



**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: | Hannibal Central Schools |
| Assessment Provider Contact Information: | Tammy Farrell tfarrell@hannibalcsd.org |
| Name of Assessment: | Various Assessments See Form B-1 as advised by NYSEd. |
| 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? | HS Social Studies Global and P.I.G., MS Health, HS, MS Elementary School PE, HS Visual Arts, |
| What are the technology requirements associated with the assessment? | None |
| 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 1) Hannibal CSD 9th Grade Social Studies Exam

The 9th grade Social Studies Assessment is a II part culmination of the year’s content and literacy standards. Part I consists of 50 Selected Response. Part II consists of a DBQ. The assessment was developed by a group of Social Studies teachers under the guidance of Hannibal Curriculum Dept. and Literacy Consultant. The assessment requires students to utilized knowledge, reasoning and skills in writing from a text. The assessment map is as follows:

Part I. Selected Response

- 5 questions tagged to NYS Social Studies Framework 9.1
- 5 questions tagged to NYS Social Studies Framework 9.2..... 1 –CCLS RH-9-12.2
- 5 questions.....9.3 2--CCLS RH.9-12..2
- 5.....9.4
- 5.....9.5.....1- CCLS.RH.9-12.2
- 5.....9.6
- 5.....9.7.....1-CCLS.RI.9.4
- 5.....9.8
- 5.....9.9
- 5.....9.10

Part II of the assessment is composed of 8 documents with 2-3 constructed responses and a document based Essay

- Tagged to NYS Social Studies Framework 9.1-9.10CCLS.WHST.9-12.2

Assessment 2) Hannibal CSD Participation in Government Exam

The 12th grade P.I.G. Assessment is a Thrae part culmination of the year’s content and literacy standards. Part I consists of 50 multiple. Developed by a group of Social Studies teachers under the guidance of BOCES Materials. The assessment Requires students to utilized knowledge, reasoning and skills in writing from a text. The assessment map is as follows: Part I consists of 10 selected response questions. Part II consists of 6 constructed response questions based on written passages. Part III is an Essay

Part I. Selected Response

- 10 questions tagged to NYS Social Studies Framework 12.G.1.....2 -RH.9-12.2
- 10 questions tagged to NYS Social Studies Framework 12 G 2 1- RH-9-12.2
- 10 questions..... 12.G.3 1- RH-9-12.2
- 10 12.G.4 1- RH-9-12.2
- 10.....12.G.5

Part II of the assessment is composed of 6 constructed responses in which students read two passages based, answer text dependent questions and draw conclusions based on the information from the text.

- 6 questions tagged to NYS Social Studies Framework 12.G.1 -12.G.5CCLS RH.9-12.2

Part III of the assessment is a written response. Students use their knowledge of Social Welfare and its impact on the US to write an argument to respond to a prompt. Students are expected to show organization, stay on task, and use specific evidence to support their claim.

- 1 Questions based on SS Frameworks 12.G.1-5 WHST.11-12.1

Assessment 3) Hannibal CSD Intermediate Health Exam

The Health assessment is a 3 part culmination of NYS FACS standards Physical Fitness, Safe and Healthy Environment, Personal, Community Resources and CCLS. The Assessment was developed in collaboration with the district curriculum department Oswego BOCES and Health teacher.

- Part I. 25 selected response
 - 8 questions tagged to Health Standard Physical Fitness
 - 8 questions tagged to Health Safe and Healthy Environment
 - 9 question tagged to Health Personal and Community Resources

- Part II. 6 Constructed Response
 - 6 Questions tagged to Health Physical Fitness and CCLS RI 6-8.1

- Part III. Written Response
 - 1 prompt tagged to Health Standard Safe and Healthy Environment CCLS W.7.4

Assessment 4) Hannibal CSD HS Visual Arts Exam 9-12 Grade

The Commencement Visual Arts two part Assessment integrates Arts and Literacy Standards. Students will utilize various visual art materials, knowledge and skill of various techniques and literacy skills to create an original piece and respond. The assessment was created in collaboration with BOCES

- Part I. 50 Selected response questions
 - 7 Questions in which students view pieces of art and utilize knowledge of historic characteristic to identify from which period a piece was created
 - 8 Questions in which students view slide of art work and use their knowledge of art history and the characteristics of various artists to identify the title of pieces
 - 10 Questions in which students use their knowledge of art history to answer questions
 - 15 Questions in which students use their knowledge to identify elements of art
 - 5 questions in which students identify various mediums of art
 - 5 Questions in which students identify the roles of art in society

Part II. Students create an original piece and reflect in writing. This will be scored based on a rubric.

Assessment 5) Hannibal CSD Physical Education Exam

The 4 physical education assessments are progressive and a culmination of the PE content and Literacy Standards.

Elementary k-2 3 parts

- Part I-Students identify places in the community where he/she can access services for physical activity by circling the pictures that apply. NYS PE/Health Standard 3 CCLS k-2. R. 1
- Part II- Students compare active vs. inactive by drawing a picture of themselves being active and inactive NYS PE/Health Standard I CCLS .k-2.W.1-4
- Part III- Students write a note advising someone how to keep heart and lungs healthy NYS PE/Health Standard I CCLS .k-2.W.1-4

Intermediate 4-8

- Students write a BLOG considering the Audience of their age focused on Physical Fitness, Safe and Healthy Environment and Family and Community Resources Standards 1-3 CCLS W. 4-8 . 4

Commencement 4 parts

- Part I- Students complete a table focused on physical Activity components, frequency, intensity and time and identify an activity that will support health in 3 areas, cardiovascular, Muscular, Flexibility NYS PE Standard 1
- Part II- Student write a constructed response to compare and contrast resting heart rate and exercise heart rate and evaluate a plan devised by a local Gym to utilize these numbers to inform the user of equipment the two numbers NYS PE/Health Standard 1 and 3 CCLS.9-12.w.1
- Part III- Students write a fitness plan for a specific client with specific characteristics. The plan focus is services, routine, multiple components of physical fitness NYS PE/Health Standards and CCLS W.9-12. 2

All Assessment are administered as a final exam, during the final exam schedule of the Middle School and HS. The Assessment is scored by teachers other than those being evaluated by the results. The teacher sets targets for the assessments for all students and uses the results of the scoring to report target met y or n. The evaluation is then calculated by the % of students who met the target and converted to the HEDI based on the Scale identified in 3012-d regs.

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.

For all Locally created assessments..... The teacher and administrator works together to analyze pre-assessment data and NYS ELA Assessment data as well as considering factors such and special education and past performance, to set targets for each student. Once the assessment is administered and 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 to HEDI.

| 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: | As the assessment map above indicates, all items are directly aligned with standards and our curriculum is directly aligned with standards. Other formative assessments through-out the year are aligned to scaffold student success on the final assessment. |
| Performance Assessment: | Written response measures skill in synthesizing text from multiple sources and responding to a prompt using evidence from the text to support the response |
| Efficient Time-Saving Assessments: | The assessments are administered as the final exam within the final exam schedule developed by the school. |
| Technology: | The district is in the process of building an infrastructure that will accommodate technology based assessments. |

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| | Once that has occurred, this assessment will evolve to incorporate technology. |
| 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 |



**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. ⁴ | <input checked="" type="checkbox"/> |

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:

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

| | |
|---|---|
| <p>Hannibal CSD 1. Name of LEA (PLEASE PRINT/TYPE)</p> |  4. Signature of School Representative (PLEASE USE BLUE INK) |
| <p>Tammy Farrell 2. School Representative's Name (PLEASE PRINT/TYPE)</p> | <p>10/09/2015 5. Date Signed</p> |
| <p>Director of Curriculum and Instruction 3. Title of School Representative (PLEASE PRINT/TYPE)</p> | |