



**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:	Honeoye Central School District
Assessment Provider Contact Information:	Wayne Ackles, Middle/High School Principal, Honeoye Central School
Name of Assessments:	LOTE Assessments <ul style="list-style-type: none"> • French and Spanish Checkpoint A Proficiency Assessments • French and Spanish Checkpoint B Proficiency Assessments
Nature of Assessments:	<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?	Grades 8-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	French and Spanish
What are the technology requirements associated with the assessment?	Scanning for use with local databases (eDoctrina) Video/Audio recording of speaking sections for scoring purposes
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	YES X <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)**

The assessments are designed to measure proficiency of the New York State Languages Other than English (LOTE) Standards (1996) at Checkpoints A and B. Each of the exams is specifically aligned to the Standards for World Languages:

1. Students will be able to use a language other than English for communication.
2. Students will develop cross-cultural skills and understanding

Specifically,

1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.
2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.
3. Effective communication involves meanings that go beyond words and requires an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.

The format of each of the assessments is similar in construct to the previous NYSED Checkpoint assessments:

Section of Test	Number of Questions	Description of Task/Key Ideas
Check-point A-1		Speaking
A-2	20	Listening: Passage in French/Spanish Questions in French/Spanish and English
A-3	10	Reading Comprehension/realia* French/Spanish reading and realia Questions in French/Spanish and English
A-4	2	Student selects 2 of 3 writing tasks Scored using rubric
Check-point B-1		Speaking
B-2	15	Listening: Passage in French/Spanish Questions in French/Spanish and English
B-3	15	Reading Comprehension/realia French/Spanish reading and realia Questions in French/Spanish and English
B-4	2	Student selects 2 of 3 writing tasks Scored using rubric

Writing teams were provided with professional development in writing high quality assessments including best practices in item writing, performance tasks and selection of reading comprehension passages and realia stimuli.

*Realia are reality-based stimuli that may include advertisements, posters for cultural events, invitations, travel schedules, etc.

Section Mapping

Each examination packet for Spanish and French Checkpoint A and Checkpoint B is developed with the following items:

Exam Section for Spanish and French	Standards Mapped to Section	Examination Packet Contains	Scoring Guide Contains
Checkpoint A and B Section 1	Speaking: Standard 1: Communication Skills Standard 2: Cultural Understanding	Topics and questions self-selected from a pool of topics developed by NYSED for prior Regents and Proficiency exams	Checkpoint A informal, in-class participation guideline/rubric Checkpoint B rubric for speaking
Checkpoint A and B Section 2	Listening Standard 1: Communication Skills	Teacher Dictation Copy Student Exam and Answer Sheet	Multiple Choice Answer Key
Checkpoint A and B Section 3	Reading Comprehension Standard 1: Communication Skills	Student Exam and Answer Sheet	Multiple Choice Answer Key
Checkpoint A and B Section 4*	Writing Standard 1: Communication Skills Standard 2: Cultural Understanding	Student Exam and Answer Sheet	Scoring Guide with Directions Scoring Rubric Scoring Checklist

*In this part of the examination, students are asked to demonstrate the ability to write in the target language using the four functions of language (socializing, getting others to adopt a course of action, getting and providing information, and expressing personal feelings) as the vehicle for communication. Students are instructed to choose two of the three tasks provided and write a response of at least 100 words in the target language to achieve a specified communication purpose.

The administration of the assessments takes place during Regents week in June. General security protocol for SLO exams are also followed for LOTE exams, including agreements on testing dates, storage and security of tests prior to the examination, and appropriate disposal of testing materials. All assessments are scored by teachers other than those being evaluated by the results, in accordance with Commissioner's Regulations.

Scores are reported as final examinations as determined by each school. When scores are used as part of an SLO, the teacher sets targets for each examination at the beginning of the school year, then follows the process outlined in each SLO to determine whether students met their individual targets on each exam.

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 target setting model for SLOs involves the teacher and administrator(s) collaboratively working to analyze multiple sets of data such as pre-assessment data and NYS data. Additionally, other factors such as special education, ELL, and past performance are considered as part of the process to set targets for each student. Once the assessment is scored by a teacher 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 the 0-20 HEDI rating.

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:	Assessments are built to be the summative examination for each LOTE Checkpoint and to measure one year of growth. As indicated from the assessment maps from above, all assessments are aligned to standards. All formative assessments used throughout the year are also aligned to scaffold student success on the final assessment.
Performance Assessment:	Students speak, listen, read, and write using authentic and realistic passages and/or stimuli (known as realia) to show their understanding of the language and the culture.
Efficient Time-Saving Assessments:	The assessments are administered during the final exam schedule agreed upon by all teachers giving the exams.
Technology:	Schools may record speaking responses (via audio or videotape) to comply with vested interest rules for scoring one’s own exam.
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
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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:

Honeoye Central School 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Wayne Ackles 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed <i>5/2/16</i>
Honeoye Middle/High School Principal 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)	