



- Description: Assessments are directly linked to either NYS Standards for the subject area or NYS Common Core Standards. Assessments mirror models provided in NYS assessments
- How administered: Teachers will collect baseline data and analyze available and relevant student achievement data at the beginning of the school year. Historic student achievement data and/or common pre-assessments, as appropriate, will provide a baseline score for each student on the roster. Year-end assessments are administered in class or during the Regents testing period.
- How scores are reported: Scores are reported through our student information system
- How implemented: all assessments are implemented using the same criteria found in the Examination Administration Documents that come with 3-8 assessments and Regents exams. All exams are kept locked in a safe until the day of administration.

Please provide an overview of the student level growth model or target setting model for 3-8 or district and BOCES, along with how student level growth scores are aggregated to create teacher level scores and how those teacher level scores are converted to New York State's 0-20 metric.

At the beginning of the year teachers will collect baseline data and analyze available and relevant student achievement data at the beginning of the school year. Historic student achievement data and/or common pre-assessments, as appropriate, will provide a baseline score for each student on the roster. Targets are then set for each student to achieve a passing score on the final exam. The percentage of students that met their individual targets are calculated to assign the teacher growth scores. Teachers with percentages from 90-100 are HE (18-20 points), 75-89 are E (15-17 points), 60-74 are D (13-14 points) and 0-59 are I (0-12 points)

**New York State Next Generation Assessment Priorities**

Please provide detail on how the proposed supplemental assessment or assessments you use will address each of the Next Generation Assessment Priorities below.

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| <b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b> | ELA and Math assessments are directly tied to the NYS Common Core Standards. They mirror many of the exemplars found in the modules and lessons found on the EngageNY website.   |
| <b>Assessments Woven Tightly Into the Curriculum:</b>  | Assessments are woven into the curriculum by embedding both formative and summative throughout the year or semester. Assessments are ongoing and serve to monitor student growth and drive instruction. School administrators and supervisors work with teachers on gathering assessment data and using such data to address student learning needs. |
| <b>Performance Assessment:</b>   | Performance-based assessments are strongly encouraged in all areas where both the process and final product are valued equally. These assessments are extremely valuable in the performing arts, art, physical education, etc.   |
| <b>Efficient Time-Saving Assessments:</b>  | The district will continue to negotiate with the Teachers Union to lessen the number of assessments for the purposes of calculating student growth and achievement. School-wide and District-wide measures will be considered during negotiations.   |
| <b>Technology:</b>   | Technology can be used depending upon the course outline and requirements  |
| <b>Degree to which the growth model must differentiate across New York State's four levels of</b>      |  |

**teacher effectiveness (only applicable to supplemental assessments):**

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**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.

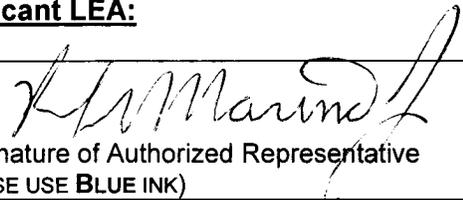
PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

The Applicant makes the following assurances:

| <b>Assurance</b>   | <b>Check each box:</b>              |
|--|-------------------------------------|
| 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>3</sup>  | <input checked="" type="checkbox"/> |

<sup>3</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:**

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| Hewlett-Woodmere Public Schools<br>1. Name of Organization (PLEASE PRINT/TYPE) | <br>4. Signature of Authorized Representative<br>(PLEASE USE BLUE INK) |
| Ralph Marino Jr.<br>2. Name of Authorized Representative (PLEASE PRINT/TYPE)   | 5. Date Signed 5/10/16   |
| Superintendent<br>3. Title of Authorized Representative (PLEASE PRINT/TYPE)    |  |

|   |  |
|---|--|
| 1. Name of LEA (PLEASE PRINT/TYPE)                    | 4. Signature of School Representative<br>(PLEASE USE BLUE INK) |
| 2. School Representative's Name (PLEASE PRINT/TYPE)   | 5. Date Signed   |
| 3. Title of School Representative (PLEASE PRINT/TYPE) |  |