



**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:	Miller Place UFSD
Assessment Provider Contact Information:	Susan Hodun Assistant Superintendent 7 Memorial Drive Miller Place NY 11764 631-474-2700
Name of Assessment:	Miller Place Developed Course Specific Assessments
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 courses not culminating in a State assessment.
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, Math, Science, Social Studies, LOTE, Art, Music, PE, Technology, Health, FACS, Speech, Reading, ENL and Special Education.
What are the technology requirements associated with the assessment?	Calculators may be used for some Math and Science assessments.
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)**

Description: Assessment will be aligned to either New York State Standards or the New York State Common Core Standards for the specific subject area.

Administration: Pre-assessments will be given at the start of the school year to create a baseline score. A year-end assessment will be administered no earlier than May 15th at the elementary level and the secondary level exams will be administered during finals and Regents week testing.

Score Reporting: Students scores will be reported in the student management system.

Assessment Implementation: All assessments are secured prior to the exam. Classroom teachers will not administer or score their own classes’ post-assessment exams. Assessments are scored by educators within the Miller Place UFSD who do not have a vested interest in the outcome of the exam. All teachers will sign a declination similar to the procedure for state assessments and Regents exams.

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.

At the beginning of the year students are given a pre-assessment which is a shorted version of the year-end assessment. Targets are set for each student to achieve a passing score on the exam. The percentage of students that met their targets are calculated to calculate teacher scores. At least 65% of the students are expected to have met the target change between the pre-assessment and the year-end assessment. Historical assessment data will be used to set targets for students in relation to attendance, SWD, ENL and economically disadvantaged. All SLOs will be scored based on the percent of students meeting targets in accordance with the State-provided scoring ranges.

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):

ELA and Math assessments are aligned to the New York State Common Core Standards for ELA Literacy and Mathematics. Assessments are reflective of 3-8 assessments exemplars, Regents exams and Common Core Modules provided on the EngageNY website. Summative exams evidence the shift in ELA and Mathematics including, but not limited to finding evidence from the text, close reading, writing from sources, fluency, and application and mathematical modeling.

Assessments Woven Tightly Into the Curriculum:

Assessments are aligned to the Common Core Standards for ELA and Math, and essential understanding of the course of study. Formative and summative assessments are used throughout the semester or year to monitor student growth.

<p>Performance Assessment:</p>	<p>Performance assessments are strongly encouraged in all areas where both the process and final product are valued equally. These assessments are extremely valuable in the performing arts, art, physical education, etc.</p>
<p>Efficient Time-Saving Assessments:</p>	<p>Assessments administered as part of the course of study and year-end assessments are factored into the student’s average as a final exam.</p>
<p>Technology:</p>	<p>Use of calculators for some math and science exams.</p>
<p>Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness (only applicable to supplemental assessments):</p>	



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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:

Miller Place UFSD 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Marianne Higuera, Ed.D. 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	June 1, 2016 5. Date Signed
Superintendent of Schools 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)	