



**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:	Greenburgh-Graham Union Free School District
Assessment Provider Contact Information:	Ms. Amy Goodman 1 South Broadway Hastings-on-Hudson, NY 10706 <a href="mailto:agoodman@greenburghgraham.org">agoodman@greenburghgraham.org</a>
Name of Assessment:	Greenburgh-Graham Local 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?	K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, Mathematics, Science, Social Studies, Visual and Performing Arts, Physical Education, Technology, Health
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)**

**FORM C**

**GGUFSD Local Assessment Overview**

The Greenburgh-Graham Union Free School District Local Assessment is a 2-12 performance-based system. The GGUFSD Local Assessment incorporates Common Core State Standards and is vertically aligned according to learning progressions that measure academic growth over time.

The GGUFSD measures content acquisition, skill development, critical thinking, and problem-solving through consistent routine tasks and hands-on activities that are embedded into regular instruction. This instructional process includes relevant, actionable feedback.

The GGUFSD Local Assessment is administered to students over a period of days with specific instructions that are presented to students based on their developmental level. Students can complete the required tasks by following the checklists and instructions provided. The GGUFSD Local Assessment is administered to all students at the same time providing IEP and 504 driven accommodations and modifications as required by law.

The GGUFSD Local Assessment is scored during a dedicated scoring and reporting day each spring. Individual assessments are scored against a rubric that is vertically aligned by content area and aligned to CCLS. Teachers do not score the assessments of their students. Scores are then uploaded and converted to a teacher rating for APPR purposes.

Administration of the GGUFSD Local Assessment is supported by school administrators and district-wide staff developers. Annual training and instruction is provided to teachers prior to the administration of the local assessment. School administrators ensure proper security for the storage of local assessments prior to and following the 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.**

**SLO Target Setting**

The GGUFSD Local Assessments allow for collection of historical data over time as we measure progress against learning progressions when students remain in district for an extended period. Each fall, teachers are provided with historical student performance data. Once all teachers have received and review this data and gathered preliminary both formal and informal peer-assessment data for the current school year, individual teachers, departments, and grade levels begin the target-setting process. Working with district-wide staff developers and administrators, each teacher sets an appropriate target for the SLO and enters the target in the SLO district-wide template. The number of students meeting their targets is converted to a percentage and a score from 0-20 is assigned on our 0-20 metric 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):**

**Characteristics of Good ELA and Math Assessments  
ELA:**

The GGUFSD Local Assessment in ELA is a vertically aligned task for all students grades 9-12. As per the Common Core State Standards, the tasks include reading comprehension questions and a writing task which is an opinion/argument task for all students.

Using developmentally appropriate and rigorous texts, individual students compose an opinion/argument piece in response to the selected texts. In accordance with the

	<p>CCLS, the required written piece must begin with an introduction to the claim and progress with supporting details, level and appropriate logic and sequencing, evidence and reasoning, and concluding statements. As students progress through the grades, the level of sophistication increases along with the requirement to present a counterclaim and the citation of appropriate sources. The learning progressions require that students demonstrate a clear focus and claim, relationships between claims and evidence, relationships between counterclaims and evidence, syntax, and awareness of audience and purpose.</p> <p><b>Mathematics:</b></p> <p>The GGUFSD Local Assessment in Mathematics is a vertically aligned task for all students grades 9-12. As per the Common Core State Standards, the mathematics task for all students is rooted in the application of mathematical concepts in the solving of problems.</p> <p>The task required is the completion of a set of rigorous problems by each individual student. Using developmentally appropriate and rigorous, relevant problem sets and content, students show their thinking and solutions through the application of mathematical processes and the display of work. Following the CCLS, the required solution must show evidence of the Common Core mathematical processes with notation and arrive at a solution.</p> <p>As students progress through the grades, the level of sophistication increases along with the requirement to represent their problem solving process with appropriate mathematical notation. The learning progression requires that the students demonstrate algebraic thinking, functions, and geometric interpretation as appropriate across grade levels.</p>
<p><b>Assessments Woven Tightly Into the Curriculum:</b></p>	<p><b>Assessments Woven Tightly Into the Curriculum:</b></p> <p>As a school district, we are committed to assessments that are woven tightly into the curriculum. Our curriculum is designed in units of study across the school year. Units with particular areas and topics of focus are implemented over several weeks and incorporate all genre of reading and writing along with the requisite mathematical content as defined in the Common Core State Standards. Planning and implementation support is provided is provided by district-wide staff developers and outside organizations including NW and SW BOCES. Our GGUFSD Local Assessment is strategically placed as the culminating performance activity for specific units of study based on the content and skills being measured in the assessment.</p>
<p><b>Performance Assessment:</b></p>	<p><b>Performance Assessment:</b></p> <p>The GGUFSD Local Assessment requires that all students demonstrate understanding through the production of a piece of quality work or the solving of a</p>

	<p>developmentally appropriate and rigorous problem. Students are given clear instructions and guidelines for the required tasks and receive relevant, actionable feedback from teachers. Using engaging resources, texts, and problems that are relevant and meaningful to students, the aligned assessment tasks has a scoring system that provides clear information that guides instruction and individual student growth.</p>
<p><b>Efficient Time-Saving Assessments:</b></p>	<p><b>Efficient Time-Saving Assessments:</b>                  The strategic placement of our GGUFSD Local Assessment as the culminating performance at the end of specific units of study allows for efficient use of time while engaged in meaningful learning experiences. As with most performance-based assessments, our local assessment is administered over multiple class sessions.</p>
<p><b>Technology:</b></p>	<p><b>Technology:</b>                  While designed to be administered through a traditional paper and pencil mode, teachers may decide on the use of technology as the preferred mechanism for administration based on the following factors:</p> <ul style="list-style-type: none"> <li>— Student IEP accommodations</li> <li>— Developmental ability of students completing the assessment</li> <li>— Availability of the appropriate computer technology for assessment administration</li> </ul>
<p><b>Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness (only applicable to supplemental assessments):</b></p>	<p><b>Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness:</b>                  As our application is only for use with SLOs, this section is not applicable.</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. <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:**

Greenburgh-Graham Union Free School District 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Mr. Don Griggs 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	11-1-16 5. Date Signed
Principal 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)	