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:	Monroe-Woodbury Central School District
Assessment Provider Contact Information:	Mrs. Elsie Rodriguez 278 Route 32 Central Valley, NY 10917
Name of Assessment:	Monroe-Woodbury Departmental Student Learning Objective Assessments
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?	K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, Math, Alternate Assessment ELA and Math, Expand, and Seminar 6
What are the technology requirements associated with the assessment?	Online device to take assessments
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)**

English Language Arts SLO Assessment K-2 - Students will take the assessment, which is comprised of a series of oral, multiple choice, and short answer questions, at the beginning of the course as a pre-test administered by the teacher-of-record. This assessment is aligned with the NYS Common Core Learning Standards in Reading and Writing as well as the Monroe-Woodbury ELA curriculum. The teacher-of-record develops targets based on the results of the pre-test. The assessment is re-administered at the end of the course as a post-test, and will be used to measure student growth for the student performance component of a teacher's evaluation as per the 3012-d regulations. Student scores will be reported as raw scores. The percentage of students meeting the target will be converted to a teacher rating using the HEDI band. Another member of the department will score the exams, and the scores will be stored in a school database.

Mathematics SLO Assessment K-2 - Students will take the SLO assessment as a pre-test at the onset of the course and will retake the SLO assessment as a post-test during the final weeks of the course, both administered by the teacher-of-record. The assessment is comprised of multiple-choice and short response questions that are aligned to the NYS Common Core Learning Standards for Mathematics and their respective Monroe-Woodbury curriculum. The questions were chosen to reflect major ideas presented in the course. Student responses are scored by another teacher at the grade level of the assessment. The data is collected as a number of correct responses. The teacher-of-record uses the pre-test data to develop the targets and the post-test data to determine the percentage of students meeting the targets, which is then converted to a rating using the HEDI band. This information is stored on our shared server.

Alternate Assessment K-12 ELA and Math – This SLO assessment is comprised of a series of oral, multiple choice, and short answer questions and follows both the New York State Common Core ELA and Math Standards and the Monroe-Woodbury ELA and Math curriculum. The assessment is administered at the beginning, as a pre-test, and end, as a post-test, of the courses. Another member of the special education department then scores the assessments. All results are documented and reported in an electronic spreadsheet. The teacher-of-record determines the targets, using the results on the pre-test provided by the scorer. The teacher's rating is calculated based on the percentage of students who met the targets on the post-test and then is converted into a rating on the HEDI band.

Expand 3-8 - The Expand Assessment is aligned with both the New York State Common Core ELA and Math Standards as well as the Monroe-Woodbury Expand curriculum. The assessment is a twenty question test consisting of multiple-choice questions and is administered at the beginning of the course as a pre-test and at the end as a post-test. The teacher-of-record administers the assessment. Another member of the department scores the test. Based on the results of the pre-test, the teacher-of-record sets the growth targets. Pre-test data is entered into an EXCEL file. Each teacher sets targets based on the pre-test for his/her students and uses the scoring from the post-test to report as a percentage if the target has been met. The score is calculated based on the percentage of students who met the targets and then is converted into a rating on the HEDI band.

Seminar 6 - The Seminar 6 assessment is a 25 question multiple choice assessment and follows both the New York State Common Core ELA and Math Standards and the Monroe-Woodbury Seminar curriculum. The assessment is administered at the beginning, as a pre-test, and end, as a post-test, of the course by the teacher-of-record. Another Seminar teacher then scores the assessments using a Scantron. All results are documented and reported in an electronic spreadsheet. The teacher-of-record determines the targets, using the results on the pre-test provided by the scorer. The teacher's rating is determined based on the percentage of students who met the targets on the post-test and then is converted into a rating on the HEDI band.

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.
Performance on the baseline assessments will determine the initial performance level for students and be used in the target setting model for the State HEDI as per the 3012-d regulations. The teacher establishes proficiency targets based on student performance on the baseline exams. The SLO assessment is used at the culmination of the course to measure student growth. The percentage of students achieving the targets is then converted to New York State's 0-20 metric.

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):	All Monroe-Woodbury ELA SLO assessments integrate characteristics of good ELA assessments, including: • Questions are aligned to the rigor of the CCLS for ELA, the district curriculum, and key concepts being taught. • Contain a balance of multiple choice and extended response questions to demonstrate comprehension and understanding. • Extended response questions are scored using a holistic rubric. • Student achievement on tasks is aligned to student proficiency in reading and writing. • Uses quality, authentic passages. All Monroe-Woodbury Math SLO assessments integrate characteristics of good math assessments, including: • Questions clearly identify what is being asked of students. • The reading level is appropriate for the student being assessed. • Questions are aligned to the rigor of the CCLS for Math, the district curriculum, and key concepts being taught. • Contain a balance of multiple choice and extended response questions to demonstrate understanding. • Multiple-choice questions contain appropriate distractors. • Questions are appropriately scaffolded to progress through more complex tasks.
Assessments Woven Tightly Into the Curriculum:	As outline above, all assessments are aligned to their respective Monroe-Woodbury Curriculum as well as the NYS Common Core Learning Standards and any other appropriate state and/or national standards.
Performance Assessment:	Where appropriate and possible, assessments are entirely performance based or at the minimum contain a performance component as outlined above.

Efficient Time-Saving Assessments:	Where appropriate and possible, assessments are almost always administered in the equivalent of one instructional period or less.
Technology:	Many of the above assessments that are not performance based are administered electronically. Assessments are created in digital form. The students take the assessments electronically, and the software immediately scores the assessment. Data is then aggregated and converted to a teacher score.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	

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.[2]	☒

[2] 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:

Monroe-Woodbury Central School District 1. Name of Organization (PLEASE PRINT/TYPE)	Elsie Rodriguez 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Mrs. Elsie Rodriguez 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 8/31/16.
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)	

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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?	ELA, Math, Science, Social Studies, Arts, Foreign Language, Career and Technical Education, Physical Education, Library, Health
What are the technology requirements associated with the assessment?	Online device to take assessments
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)**

English 9-10 SLO Assessment - Students will take the assessment, which is comprised of an analytical and an evaluative essay, at the beginning of the course as a pre-test. This assessment is aligned with the NYS Common Core Learning Standards in Reading and Writing for Informational Texts for the grades 9-10 band. The teacher-of-record develops targets based on the results of the pre-test. Expectations for the quality of written work are aligned with the CCLS for grades 9-10, as well as with the Common Core Regents Examination in ELA. The assessment is re-administered at the end of the course as a post-test, and will be used to measure student growth for the student performance component of a teacher's evaluation as per the 3012-d regulations. Student scores will be reported as raw scores, corresponding to the 6-level rubric used on Part II of the CCLS Regents Examination. The percentage of students meeting the target will be converted to a teacher score using the HEDI band. Another member of the department will score the exams, and the scores will be stored in a departmental database.

English 11-12 AP SLO Assessment - Students will take the assessment, which is comprised of 30 multiple choice questions that are aligned with the Advanced Placement Exam in Literature & Composition or Language & Composition, the NYS Common Core Learning Standards for Reading and Writing for grades 11-12, at the beginning of the course as a pre-test. The teacher-of-record develops targets based on the results of the pre-test. The assessment is re-administered in the spring as a post-test and will be used to measure student growth for the student performance component of a teacher's evaluation as per the 3012-d regulations. Student scores will be reported as raw scores. The percentage of students meeting the target will be converted to a teacher score using the HEDI band. Another member of the department will score the assessments, and the scores will be stored in a departmental database.

English 12 and 12H SLO Assessment - Students will take the assessment, which is comprised of one full-length, five-paragraph essay aligned with the NYS Common Core Learning Standards for Reading and Writing for grades 11-12 and the Monroe-Woodbury English Language Arts curriculum, as a pre-test at the beginning of the course by the teacher-of-record. The teacher-of-record develops targets based on the results of the pre-test. The assessment is re-administered in the spring, again by the teacher-of-record, and will be used to measure student growth for the student performance component of a teacher's evaluation as per the 3012-d regulations. The assessments are scored by another member of the department and reported as raw scores, corresponding to the 6-level rubric used on Part II of the CCLS Regents Examination. The percentage of students meeting the target will be converted to a teacher score using the HEDI band. The scores will be stored in a departmental database.

Geometry-Advanced Topics, Algebra 2 – Advanced Topics, Algebra 2 – A, Trigonometry – Advanced Topics, Trigonometry SLO Assessment - Students will take the SLO assessment as a pre-test at the onset of the course and will retake the SLO assessment as a post-test during the final weeks of the course, both administered by the teacher-of-record. The assessment is comprised of 16 multiple-choice questions that are modeled after items from previous NYS Regents Examinations and are aligned to the NYS Common Core Learning Standards for Mathematics and their respective Monroe-Woodbury curriculum. The questions were chosen to reflect major ideas presented in the course. Student responses are recorded on Scantron forms and are machine-scored by someone else in the department. The data is collected as a number of correct responses out of sixteen. The teacher-of-record uses the pre-test data to develop the targets and the post-test data to determine the percentage of students meeting the targets, which is then converted to a score using the HEDI band. This information is stored on our shared server.

Pre-Calculus, Pre-Calculus Honors, Calculus AB, Calculus BC, Statistics SLO Assessment - Students will take the SLO assessment as a pre-test at the onset of the course and will retake the SLO assessment as a post-test during the final weeks of the course, both administered by the teacher-of-record. The assessment is comprised of 16 multiple-choice questions that are modeled after items from final examinations and midterm examinations and are aligned to NYS Common Core Learning Standards for Mathematics and their respective Monroe-Woodbury curriculum. For the AB & BC Calculus classes the items reflect the level of Advanced Placement test questions and the Advanced Placement Curriculum. The questions were chosen to reflect major ideas presented in the course. Student responses are recorded on Scantron forms and are machine-scored by another member of the department. The data is collected as a number of correct responses out of sixteen. The teacher-of-record uses the pre-test data to develop the targets and the post-test data to determine the percentage of students meeting the targets, which is then converted to a score using the HEDI band. This information is stored on our shared server.

Science 6-8 SLO Assessment - Students will take the assessment, which is comprised of 30 multiple-choice questions from past NYS Intermediate Level Science Assessments, as a pre-test. The questions chosen reflect the complexity and distribution of content coverage for each individual grade level course. The examinations are also aligned to the appropriate NYS Intermediate Level Science Standards. Presentation of question items on the assessment match the style, reading level, and difficulty of the NYS ILS Examination. The assessment is administered by the teacher-of-record and scored by another member of the department. Scores are used by the teacher-of-record to develop targets and are reported digitally on a spreadsheet. The assessment is re-administered at the end of the course, and scored in the same manner as the pre-test. A teacher score is calculated using the HEDI band based on the percentage of students achieving the target.

Social Studies 6-8 SLO Assessment - For each grade level, students will take the assessment as a pre-test. It is comprised of 25 multiple-choice questions. Each examination is a revised and edited version of the 2012-2013 Orange County BOCES regional assessment. The questions chosen are in alignment with the NYS Social Studies Framework for each grade level as well as the Monroe-Woodbury Social Studies curriculum. The teacher-of-record will develop targets based on the data from the pre-test. The assessment is administered again at the end of each course and will be used to measure student growth for the student performance component of the teacher's evaluation. Student scores will be reported as percentages of correct responses rounded to the nearest whole number. Students record their answers on Scantron forms. Another member of the department will score the exams, and student scores will be stored electronically in a departmental database.

Global 9 SLO Assessment - Students will take the assessment, which is comprised of 45 multiple-choice questions from past Regents Examinations in Global History, as a pre-test at the beginning of the course. The questions chosen reflect the complexity and distribution of content coverage that is commensurate with the NYS Regents Exams. The examination is also aligned to the appropriate NYS Social Studies Framework standards. Presentation of question items on the baseline examination will match the style, reading level, and difficulty of the NYS Regents Exams. The assessment is re-administered at the end of the course and will be used to measure student growth for the student performance component of a teacher's evaluation as per the 3012-d regulations. Student scores will be reported as percentage of correct responses rounded to the nearest whole number. The exams will be scored by an individual other than the teacher being evaluated and scores will be stored in a departmental database.

Participation in Government and Economics SLO Assessment- Students will take the assessment, which is comprised of 45 multiple-choice questions that are aligned with the NYS Social Studies Framework for 12th grade, as a pre-test at the beginning of the

course. Presentation of question items on the baseline examination will match the style, reading level, and difficulty of the NYS Regents Exams. The assessment is re-administered at the end of the course and will be used to measure student growth for the student performance component of a teacher's evaluation. Student scores will be reported as percentage of correct responses rounded to the nearest whole number. The exams will be scored by an individual other than the teacher being evaluated and scores will be stored in a departmental database.

US Government and Politics AP SLO Assessment - Students will take the assessment, which is comprised of 40 multiple-choice questions that are aligned with the NYS Social Studies Framework for 12th grade, as a pre-test at the beginning of the course. Presentation of question items on the baseline examination will match the style, reading level, and difficulty of the Advance Placement Examination in US Government and Politics. The assessment is re-administered at the end of the course and will be used to measure student growth for the student performance component of a teacher's evaluation. Student scores will be reported as percentage of correct responses rounded to the nearest whole number. The exams will be scored by an individual other than the teacher being evaluated and scores will be stored in a departmental database.

European History AP SLO Assessment - Students will take the assessment, which is comprised of 30 multiple-choice questions that are aligned with the NYS Social Studies Framework related to global history and the NYS Social Studies Standards (2, 3, 4), at the beginning of the course. Presentation of question items on the assessment will match the style, reading level, and difficulty of the Advanced Placement Exam in European history. The assessment is re-administered in the spring and will be used to measure student growth for the student performance component of a teacher's evaluation. Student scores will be reported as percentage of correct responses rounded to the nearest whole number. The exams will be scored by an individual other than the teacher being evaluated and score will be stored in a departmental database.

General Music Assessment Grade K-8 SLO Assessment - The learning content assessed is based on the NYS Standards for the Arts (1, 2, 3 and 4). Listening and tonal development are primary learning goals in general music. Melodic development includes study of tonal frameworks (scales and modes), intervallic relationships and patterns, phrasing, within a metric and rhythmic structure. Students are expected to understand and identify the vocabulary of music and understand the relationships that music has with other courses. The teacher-of-record administers the assessment in the first month of school, as a pre-test. The multiple-choice assessment is taken from a beginning of the year performance using the same criteria and assessment tool as the post-test. Rating Teacher will grade assessments, scores are then entered into a database and the District Music Coordinator analyzes and verifies all information.

Choral Music Assessment Grade 7-12 SLO Assessment - The learning content assessed is based on the NYS Standards for the Arts (1, 2, 3 and 4). The same questions are used when the assessment is used as a pre- and post-test, and the challenge level is advanced by increasing the level of music. The Teacher-of-record will administer the pre-test multiple-choice assessment within the first month of class and must staple the musical example directly to the student exam. The level of Scores (Music/Octavos) will be based upon the New York State School Music Association Manual and are widely accepted as reasonable professional practice. Refer to http://www.nyssma.org/committees.cfm?subpage=487 for more information. The Rating Teacher will grade assessments, scores are entered into a database and District Music Coordinator analyzes and verifies all information.

Instrumental Music Assessment Grade 4-12 SLO Assessment - Students will be assigned a musical assignment (solo, ensemble or lesson book material) by the Lesson Co-Teacher that is equivalent to the NYSSMA levels with Additional Levels for grades 4 and 5. (*The levels are*

drawn from New York State School Music Association and are widely accepted as reasonable professional practice. Refer to http://www.nyssma.org/committees.cfm?subpage=487 Additional Levels for Instrumental Music grades 4 and 5 are Pre-A: Beginner and A: Progressing: Through the basics but not yet ready for Level I material.) The Lesson Co-Teacher will provide direct instruction. One month of practice and instruction will be given to prepare the selection. Teacher-of-record will provide the Rating Teacher with the music and scales assigned for the pre- and post-test, which are performance assessments. The Rating teacher will determine an appropriate 8 measure excerpt for the student to perform as well as which scales must be performed. Neither teacher will know what excerpt will be required prior to the performance. A Quality Assurance Check Form must be used in both the pre- and the post-test. The performances to be recorded will be determined by the Rating Teacher and must equal 10%. The individual students will perform for the Lesson Co-Teacher, who will collect the evidence of the performance for both the pre- and the post-test using a regionally developed rubric and attach the musical selection directly to the rubric. The Rating Teacher, who is another member of the department, will score the evidence of the performance and tabulate results using the Rating Copy and Rating Tabulation Sheet. The pre-test must be administered within the first quarter and the post-test must be administered before the end of the last quarter.

Elementary Visual Arts SLO Assessment K-5 - The elementary assessment is performance based and includes the identification of basic Elements & Principles of Art, along with a drawing segment, following the NYSED Learning Standards for the Arts and the Monroe-Woodbury Visual Arts curriculum. The assessment is administered as a pre-test in the month of September, in class by the teacher-of-record. The assessment is scored using a rubric by another art teacher. The teacher-of-record determines the target, using the results provided by the scorer. The same assessment is used as the post-test, which is administered in May and scored by another art teacher using the same rubric as the pre-assessment. All results are documented and reported in an electronic spreadsheet. The score is calculated based on the number of students who met the targets for both local and growth scores and then is converted into a score on the HEDI band.

Visual Arts SLO Assessment 6-8 - The middle school assessment is performance based and follows the NYSED Learning Standards for the Arts and the Monroe-Woodbury Visual Arts curriculum. Students will utilize various drawing mediums, knowledge and skill of various drawing techniques to create a landscape, still life, and/or portrait. The pre-test is administered in the month of September, in class by the teacher-of-record. The assessment is scored using a rubric by another art teacher. The teacher-of-record determines the targets, using the results provided by the scorer. The post-test is administered in May and scored by another art teacher with the same rubric as the pre-assessment. All results are documented and reported in an electronic spreadsheet. The score is calculated based on the number of students who met the targets for both local and growth scores and then is converted into a score on the HEDI band. The middle school rubric includes the following artistic elements, proper use of art materials, proper application of Elements & Principles of Art, and the basic understanding of the drawing objective.

2D Courses SLO Assessment: Studio Art I, Drawing & Painting, Senior Art Seminar, Design and Drawing for Production - The 2D course assessments are performance based and follow the NYSED Learning Standards for the Arts and the Monroe-Woodbury Visual Arts curriculum. Students will utilize various drawing mediums, knowledge and skill of various drawing techniques to create a landscape, still life, portrait, perspective and value study drawings, as well as narrative and conceptual imagery. The assessment is administered as a pre-test in September, and a post-test is administered in May of the respective school year. The teacher-of-record administers both assessments. The assessments are then scored by another high school art teacher using the same rubric and reported to the teacher-of-record. All results are documented and reported in an electronic spreadsheet. The teacher-of-record determines

the targets, using the results provided by the scorer. The score is calculated based on the number of students who met the targets for both local and growth scores and then is converted into a score on the HEDI band.

3D Courses SLO Assessment: Studio Art II, General Crafts, Sculpture, and Ceramics - The 3D course assessments are written assessments and follow the NYSED Learning Standards for the Arts and the Monroe-Woodbury Visual Arts curriculum.
Students are asked to identify 3D materials, techniques, artistic movements, and Elements & Principles of Art as they apply to 3D functional and non-functional structure.
The assessment is administered at the beginning, as a pre-test, and end, as a post-test, of the courses. It is scored using Scantron machines by a member of the department other than the teacher-of-record. All results are documented and reported in an electronic spreadsheet. The teacher-of-record determines the targets, using the results on the pre-assessment provided by the scorer. The score is calculated based on the number of students who met the targets for both local and growth scores and then is converted into a score on the HEDI band.

Media Arts Courses SLO Assessment: Basic Video Production, Computer Graphics, Computer Animation, and Photography - The Media Arts Course assessment is test based and follows the NYSED Learning Standards for the Arts and the Monroe-Woodbury Visual Arts curriculum. Students are tested on basic knowledge and recognition of media genres, design elements and principles as they apply to media art, and visual recognition of compositional skills. The assessment is administered at the beginning, as a pre-test, and end, as a post-test, of the courses. Another member of the department then scores the assessments using a Scantron. All results are documented and reported in an electronic spreadsheet. The teacher-of-record determines the targets, using the results on the pre-test provided by the scorer. The score is calculated based on the number of students who met the targets for both local and growth scores and then is converted into a score on the HEDI band.

Theatre Arts Courses SLO Assessment: Acting - The Acting assessment is performance based and follow the NYSED Learning Standards for the Arts and the Monroe-Woodbury Visual Arts curriculum. Students are provided with a short monologue to read and act out based on the character, mood, and story. The assessment is administered in September as a pre-test, and again in May as a post-test. The teacher-of-record administers both assessments. The assessments are then scored using the same rubric by another high school art teacher and reported to the teacher-of-record. All results are documented and reported in an electronic spreadsheet. The teacher of record determines the targets, using the results provided by the scorer. The score is calculated based on the number of students who met the targets for both local and growth scores and then is converted into a score on the HEDI band.

Spanish Intro 7 and I-IV SLO Assessment - Students will take the assessment, which is comprised of 35-40 multiple-choice questions, as a pre-test at the beginning of the course. The assessment is aligned with the NYS Learning Standards for Languages Other than English and the Monroe-Woodbury Spanish Curriculum. The teacher of-record develops targets based on how the students perform on the pre-test. The assessment is re-administered at the end of the course, and will be used to measure student growth for the student performance component of a teacher's evaluation as per the 3012-d regulations. A teacher score is calculated using the HEDI band based on the percentage of student achieving the target. Another member of the department will score the exams, and scores will be reported and stored in a departmental database.

French Intro 7 and I-IV SLO Assessment - Students will take the assessment, which is comprised of 40 multiple-choice questions, as a pre-test at the beginning of the course. These assessments are aligned with the NYS Learning Standards for Languages Other than English and the Monroe-Woodbury French Curriculum. The teacher of-record develops targets based

on how the students perform on the pre-test. The assessment is re-administered at the end of the course, and will be used to measure student growth for the student performance component of a teacher's evaluation as per the 3012-d regulations. A teacher score is calculated using the HEDI band based on the percentage of student achieving the target. Another member of the department will score the exams, and scores will be reported and stored in a departmental database.

Italian Intro 7 and I-III SLO assessment - Students will take the assessment, which is comprised of 35-40 multiple-choice questions, as a pre-test at the beginning of the course. These assessments are aligned with the NYS Learning Standards for Languages Other than English and the Monroe-Woodbury Italian Curriculum. The teacher of-record develops targets based on how the students perform on the pre-test. The assessment is re-administered at the end of the course, and will be used to measure student growth for the student performance component of a teacher's evaluation as per the 3012-d regulations. A teacher score is calculated using the HEDI band based on the percentage of student achieving the target. Another member of the department will score the exams, and scores will be reported and stored in a departmental database.

Technology 7-8 SLO Assessment - The assessment is a written exam and follows the NYSED Learning Standards for Technology and the Monroe-Woodbury Technology Education curriculum. The assessment tests students on their ability to use design, critical thinking and problem solving skills to answer question on how different technologies impact the environment, society and economy. The assessment is administered at the beginning, as a pre-test, and end, as a post-test, of the courses. It is scored using Scantron machines by a member of the department other than the teacher-of-record. The teacher-of-record determines the targets, using the results in the pre-assessment provided by the scorer. All results are documented and reported in an electronic spreadsheet. The score is calculated based on the number of students who met the targets for both local and growth scores on the assessment administered at the conclusion of the course and then is converted into a score on the HEDI band.

Technology Education SLO Assessment: Production Systems, Basic Electricity, Technical Drawing, Land Transportation - The Technology course assessments are written, computer based assessments that follow the NYSED Learning Standards for Technology and the Monroe-Woodbury Technology Education curriculum. Basic Electricity questions topics such as laws governing voltage, current, resistance, and power, as well as the concept of alternating current. Land Transportation evaluates a variety of technical subjects relating to small engine operations and control systems found in vehicles. Production Systems assesses on how they can work with wood safely using a variety of power and hand tools. They will also be assessed on their knowledge of wood species, tree types, parts of a board, different types of lumber defects and different types of fasteners and how they are used. Technical Drawing students will be assessed on their ability to identify drawing equipment. The assessment also covers their ability to represent objects in different drawing styles. The assessment is administered at the beginning, as a pre-test, and end, as a post-test, of the courses and are given in one class period. The length of the exams ranges from 15 to 40 questions depending on the assessment. Another member of the department scores the assessment on a Scantron machine. All results are documented and reported in an electronic spreadsheet. The teacher-of-record determines the targets, using the results on the pre-assessment provided by the scorer. The score is calculated based on the number of students who met the targets for both local and growth scores on the assessment administered at the conclusion of the course and then is converted into a score on the HEDI band.

Dreamweaver and Internet Applications SLO Assessment - Students will take the SLO assessment as a pre-test at the onset of the course and will take it again as a post-test during the final weeks of the course, both administered by the teacher-of-record. The assessment is comprised of 16 multiple-choice questions that were designed by the teacher in collaboration with the department chair and are aligned to their respective Monroe-Woodbury curriculum. The questions reflect major ideas studied in the class, which include Internet design, Internet applications, and website design. Student responses are recorded on Scantron forms and are machine-scored by another member of the department. The data is collected as a number of correct responses out of sixteen. The teacher-of-record uses the pre-test data to develop the targets and the post-test data to determine the percentage of students meeting the targets, which is then converted to a score using the HEDI band. This information is stored on our shared server.

Family and Consumer Science 6-8 SLO assessment - The assessment is aligned to a variety of the NYSED Learning Standards for FACS, Career Development and Occupational Studies, Business, Social Studies, Math, Reading, Speaking and Listening, and the Monroe-Woodbury Home and Careers curriculum. The purpose of the content is to provide students with foundational knowledge, skills and experiences necessary for continuing education at the High School level FACS courses. As students progress through the courses, their skill base will expand and they will gain content knowledge regarding various topics as well as reading and writing fluency. Students will complete a multiple-choice assessment, which contains vigorous course related questions containing diagrams and multistep processes which deal with life skills. A pre-test is administered in class by the teacher-of-record at the beginning of the course. Another FACS teacher scores the assessment on a Scantron machine. The teacher-of-record determines the targets, using the results provided by the scorer. The post-test is administered in class by the teacher-of-record at the end of the course and scored by another FACS teacher with the same key as the pre-test. All results are documented and reported in an electronic spreadsheet. The score is calculated based on the number of students who met the targets for both local and growth scores and then is converted into a score on the HEDI band.

Foods 9-12 SLO assessment - The assessment is aligned to a variety of the NYSED Learning Standards for FACS, CDOS, Health, NYS Literacy and the Monroe-Woodbury Family and Consumer Science course curricula. Students will complete a multiple-choice assessment, which contains vigorous course related questions containing diagrams and multistep processes. The purpose of the content is to provide students with foundational knowledge of culinary skills, interpersonal work relationships, and careers in the culinary arts. These courses offer students a progression of culinary experience while learning to apply the process skills of communication, leadership, management, and thinking. The pre-test is administered at the beginning of the course by the teacher-of-record. Another FACS teacher scores the assessment on a Scantron machine. The teacher-of-record determines the targets, using the results provided by the scorer. The post-test is administered at the conclusion of the course by the teacher-of-record and scored by another FACS teacher with the same key as the pre-test. All results are documented and reported in an electronic spreadsheet. The score is calculated based on the number of students who met the targets for both local and growth scores and then is converted into a score on the HEDI band.

Fashion 9-12 SLO assessment - The assessment is aligned to a variety of the NYSED Learning Standards for FACS, CDOS, Art, Science, Social Studies, Math, Literacy and the Monroe-Woodbury Family and Consumer Science course curricula. Clothing and Textiles as well as Interior Design Cores explore many facets of design principles, culture, equipment, construction, and career pathways as well as current issues of concern to the industry and society in general. Students will complete a multiple-choice assessment, which contains vigorous course related questions. The pre-test is administered in class by the teacher-of-record (at the beginning of the semester). Another Family and Consumer Science teacher scores the

assessment on a Scantron machine. The teacher-of-record determines the targets, using the results provided by the scorer. The post-test is administered in class by the teacher-of-record (at the end of each semester) and scored by another Family and Consumer Science teacher with the same key as the pre-test. All results are documented and reported in an electronic spreadsheet. The score is calculated based on the number of students who met the targets for both local and growth scores and then is converted into a score on the HEDI band.

Family 9-12 SLO assessment - The assessment is aligned to a variety of the NYSED Learning Standards for FACS, CDOS, Health, Science, Social Studies, Reading, Literacy and the Monroe-Woodbury Family and Consumer Science course curricula. The purpose of the content is to provide students with foundational knowledge, skills, and experiences necessary for childcare, parenting, communication, and careers in early childhood, education, social work, and related services. These courses allow students to apply the process skills of communication, leadership, management, and thinking. Students will complete a multiple-choice assessment, which contains vigorous course related questions. The pre-test is administered in class by the teacher-of-record (at the beginning of the semester). Another FACS teacher scores the assessment on a Scantron machine. The teacher-of-record determines the targets, using the results provided by the scorer. The post-test is administered in class by the teacher-of-record (at the end of each semester) and scored by another FACS teacher with the same key as the pre-test. All results are documented and reported in an electronic spreadsheet. The score is calculated based on the number of students who met the targets for both local and growth scores and then is converted into a score on the HEDI band.

Physical Education K-12 SLO Assessment - Students will take the performance based assessment, which is comprised of a modified version of the Fitnessgram physical fitness assessment and Orange/Ulster Physical Education Assessment, as a pre-test at the beginning of the course. The assessment is aligned with the Presidential Youth Fitness Program, the NYS Learning Standards in Physical Education, the National Standards for Physical Educations, and the Monroe-Woodbury Physical Education Curriculum. The teacher of-record develops targets based on how the students perform during their pre-test evaluation. The assessment is re-administered at the end of the course, and will be used to measure student growth for the student performance component of a teacher's evaluation as per the 3012-d regulations. Another member of the department will then conduct and score the post-test evaluation. A teacher score is calculated using the HEDI band based on the percentage of student achieving the target. All scores will then be recorded and stored in a departmental database.

Library K-6 SLO Assessment SLO Assessment - The Library Media Assessment was developed by a collaborative group of certified Library Media Specialists with vast experience teaching K-6 students using the Monroe-Woodbury District Information Literacy Curriculum aligned with the New York State Common Core ELA Standards and the American Association of School Libraries. A bank of questions aligned to these standards has been designed that require students to demonstrate mastery of information literacy skills involved in identifying, researching, and retrieving credible information. The assessment is a ten-question test consisting of multiple-choice questions and constructed responses, administered at the beginning of the course as a pre-test and at the end as a post-test. The teacher-of-record administers the assessment. Another member of the department scores the test. Based on the results of the pre-test, the teacher sets the growth targets. Pre-test data is entered into an EXCEL file and appropriate bands are constructed for both a local and state growth target. Each teacher sets targets based on the pre-test for his/her students and uses the scoring from the post-test to report if the target has been met as a percentage. The score is calculated based on the percentage of students who met the targets for both local and growth scores and then is converted into a score on the HEDI band.

Health K-10 SLO Assessment - The curriculum-aligned, multiple-choice assessment is administered at the beginning of the course as a pre-test by the teacher-of-record and scored by another teacher in the department. Results are compiled on a digital spreadsheet, and the teacher-of-record develops his or her targets. The learning content for these courses is based upon the NYS Standards for Health Education, the National Standards for Health Education, the NYS Guidance Document for Health Education, and the Monroe-Woodbury Health Education Curriculum. Students will be expected to learn about decision-making skills that will enable them to think critically and solve problems that may arise in personal and social situations. Students will continue to build these life skills throughout the curriculum, which will help them in future classes and in real life. The classes will teach students to access appropriate health resources within the school and community. The long-range goal for the students is to develop the skills necessary to make health-promoting decisions and maintain a positive health status throughout their lives. The assessment is administered again at the end of the course as a post-test and will be used to measure student growth for the student performance component of a teacher's evaluation. Student scores will be reported as percentage of correct responses and converted into a score on the HEDI band based on the percentage of students that achieved the targets.

First Aid/CPR SLO Assessment - The curriculum-aligned, multiple-choice assessment is administered at the beginning of the course as a pre-test by the teacher-of-record and scored by another teacher in the department. The learning content for this course is based upon the NYS Standards for Health Education, the National Standards for Health Education, the NYS Guidance Document for Health Education, the goals of the American Red Cross, and the Monroe-Woodbury Health Education Curriculum. Students will be expected to recognize and respond appropriately to cardiac, breathing, and first aid emergencies. This course prepares students for real life emergencies, qualifies them for certain jobs, and gives basic knowledge that can be applied to more advanced Red Cross or college courses. Results are compiled on a digital spreadsheet, and the teacher-of-record develops his or her targets. The assessment is administered again at the end of the course as a post-test and will be used to measure student growth for the student performance component of a teacher's evaluation. Student scores will be reported as percentage of correct responses and converted into a score on the HEDI band based on the percentage of students that achieved the targets.

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.
Performance on the baseline assessments will determine the initial performance level for students and be used in the target setting model for the State HEDI as per the 3012-d regulations. The teacher establishes proficiency targets based on student performance on the baseline exams. The SLO assessment is used at the culmination of the course to measure student growth. The percentage of students achieving the targets is then converted to New York State's 0-20 metric.

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):	All Monroe-Woodbury ELA SLO assessments integrate characteristics of good ELA assessments, including: • Questions are aligned to the rigor of the CCLS for ELA, the district curriculum, and key concepts being taught. • Contain a balance of multiple choice and extended response questions to demonstrate comprehension and understanding. • Extended response questions are scored using a holistic rubric. • Student achievement on tasks is aligned to student proficiency in reading and writing. • Uses quality, authentic passages. All Monroe-Woodbury Math SLO assessments integrate characteristics of good math assessments, including: • Questions clearly identify what is being asked of students. • The reading level is appropriate for the student being assessed. • Questions are aligned to the rigor of the CCLS for Math, the district curriculum, and key concepts being taught. • Contain a balance of multiple choice and extended response questions to demonstrate understanding. • Multiple-choice questions contain appropriate distractors. • Questions are appropriately scaffolded to progress through more complex tasks.
Assessments Woven Tightly Into the Curriculum:	As outline above, all assessments are aligned to their respective Monroe-Woodbury Curriculum as well as the NYS Common Core Learning Standards and any other appropriate state and/or national standards.
Performance Assessment:	Where appropriate and possible, assessments are entirely performance based or at the minimum contain a performance component as outlined above.

Efficient Time-Saving Assessments:	Where appropriate and possible, assessments are almost always administered in the equivalent of one instructional period or less.
Technology:	Many of the above assessments that are not performance based are administered electronically. Assessments are created in digital form. The students take the assessments electronically, and the software immediately scores the assessment. Data is then aggregated and converted to a teacher score.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	

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.[2]	☒

[2] 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:

Monroe-Woodbury Central School District 1. Name of Organization (PLEASE PRINT/TYPE)	Elsie Rodriguez 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Mrs. Elsie Rodriguez 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 11/4/15
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)	