



**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.

<b>Assessment Provider Information</b>	
Name of Assessment Provider:	Monroe #1 BOCES
Assessment Provider Contact Information:	Jeremiah Okal-Frink, Director of School Improvement
Name of Assessment:	LOTE Checkpoint B Proficiency 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?	9-12 dependent on when students take the course. Typically 10 <sup>th</sup> or 11 <sup>th</sup>
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	LOTE: French, German, Spanish
What are the technology requirements associated with the assessment?	Scanning for use of database only
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)

**A description of the assessment:**

This assessment is designed for measuring proficiency of the Checkpoint B standards. It is designed to assess proficiency at the completion of the course of study aligned with the LOTE Checkpoint B standard and is administered at the completion of the final course aligned to Checkpoint B.

It utilizes the design provided by the State Education Department and recommended for use in memo dated May 8, 2012. This assessment utilizes the format that was utilized when there was a Regents Examinations for Languages other Than English. There is a recommended spoken assessment portion that is administered and coordinated locally. This score is combined in the same manner that the spoken portion of the Regents assessment.

Each question is individually aligned to three elements. NYSED Standards down to the performance indicator level, the World Language Curriculum provided by NYSED down to the sub-topic level, and the grammar element as defined by the writers and reviewers of the exams.

**Overview of the assessment structure** (See Appendix for assessment development protocols and test blueprints)

***Standards Mapping***

Key Ideas	Part of Test	Item Numbers
Speaking	Part 1, Speaking Test	(Administered prior to the written test)
Listening	Part 2a, Listening Comprehension	Items 1-9: Questions in English
Listening	Part 2b, Listening Comprehension	Items 10-15: Questions in French
Reading	Part 3a, Reading Comprehension	Items 16-20: Long Passage, Questions in French
Reading	Part 3b, Reading Comprehension	Items 21-25: Short Passages, Questions in English
Reading	Part 3c, Reading Comprehension	Items 26-30: Long Passage, Questions in English
Writing	Part 4, Writing	Items 31-33: Write two, 100 word essays from three options.
Culture	Embedded in each part of test	Embedded within items of test

***Topics mapping for multiple-choice questions***

These numbers are approximate to provide a framework for the exam. Actual number of items may differ slightly in a given section or for a given topic in order to ensure a balanced exam.

TOPIC	LISTENING	READING*
Personal Identification	0-1	0-1
House and Home	1-2	1-2
Services	0-1	
Family Life	1	0-1
Community/Neighborhood	1-2	1-2
Physical Environment	1-2	1-2
Meal Taking/Food/ Drink	1-2	1-2
Health and Welfare	1-2	1-2
Education	1-2	1-2
Earning a Living	1	0-1
Leisure	2	1-2
Public and Private Services	0-1	0-1
Shopping	2	1-2
Travel	2	1-2
Current Events	0-1	0-1

\* The long readings should incorporate multiple topics. Therefore some questions may relate to multiple topics as they are related to the reading passage. Specific examples of more general passages that incorporate multiple topics would be: biographies, cultural topics and destinations.

**Writing portion of the assessment**

- Essay A) Present tense with “suggestions” offering opportunities to expand on tenses
- Essay B) A Checkpoint B tense like past or future with “suggestions” offering opportunities to expand on tenses
- Essay C) Picture

**Grammar Component Infused**

While there is no grammar specific portion of the exam, it is expected that the students perform on the exam utilizing appropriate level of grammar as defined in both the Standards and the Curriculum provided for Modern languages by NYSED. This exam is aligned to the vocabulary and grammar structure appropriate to level B. The majority of this assessment is in Checkpoint B. However, Checkpoint A skills spiral throughout language acquisition and therefore the test itself. In addition, Checkpoint C may be incorporated but will not prohibit the students from answering the question correctly.

**□ A description of how the assessment is administered:**

**Exam Security and Testing Window**

Monroe #1 BOCES and the teachers involved have taken every effort to keep the new examinations secure. Monroe #1 BOCES will release the examinations to the district contact person on the final Friday of May prior to the exam administration. Procedures for receiving the exam will be sent directly to the contact person. We ask that this exam be treated, in terms of test security, as Regents exams. This includes printing at a secure printing site, storage in a secure location both before and after administration, and destruction of all materials after scoring.

To ensure test security, BOCES is directing districts to give the examination on the date recommended by the NY State Education Department.

**Administration and Scoring Process** (See Appendix for additional memo)

**Item 1- Administration Guide:** We are requesting that the administration guide for High School Regents exams be utilized when administering these exams. This information is available at: <http://www.p12.nysed.gov/assessment/hsgen/> During the assessment, each section is administered by a certified target language teacher according the directions in the exam.

**Item 2- Secure Exam:** So that we might reduce future years’ work, we are keeping the exam secure. This means that all exams should be destroyed after administration and scoring. It also means that no portion of the exam should be released for review or use.

**Item 3- Scoring:** For the past four years, we have communicated with the State Education Department to clarify or confirm the scoring of these exams. The response has been consistent and is summarized below:

This is not a State Education Department exam. As such district must decide what is most appropriate in terms of scoring and administration. However, since the locally-developed LOTE Checkpoint B exams are used to satisfy the requirements for a Regents diploma and a Regents diploma with an advanced designation respectively, this exam follows SED recommendation that test administration procedures for such assessments be comparable to the security protocol for the 3-8 assessments (as described in <http://www.p12.nysed.gov/assessment/sam/ei-samcc13rev.pdf>), to the greatest extent practicable.

**However,** if these exams are being utilized for any part of the APPR process, the guidelines for assessment security must be followed. Please reference G2 and G7 of the APPR Field Guidance in relation to scoring procedures. This requirement does include the spoken portion of the exam.

The recommendations that have been made from the Department in terms of scoring a spoken portion are as follows:

1. Have a different teacher administer and score the exam.
2. Have the teacher administer the exam, but have another, qualified individual sit in during administration and score the exam.
3. Have the teacher administer the spoken portion and record it. Have another teacher score the recorded portion at a later time.

**□ A description of how scores are reported (include links to sample reports as appropriate);**

Districts are provided with 1) scoring key and procedures, 2) database for entry or scanning bulk compilation of scores from a scanning program.

As the scoring key and database for entering or scanning score sheets are provided to the districts, they are able to have access to their own scores and generate reports from this data. As districts provide this database back to our data warehouse, reports by district/program are prepared by mid-July following June administration and sent out to each district. These reports are organized by both standard area and topic area and show the percentage of students answering each prompt.

Appendix includes sample reports from a previous year’s assessments (district names have been removed).

**□ A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance.**

**Training and technical assistance:** As part of the writing process, we train teachers on assessment writing and development. We have a series of optional trainings that are available for the administration of the exam itself.

- We offer optional webinars for teachers who are to administer the exam.
- We offer informational webinars for administrators who are looking for how to process the exam.
- We have call in or email technical support for those utilizing the database provided for scoring.
- We provide technical assistance regarding the use of these assessments towards various SED requirements and regulations through email. We verify information against published information or direct communication from the State Education Department.
- We maintain a website with current, relevant information on the development, administration and scoring of the assessment. <http://www.monroe.edu/pd/lote>

**Printing:** We provide printing and delivery of the assessments, scoring guides, teacher dictation, scoring sheets, and essay sheets at an additional cost by request.

**Technical assistance and quality verification during administration:**

During the week of administration and scoring of the exam, we provide an email address and phone number for questions, concerns, or challenges to the questions themselves. Each challenge is vetted through a team of language teacher experts and a final decision is made regarding that specific concern by the administration at BOCES.

**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.**

**Target setting:** The assessment is designed to measure proficiency. Thus, the minimum expectation or target that will demonstrate appropriate growth is for students to achieve proficiency. As such, a passing grade of 65 (55 for Special Education), as set by the State Education Department for Regents exams, demonstrates proficiency with Checkpoint B standards. As SLO targets are set locally between the teacher and administrator, any other target above this minimum would be determined in that local discussion following district determined ranges and processes.

**Aggregation Process:** The percentage of students meeting the target on the assessment will be calculated for each teacher. This becomes the teacher-level score represented as a percentage of students reaching target. As this assessment is the end assessment for a specific course of study, teachers will aggregate all students taking this assessment for whom they are the teacher of record.

**Conversion process:** This teacher-level score, represented as the percentage of students meeting target, will be applied to the State Education Department provided conversion metric as provided in the APPR Guidance Document (D94) to determine the teacher’s points and rating.

**New York State Next Generation Assessment Priorities**

<p>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.</p>	
<p><b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b></p>	<p>Not Applicable</p>
<p><b>Assessments Woven Tightly Into the Curriculum:</b></p>	<p>The design of this assessment is to meet the requirements of Part 100 and APPR. As such, this exam is primarily to be given at the end of the course as a standalone assessment. The spoken portion is given during the school year, but students are pulled out of class to do this for the purpose of privacy and to reduce distractions. However, each item on the assessment is aligned to the curriculum itself (see section C). Although the assessment is not embedded, it is purposefully tied to the curriculum.</p>
<p><b>Performance Assessment:</b></p>	<p>Each portion of the assessment has a level of authenticity or performance built into it. Passages are authentic or nearly authentic passages or readings. The speaking and writing portions are simulated performances of specific scenarios.</p>
<p><b>Efficient Time-Saving Assessments:</b></p>	<p>In order to reduce the impact on instructional time, this assessment is given during the week set aside for Regents testing. As such, there is no reduction of instructional time for the non-embedded portions of the assessment.</p>
<p><b>Technology:</b></p>	<p>As our current creation and administration process mirrors that of the Regents exams, we do not include technology in the administration. We do offer the option for districts to utilize technology for scoring and reporting to facilitate ongoing analysis of student results. We will continue to examine this area of the assessment and will consider more technologically based assessments depending on the capacity within districts and appropriateness to the material being assessed.</p>
<p><b>Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness (only applicable to supplemental assessments):</b></p>	<p>Not Applicable</p>



**STUDENT ASSESSMENTS FOR  
TEACHER AND PRINCIPAL EVALUATION**



**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. <sup>2</sup>	<input checked="" type="checkbox"/>

<sup>2</sup> 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:**

<p><b>Monroe #1 BOCES</b> 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p><i>Daniel T. White</i> 4. Signature of Authorized Representative (PLEASE USE <b>BLUE</b> INK)</p>
<p><b>Daniel T. White</b> 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed <i>11/30/15</i></p>
<p><b>Superintendent</b> 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p>4. Signature of School Representative (PLEASE USE <b>BLUE</b> INK)</p>
<p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed</p>
<p>3. Title of School Representative (PLEASE PRINT/TYPE)</p>	