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:	Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES
Assessment Provider Contact Information:	Stacey Eger, seger@boces.com, 315.779.7070
Name of Assessment:	• World Language Pre-Checkpoint A – Spanish • World Language Checkpoint A – Spanish • World Language Pre-Checkpoint B – Spanish • World Language Checkpoint B – Spanish • World Language Pre-Checkpoint A – French • World Language Checkpoint A – French • World Language Pre-Checkpoint B – French • World Language Checkpoint B – French • Art – Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9-12 • Family & Consumer Science – Grades 6-8 • Kindergarten ELA • Kindergarten Math • Grade 1 ELA • Grade 1 Math • Grade 2 ELA • Grade 2 Math • Health Grades 6-8 • Health Grades 9-12 • General Music – Grades K, 1, 2, 3, 4, 5, Middle School • Choral Music – Beginning, Intermediate, Commencement • Instrumental Music – Beginning, Intermediate, Commencement • Physical Education – Grades K, 1-2, 3-5, 6-8, 9-12 • Science – Grades 6-8 • Social Studies – Grades 6-8
Nature of Assessment:	☒ ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: ☐ GAIN SCORE MODEL ☐ GROWTH-TO-PROFICIENCY MODEL

	☐ STUDENT GROWTH PERCENTILES ☐ PROJECTION MODELS ☐ VALUE-ADDED MODELS ☐ OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	• Grades 7,8,9 (Pre-Checkpoint A – French & Spanish) • Grades 8,9,10 (Checkpoint A – French & Spanish) • Grades 9,10,11 (Pre-Checkpoint B – French & Spanish) • Grades 10,11,12 (Checkpoint B – French & Spanish) *World Language grade levels are dependent upon district course structure • Art – Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9-12 • Family & Consumer Science – Grades 6-8 • Kindergarten ELA • Kindergarten Math • Grade 1 ELA • Grade 1 Math • Grade 2 ELA • Grade 2 Math • Health Grades 6-8 • Health Grades 9-12 • General Music – Grades K, 1, 2, 3, 4, 5, Middle School • Choral Music – Beginning, Intermediate, Commencement • Instrumental Music – Beginning, Intermediate, Commencement • Physical Education – Grades K, 1-2, 3-5, 6-8, 9-12 • Science – Grades 6-8 • Social Studies – Grades 6-8
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Spanish, French, Social Studies, Art, Science, Family & Consumer Science, Health, Physical Education, ELA, Math, Music (Choral, Instrumental, General)
What are the technology requirements associated with the assessment?	None required (eDoctrina is available to administer assessments online for districts who have purchased the software)
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☒ YES ☐ 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)**

Please see attached description.

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.
Any district that utilizes these assessments would do so in a manner that is aligned to their negotiated APPR plan under 3012-d. The assessments have been created so that the different subcomponents of an assessment allow for differentiation of student strengths in skill acquisition and differentiation of scores is evident. Blueprints for each exam have been created based on the subject and appropriate grade level standards, and regional discussion takes place about course outcomes for each level of instruction with adjustments are made accordingly based on validity and reliability reports from the previous year's exams (blueprints are attached as appendices).

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-2 Math assessments contain a variety of questions, which, combined, address procedural, conceptual, and fluency understandings. The assessments are aligned to the grade-appropriate Common Core Learning Standards in Mathematics, and regional discussion has taken place about the major outcomes of each grade level. Cross grade-level discussions have taken place to align the expectations in a progressive manner. There are opportunities for real world application (in a developmentally appropriate context) within the procedural and conceptual questions. The K-2 ELA assessments (while the AET does not directly address K-2) have passages that have been examined for textual complexity. Regional and cross grade-level discussions have taken place to align the writing expectations at each level, and all assessments are aligned to the Common Core Learning Standards in ELA. Individual questions ask students to assess their vocabulary knowledge (at a grade-appropriate level) and to analyze texts at their level in both fiction and non-fiction genres.
Assessments Woven Tightly Into the Curriculum:	The assessments attempt to continually incorporate topics around daily living as well as current events. The assessments are constructed utilizing real-world information as well as fictional contexts so students are interacting with the assessment in an authentic fashion. Regional discussions have taken place for all subject areas in which assessments are created, and continue each summer to revise and improve the assessments based on feedback from the field about alignment to district curricula and the skills on which the assessments are focused.
Performance Assessment:	The assessments require students to demonstrate their

	skill acquisition in a multitude of areas, based on the standards. In almost all cases, students are required to perform (either with a writing product, a musical performance, or by speaking). Performance subcomponents are done on-demand, so students are immersed in a situation similarly to how they would be if asked to perform or demonstrate a skill in that particular subject area. The performance subcomponents ask students to do so in a context that is both familiar to them but also relevant and authentic to the context of the real-world.
Efficient Time-Saving Assessments:	The assessments are administered according to a district's schedule within a window of test administration provided regionally, and many districts elect to count these assessments as a final exam or a report card assessment as well as the post-assessment for APPR purposes. Additionally, the K-2 assessments are also regularly used for skills assessments for progress monitoring data.
Technology:	These assessments can be administered online via eDoctrina software and districts have this option if they have purchased the eDoctrina software.
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

Assessment Description: Each assessment has been created using the appropriate grade-level standards (either the Common Core ELA, Common Core Math, NYS Language Standards, NYS Arts Standards [both Music and Visual Arts], MST Standards, Social Studies Framework, NYS Health Guidance Standards, or the Family & Consumer Science Standards). Blueprints have been developed for each assessment (see attached) that allow teachers and administrators to see the standards being tested and the emphasis of each standard within the assessment as well as the type of question(s) attached to each standard. Rubrics have been developed for each open-ended question and/or performance. A brief description of each individual assessment follows:

- World Language Pre-Checkpoint A, Checkpoint A, Pre-Checkpoint B, Checkpoint B – subcomponents of Speaking, Listening, Reading, and Writing
- Art Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9-12 – subcomponents of art analysis/interpretation and creation
- FACS 6-8 – subcomponents of objective knowledge-based questions and open-ended responses
- Health 6-8 and Health 9-12 – subcomponents of objective knowledge-based questions and open-ended responses
- K-2 ELA – sub-components of performance-based tasks, objective knowledge-based questions, reading, and writing
- K-2 Math – subcomponents of fluency tasks, procedural questions, and conceptual understanding questions requiring open-ended responses
- Social Studies 6-8 – subcomponents of objective knowledge-based questions and open-ended responses (similar to DBQ structure)
- Science 6-8 – mirrors a significant portion of the Science 4/8 tests with subcomponents of objective knowledge-based questions and open-ended responses
- Physical Education K,1-2, 3-5, 6-8, 9-12 – subcomponents of objective knowledge-based questions and a selection of skills/fitness performance tasks
- General/Choral/Instrumental Music – subcomponents of objective knowledge-based questions, a group performance task, and a solo performance task

Assessment Administration: Districts who utilize the World Language assessments are required to administer the assessment using eDoctrina answer sheets. Districts receive the speaking tasks in the beginning of April and administer these one-on-one with students prior to the actual examination. Each district establishes their own protocols for maintaining confidentiality and test security during administration and scoring of this subcomponent of the test. In May of each year, districts receive directions for copying and administering the assessment, which includes scripts for the listening portion of the exam. All other exams have the option of being administered in eDoctrina or with a standard administration procedure using blank answer sheets or the test booklets. Directions are provided to districts prior to the testing window.

Score Reporting: Following administration of the World Language exams, the eDoctrina answer sheets are scanned into a district's copier and transmitted into the eDoctrina software for scoring. Validity and reliability reports are generated from eDoctrina once all district scores are submitted. All other exams are scored in district according to district procedures, and score reports are provided to administrators and teachers following the scoring of the assessment.

Assessment Provider Support: Jefferson-Lewis BOCES provides support around the use of eDoctrina for test creation by meeting regularly with the team of teachers who write questions for the assessments. The BOCES also assigns teachers to create and review tests that are not

within their SLO areas. BOCES lends support during administration around the eDoctrina software (scanning answer sheets and obtaining score reports). Following the assessment administration period, BOCES solicits feedback regionally and meets with the teacher development teams to review feedback as well as the validity and reliability reports and revise questions and test formatting for the following year.

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.	☒
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☒
The assessment can be used to measure one year's expected growth for individual students.	☒
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	☒
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.	☒
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.	☐
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]	☒

[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:

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Stephen J. Todd 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	February 2, 2016 5. Date Signed
District Superintendent 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)	