



**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:	New York City Department of Education
Assessment Provider Contact Information:	Office of Assessment (ArtsandSpecialProjects@schools.nyc.gov)
Name of Assessment:	NYC Arts Commencement Examination
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 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Dance, Music, Theater, and Visual Arts
What are the technology requirements associated with the assessment?	n/a
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)**

A description of the assessment:

A student who is preparing to graduate with a Chancellor's Endorsed Diploma in the Arts must successfully complete the NYC Arts Commencement Examination in the arts discipline for which the student is seeking endorsement (Dance, Music, Theater, or Visual Arts). Each exam is aligned to the NYC Department of Education's Blueprint for Teaching and Learning in the Arts: PreK-12.

DANCE

The Comprehensive Dance Examination consists of three sections:

- Section I: Performance On-Demand
- Section II: Senior Exit Project
- Section III: Written Examination

Students must take all parts of all three sections to complete the examination.

MUSIC

The Comprehensive Music Exam consists of three sections:

- Section I: Written (short answer and essay)
- Section II: NYSSMA Solo Adjudication
- Section III: Portfolio of Out of- and In-School Performances and Reflective Essay

Students must complete all three sections of the exam in order to qualify for the endorsed diploma.

THEATER

The Comprehensive Theater Examination consists of three sections:

- Section I: On-Demand Performance Task
- Section II: Senior Exit Project
- Section III: Written Examination, Essay & Multiple Choice

Students must take all parts of all three sections to complete the examination.

VISUAL ARTS

The Comprehensive Visual Arts Exam consists of four sections:

- Section I – Art Concepts: Design, Materials and Techniques, Cultural and Historical Connections multiple choice-assessment
- Section II -- Essay: Analysis and Interpretation
- Section III – Performance Applications
 - a. Two Dimensional Applied Design: a design application using a color medium
 - b. Drawing from Observation: a drawing from observation using a black and white medium
- Section IV – Portfolio: Area(s) of Specialization
 - c. Presentation of Artwork
 - d. Reflective Essay

Sections I, II, and III are administered together as part of the Written Examination.

A description of how the assessment is administered:**DANCE****Section I: Performance On-Demand**

Students are given a choice of learning one of four types of 16-count dance combinations. The movement combination is shown three times by the instructor. Students have the opportunity to practice their phrase for five (5) minutes. They perform it twice, in groups of two (2), and are scored by the two evaluators.

Additionally, students create a 30-second movement phrase with a set of required dance elements (e.g., travel, elevate, make a shape, change levels, etc.). The required elements will

change each year. Students must manipulate the phrase they have created. They are given a choice of ways in which the phrase can be manipulated (e.g., speed, dynamics, order of movements, use of space, etc.). The two phrases – original followed by variation – are combined into a one-minute study. Students are presented with the task, and have the opportunity to ask for clarification. They have 20 minutes to work on the task. Students show their studies individually, and are asked to explain what they have created.

Section II: Senior Exit Project

The Student Exit Project will take different forms in different schools, depending on the curriculum, and is usually completed in the spring semester of a student's final year. Students may present one of the following types of projects:

- *Performance*: A polished solo performance (2 minutes or longer) that they have worked on for performance quality: this is judged for performance only. It may be in any dance style or genre. It may be an original work choreographed by the student, or a piece of repertoire from another choreographer.
- *Choreography*: A piece of their own original choreography that they have revised and refined (2 minutes or longer). This is judged for choreography only. It may be a solo or a group piece in any style. The choreographer is not required to be in the piece.
- *Research*: An 8-10 page research paper on a dance topic of their choice. The paper must be in 12-point type, double-spaced, with a one inch margin on all sides, and must include an annotated bibliography in addition to the body of the paper.

The 1 to 2-page **reflective essay** gives the student the opportunity to talk about his/her learning process while working on the exit project.

Section III: Written Examination

Schools administer the Written Examination in one 3-hour sitting. This section includes:

- 40 multiple choice questions
- Short answer, fill-in diagram, and one-paragraph responses (5 questions total)
- An extended essay (500 words)
- Topics covered include: dance making, dance literacy, making connections (dance history and health and well-being), community and cultural resources, careers, and lifelong learning.

MUSIC

Section I: Written

Schools administer the Written Examination in one 3-hour sitting. This section includes:

- 60 multiple choice questions
- Short answer questions
- An essay question (less than 150 words)
- Topics covered include: listening analysis, history and culture, theory and musicianship, melodic and rhythmic dictation.

Section II: NYSSMA Solo Adjudication

Students are required to schedule and complete a NYSSMA solo adjudication, in the year in which they sit for the written exam, in order to qualify for the Chancellor's Endorsed Diploma in the Arts.

Section III: Portfolio of Out of School Performances and Reflective Essay

Two out-of-school time performances at any point over four years are required for recipients of the Chancellor's Arts Endorsed Diploma: Music (e.g., Youth Symphonies, Bands or choruses, church/synagogue, etc.). ALL out-of-school time performances must be documented. Acceptable documentation consists of a printed program or a video recording.

A minimum of two, school-time performances at any point over four years are required to receive the Chancellor's Arts Endorsed Diploma: Music. Concert programs and video-recording documenting each of these performances are acceptable forms of documentation and must be included in the student's portfolio.

In addition to a portfolio containing documentation for the previously described concerts, candidates must also prepare a two-page, single spaced reflective essay in which he/she describes the learning experiences derived from these performances.

THEATER

Section I: On-Demand Performance Task

This on-demand acting performance task provides two actors with a text to rehearse and perform before two adjudicators, and is administered over one-hour in groups of up to 10 students. Texts will be "sides" from published contemporary plays which are used in a variety of theater studio settings and should not be foreign to the teacher/practitioner. Students are given time to look over the provided scene and its given circumstances.

Section II: Senior Exit Project

The Student Exit Project will take various forms in different schools, depending on the curriculum and resources. Each school will determine the nature of its exit projects, and will submit documentation of their processes and the tools used in evaluating the projects. Students may present one of the following types of projects, which will include a Statement of Goals (500-750 words) and an End of Project Reflection (500-750 words), and the elements listed:

- Acting (both elements required)
 - A three to five minute solo performance (live or video)
 - An annotated script with beats, character notes, character biography and other related character research
- Musical Theater (both elements required)
 - A five to seven minute solo performance including monologue and song and/or dance (live or video)
 - An annotated script and sheet music with beats, character notes, character biography and other related character research
- Directing (both elements required)
 - A ten to fifteen minute staged scene or one-act play with two or more performers (live or video)
 - An annotated script with directorial staging notes, exploration of dramatic theme, and directorial statement of 500-750 words outlining the concept, artistic influences and plans for implementing the concept.
- Playwriting (both elements required)
 - Write an original 10 -15 minute one-act play
 - A staged reading or performance of the original work (live or video)
- Design for Theater (Element A and one of the other two elements)
 - A model, renderings, and/or research samples of design work
 - Five minute video from a performance for which the student provided the sound, lighting, set or costume designs along with photos of set, costumes, lighting, or media elements.
 - Design statement of 500-750 words outlining the concept, influences and plans for implementing a design concept for a chosen work of theater.
- Dramaturgy/Theater History
 - Research paper (10 page minimum) on a play, playwright, genre of theatre, or theatre company along with original source materials and research/mood board

Section III: Written Examination, Essay & Multiple Choice

Schools administer the Written Examination in a 3-hour sitting. This section includes:

- 50-60 multiple choice questions
- 500-700 word essay incorporating appropriate reference(s) to theater roles, events, movements and/or artists that impacted or influenced A) their own theatrical experience or B) theater practice
- Topics covered include: theater making, theater literacy, making connections, community and cultural resources, careers, and lifelong learning.

VISUAL ARTS

Sections I, II, and III are administered together as part of the Written Examination, in a 3-hour sitting.

Section I – Art Concepts: Design, Materials and Techniques, Cultural and Historical Connections

60 question multiple choice assessment.

Section II -- Essay: Analysis and Interpretation

Essay response based on a given premise, and on selected works of art included in the examination booklet.

Section III – Performance Applications

Two required components: (1) Two Dimensional Applied Design: a design application using a color medium AND (2) Drawing from Observation: a drawing from observation using a black and white medium.

Section IV – Portfolio: Area(s) of Specialization

- Presentation of Artwork
 - Includes an evaluation of five student artworks, demonstrating mastery in 1, 2 or 3 areas of specialization.
 - Areas of specialization include but are not limited to: Architecture, Photography, Ceramics, Printmaking, Drawing, Sculpture, Fashion/Textile Design, Stage Design, Media Technology, Two-Dimensional Applied Design/Graphic Design, Painting, and Video
- Reflective Essay
 - Includes an essay response based on the artwork in the student's portfolio.

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

In all Art forms, students' total score on the examination will be made available to schools by the end of the school year. Students who have passed with a score of 65 or better are eligible for the appropriate Certificate as described above, which will be sent directly to students at their home addresses by the Office of Arts and Special Projects (OASP).

A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance:

Schools may only select this assessment if they have a qualifying program. Schools may contact this office by email at ArtsandSpecialProjects@schools.nyc.gov to request any documents or assistance with these exams, including:

- the scope and sequence for each exam in order to determine eligibility and to review the various sections of the exam;
- detailed instructions for administering and scoring each exam, and associated rubrics;
- dates and deadlines by which materials may be obtained, distributed and/or administered to students, and submitted to OASP.

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.

Teachers set goals for student performance at the beginning of the year based on expected performance on the end-of-year assessment. The measure is assigned a point value based on the percentage of students that met or exceeded their goal (see chart A).

Chart A		
Highly Effective	90%-100% of students met or exceeded their goal	18-20
Effective	75%-89% of students met or exceeded their goal	15-17
Developing	60%-74% of students met or exceeded their goal	13-14
Ineffective	0%-59% of students met or exceeded their goal	0-12

New York State Next Generation Assessment Priorities

Please provide detail on how the proposed supplemental assessment or assessment to be used with SLOs addresses each of the Next Generation Assessment Priorities below.

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	n/a
Assessments Woven Tightly Into the Curriculum:	Each exam is aligned to the NYC Department of Education's <i>Blueprint for Teaching and Learning in the Arts: PreK-12</i> . Students are eligible for the Arts Commencement Exams if they have fulfilled the minimum number of course credits as identified for each discipline by the Office of Arts and Special Projects (OASP). Schools may only select this assessment if they have a qualifying program. Some flexibility in assessment administration is permitted depending on the curriculum and resources available (see description above).
Performance Assessment:	The NYC Arts Commencement Examination has a required performance component in each of the disciplines. In Dance this includes a dance combination and movement phrase; in Music this includes a NYSSMA solo adjudication, in-school performances and out-of-school performances; in Theatre this includes an on-demand performance task; and in Visual Arts this includes 2 performance applications and a portfolio of student work.
Efficient Time-Saving Assessments:	n/a
Technology:	n/a

Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):

n/a



**STUDENT ASSESSMENTS FOR
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.

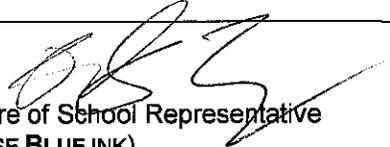
The Applicant makes the following assurances:

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.	<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. ³	<input checked="" type="checkbox"/>

³ 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:

1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE BLUE INK)
2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

<p>New York City Department of Education</p> <p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	 <p>4. Signature of School Representative (PLEASE USE BLUE INK)</p>
<p>Phil Weinberg</p> <p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>May 4, 2016</p> <p>5. Date Signed</p>
<p>Deputy Chancellor for Teaching and Learning</p> <p>3. Title of School Representative (PLEASE PRINT/TYPE)</p>	