruction in support of the day to day academic goals of the teacher. The assessment is administered throughout the instructional day occurring at least once in the beginning and end of the year.</p>
<p>Technology:</p>	<p>An audio or video recording of a student speaking or explaining their thinking can provide a fuller picture and higher quality of evidence. This experience promotes an authentic assessment environment and minimizes the disruption of a second scorer being present during administration. Audio or video recording allows for all assessment tasks to be scored at a later time by teachers other than those being evaluated by the results.</p>
<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>	<p>n/a</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:

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)	3/22/16 5. Date Signed
Integrated Education Services, Coordinator 3. Title of School Representative (PLEASE PRINT/TYPE)	