



**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-12 Instrumental and Vocal Ensemble 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?	Music
What are the technology requirements associated with the assessment?	Need audio and video recording equipment
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)

HCS D K-12 Instrumental and Vocal Music Ensemble SLO Assessment Overview

The Holland Central School District SLO assessments are aligned to the New York State standards in music. The assessment will be administered in the classroom. A student performance ensemble will be recorded while playing a piece prior to receiving any instruction on it. A team of adjudicators will score the performance using the assessment rubric. After at least one quarter (marking period) has passed and instruction on the piece has taken place, the student performance ensemble will be recorded while playing the piece again. A team of adjudicators will score the performance using the assessment rubric. Annual training and instruction is provided to adjudicators prior to scoring the assessment, and teachers are not allowed to score their own assessments. Scores will be reported on a district developed form.

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.

The goal is for each performance ensemble to improve their overall score after receiving instruction on the piece. A score out of 4 will be assigned for each domain of the rubric. After the second performance has been scored, scorers will calculate the difference in points for each domain. Quality points are assigned to each domain using the following method: Award one Quality Point per domain when a score of “4” in a Pre-Test domain remains “4” in the same Post-Test domain. Award one Quality Point per domain when a score of “3” in a Pre-Test domain increases to “4” in the same Post-Test domain. Also, deduct one Quality Point per domain for each score that is “4” or “3” in the Pre-Test and decreases in the Post-Test. These numbers will be added together to compute an overall difference in score. The following conversion chart will be used to compute final HEDI scores for teachers:

Highly Effective	20 points	+15 and above
	19 points	+14
	18 points	+13
Effective	17 points	+12
	16 points	+11
	15 points	+10
Developing	14 points	+9
	13 points	+8
Ineffective	12 points	+7*
	11 points	+7^
	10 points	+6*
	9 points	+6^
	8 points	+5*
	7 points	+5^
	6 points	+4
	5 points	+3
	4 points	+2
	3 points	+1
	2 points	0
	1 point	-1
	0 points	-2 and below

* - at least one domain on Post-Instruction Assessment Form is scored Above Standard

^ - no domains on Post-Instruction Assessment Form are scored Above Standard

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:	Our music curriculum incorporates all of the standards assessed.
Performance Assessment:	The instrumental and vocal music ensemble assessment is an authentic task for students to demonstrate their music ability. Students are expected to apply the skills they have

	learned during lessons and whole group instruction into the performance of the piece.
Efficient Time-Saving Assessments:	The assessment can be administered in one forty minute period during our regularly scheduled music classes.
Technology:	Audio or video recording equipment is utilized in the administration of the assessment, but students are not involved in that.
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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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)	5-6-16 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)	