



**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:	Half Hollow Hills Central School District
Assessment Provider Contact Information:	525 Half Hollow Road Dix Hills, New York 11746
Name of Assessment:	HHH District Developed Assessment in Art Grades K-12
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?	Grade K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Art
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)

- A description of the assessment;
 - Classroom art, all levels: 25 question multiple choice test on the principles and elements of design/art and artistic processes appropriate for that level.
- A description of how the assessment is administered; in the classroom at the end of the school year. In some cases this coincides with in-class end of year academic finals. Students enter responses on Lexmark scan sheets.
- Assessments Woven Tightly Into the Curriculum: Each test follows the curriculum for that course and level. Teachers re-evaluate the questions every year to ensure that any changes in the curriculum are reflected.

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 create teacher-level scores, and how those teacher-level scores are converted to New York State's 0-20 metric.

Student Learning Objectives are established through collaboration among teachers and administration. After establishing the framework for each Student Learning Objective, administration will establish targets for their SLOs that are appropriate for their class compositions at a department meeting. Percentages will be converted to a 0-20 score allowing for the possibility of receiving all scores.

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:	<ul style="list-style-type: none"> • Each test follows the curriculum for that course and level. Teachers re-evaluate the questions every year to ensure that any changes in the curriculum are reflected.
Performance Assessment:	N/A
Efficient Time-Saving Assessments:	The exam is administered grade-wide on the same day, at the same time (in June) for all students. The exam is secure and is not shared with teachers in advance of administration. The exam includes multiple choice questions, the majority of which are stimulus-based, a short answer section based on sources, and a section in which students create and defend a claim.
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



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:

<p>Half Hollow Hills Central School District 1. Name of Organization (PLEASE PRINT/TYPE)</p>	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
<p>Dr. Patrick Harrigan 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>April 1, 2016 5. Date Signed</p>
<p>Deputy Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>Half Hollow Hills Central School District 1. Name of LEA (PLEASE PRINT/TYPE)</p>	 4. Signature of School Representative (PLEASE USE BLUE INK)
<p>Dr. Patrick Harrigan 2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>April 1, 2016 5. Date Signed</p>
<p>Deputy Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)</p>	



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Assessment Provider Information	
Name of Assessment Provider:	Half Hollow Hills Central School District
Assessment Provider Contact Information:	525 Half Hollow Road Dix Hills, New York 11746
Name of Assessment:	HHH District Developed Assessment in Music, Grades K-12
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?	Grade K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Music
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)

- A description of the assessment;
 - Classroom music, all levels (elementary, middle school Music Explorations and high school Music in Our Lives: 25 question multiple choice test of musical knowledge appropriate for that level (notation, phrasing, key signatures, basic music theory, composing and arranging).
- A description of how the assessment is administered; in the classroom at the end of the school year. In some cases this coincides with in-class end of year academic finals. Students enter responses on Lexmark scan sheets.
- Assessments Woven Tightly Into the Curriculum: Each test follows the curriculum for that course and level. Teachers re-evaluate the questions every year to ensure that any changes in the curriculum are reflected.
- Performance Assessment: 3rd grade recorder and ensembles of all levels: Peer assessment with an evaluation rubric of a recorded performance at the end of the school year. Categories include tone, intonation, balance, technique, accuracy/execution, rhythm and interpretation.

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 create teacher-level scores, and how those teacher-level scores are converted to New York State's 0-20 metric.

Student Learning Objectives are established through collaboration among teachers and administration. After establishing the framework for each Student Learning Objective, administration will establish targets for their SLOs that are appropriate for their class compositions at a department meeting. Percentages will be converted to a 0-20 score allowing for the possibility of receiving all scores.

New York State Next Generation Assessment Priorities

Please provide detail on how the proposed supplemental assessment | 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:	<ul style="list-style-type: none"> • Each test follows the curriculum for that course and level. Teachers re-evaluate the questions every year to ensure that any changes in the curriculum are reflected.
Performance Assessment:	3 rd grade recorder and ensembles of all levels: Peer assessment with an evaluation rubric of a recorded performance at the end of the school year. Categories include tone, intonation, balance, technique, accuracy/execution, rhythm and interpretation.
Efficient Time-Saving Assessments:	The exam is administered grade-wide on the same day, at the same time (in June) for all students. The exam is secure and is not shared with teachers in advance of administration. The exam includes multiple choice questions, the majority of which are stimulus-based, a short answer section based on sources, and a section in which students create and defend a claim.
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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Assurance	Check each box:
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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"/>

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