



**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:	Holland Central School
Assessment Provider Contact Information:	Laurie Gregory lgregory@holland.wnyric.org 716-537-8280
Name of Assessment:	K-1 Math 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-1
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Math
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)

HCS D K-1 Math SLO Assessment Overview

The Holland Central School District SLO assessments are aligned to the Math Common Core Learning Standards. The assessments consist of math problems to be completed during the spring semester. The assessment will be administered in the classroom. Annual training and instruction is provided to teachers prior to scoring the assessment. School administrators ensure proper security for the storage of assessments prior to and following the administration. The student’s work will not be scored by their assigned classroom teacher, but by teachers of the same grade level. Each teacher’s math assessments will be divided equally between the other teachers to be scored. The Director of Curriculum will be available to answer questions and also act as a back scorer. Scores will be reported on a district developed SLO spreadsheet along with individual growth targets for students.

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 classroom teacher will use a variety of data points including classroom assessments and the district’s Universal Screening Assessment as tools in determining individual growth targets for student learning. The classroom teacher will assign each student an individual, differentiated target that is based on the student’s baseline performance. Students will either meet or not meet their individual target. A calculation is made based on the number of students who met the target divided by the number of students tested in the class. A HEDI score is then assigned based on the calculation.

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):	The K-1 Math Assessment is directly tied and vertically aligned to the Common Core Standards. This assessment meets the criteria for K-12 Math assessments as outlined in the Achieve The Core Assessment Evaluation Tool.
Assessments Woven Tightly Into the Curriculum:	Our curriculum is organized into mathematical units that incorporate all the standards assessed.
Performance Assessment:	The math assessment is an authentic task for students to demonstrate their mathematic ability. Students are expected to apply their mathematical skills in solving problems. These assessments are extremely valuable in the math curriculum.
Efficient Time-Saving Assessments:	The assessment can be administered in one twenty to forty minute session (dependent on grade level) within our regularly scheduled math block.
Technology:	N/A
Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness (only	N/A

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:

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:

Holland Central School 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Laurie Gregory 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	4-25-16 5. Date Signed
Director of Curriculum 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)	