



**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:	New York City Department of Education
Assessment Provider Contact Information:	Office of Periodic Assessment, periodicassessment@schools.nyc.gov
Name of Assessment:	New York City Performance Tasks
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?	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, and Social Studies
What are the technology requirements associated with the assessment?	None
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)**

New York City Performance Tasks (NYCPTs) are standards-based performance assessments that require students to construct a response, create a product, or perform a task to demonstrate knowledge or skills. These tasks were developed with input from NYC teachers and assessment experts and are offered in English Language Arts (ELA), math, science and social studies.

For each available grade and subject, the NYCDOE has designed a matching baseline and end-of-year task. The baseline task covers the comparable discipline-specific skills as the end-of-year task and the scoring rubrics are the same for both. While topic selection in each grade was influenced by the New York City scope and sequence documents, the tasks are designed to be content-contained where feasible.

Schools are given the opportunity to order baseline and end-of-year tasks to be delivered to their school in advance of administration. Schools that do not order tasks in advance are able to print materials from an online system. An assessment administration, norming, and scoring handbook is produced annually to support schools that select to use NYCPTs in both baseline and end-of-year administration. The handbook outlines administration procedures, including how to administer in accordance with any testing accommodations requirements. NYCPTs are designed to take 90 minutes to complete.

Once administered and scored, NYCPT scores are scanned into an online reporting platform using school scanners. Results are available to school leaders and teachers in the online reporting platform within 24 hours of scanning. The platform has a variety of customizable and pre-built reporting features. Educators are encouraged to review at least three prebuilt reports to inform instruction and reflect on practice:

- 1) **Assessment Details Report:** Displays a comparative performance graph illustrating the performance of students in the section compared to other students in the school, local district, and all NYC schools. Each student's raw score and associated performance band is also displayed.
- 2) **Standards Mastery Report:** Displays the number of students in each of the four performance bands for each of the standards assessed. The report is interactive so educators can click on each number to pull up the list of students and create small groups based on standards performance.
- 3) **Item Analysis Report:** Displays each student's score on each trait (i.e. skill) assessed to support educators to identify and understand their students' specific struggles and misunderstandings.

**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.**

A consistent growth model was established for the purposes of setting Student Learning Objectives (SLOs) that is consistent with 3012-d. A growth expectation was established in accordance with NSYED regulations that defined a minimum expectation for student growth based on the prior student learning data. The aggregate of these scores are converted to a 0-20 score to create a teacher-level score with the accompanying HEDI band: Ineffective (0-12 pts); Developing (13-14 pts); Effective (15-17 pts); and Highly Effective (18-20 pts).

**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):**

Each of the ELA and math New York City Performance Tasks (NYCPTs) is aligned with the major features of the New York State Common Core Learning Standards for the grade and the instructional shifts required of the standards.

**ELA NYC Performance Tasks:**

Complexity and Quality of Texts: Each NYCPT is organized around a set of two paired texts. Quantitative and qualitative measures of complexity (i.e. Lexile and a qualitative complexity rubric) were used to select the texts. The texts are all well written and provide opposing viewpoints on informational topics (example topics: the environment, technology, innovations in industry, leadership) in order to provide opportunities for argument writing.

Text-Dependent and Standards-Based Questions:

Students are asked to read the texts carefully; answer text-dependent questions about the concepts, ideas and details in the texts; and then complete a culminating argument/opinion writing task using evidence from the texts to demonstrate understanding and to support their ideas. Students' language skills are also derived from their written responses.

Other: The questions and tasks require students to write rather than select a response so that the depth and complexity of the Standards can be strategically addressed. The culminating argument/opinion writing task requires students to write to sources.

**NOTE ABOUT K-2:** The design of the K-2 NYCPT differs slightly to reflect developmentally appropriate practice. However, the tasks are still centered on paired, complex, quality texts that are read-aloud and independently (grades 1 and 2), still require students to answer text-dependent questions, and still require students to complete a culminating writing task. The Kindergarten NYCPT focuses on a read-aloud text only and also

assesses the foundational skills aligned to the standards for the grade (concepts of print, letter recognition, letter/sound recognition).

**K-12 Math:**

Focus: Each NYCPT requires students to engage in a series of open-ended grade-level mathematical problems and tasks. These problems and tasks are focused on the major work of the grade and each one assesses the central concern of the standard in question.

Coherence: Each task is a series of problems designed to deepen the conceptual understanding of the focus standards, stressing the key ideas in the standards, and revealing the more abstract structures within the set of standards associated within the task.

Rigor: Across all of the grade-level problems and tasks, each NYCPT requires students to demonstrate all three of the aspect(s) of rigor (conceptual understanding, fluency and application). The grade-level problems and tasks are written so that students have to demonstrate the aspect(s) of rigor called for by the specific standard being assessed. Alignment to Math Practices 1 and 3 allow students the opportunity to demonstrate problem solving strategy, conceptual understanding of those strategies, and fluency.

**NOTE ABOUT K-1:** The design of the K-1 NYCPT differs slightly from the other tasks to reflect developmentally appropriate practice. The K-1 math performance task is a one-to-one inventory on foundational math skills, including counting and cardinality, operations and algebraic thinking, and numbers and operations in base ten.

**Assessments Woven Tightly Into the Curriculum:**

The NYCDOE's Core Curriculum Program provides rigorous, high-quality curricula and instructional materials that are aligned to the Common Core Learning Standards and other New York State standards. However, New York City principals have the choice to decide which instructional materials and programs to use in their schools. NYCPTs are also aligned to the Common Core Learning Standards and other New York State standards to complement Core Curriculum options.

For each available grade and subject, the NYCDOE has designed a matching baseline and end-of-year task. The baseline task covers the comparable discipline-specific skills as the end-of-year task and the scoring rubrics are the same for both. Educators can use the baseline task to determine their students' starting points, use the rubric to monitor students' progress in an ongoing way, and use the end-of-year task to measure student learning and reflect on the effectiveness of instruction.

<p><b>Performance Assessment:</b></p>	<p>All NYCPTs are standards-based performance assessments that require students to construct a response or perform a task to demonstrate knowledge or skills.</p> <p>The design of the K-2 NYCPTs reflects developmentally appropriate performance-based assessment in the early grades:</p> <ul style="list-style-type: none"> <li>- The Kindergarten and Grade 1 Math NYCPTs are designed as inventories. The inventories are administered as interviews and students produce an oral and/or written response.</li> <li>- The Kindergarten ELA NYCPT consists of a reading inventory and an informational writing task based on a read-aloud text.</li> <li>- The Grade 1 and Grade 2 ELA NYCPTs include a read-aloud and independent reading text, and a writing task that includes text-dependent prompts.</li> </ul>
<p><b>Efficient Time-Saving Assessments:</b></p>	<p>NYCPTs are designed to take 90 minutes to complete to minimize the interruption to classroom instructional time while still yielding valid and reliable scores.</p>
<p><b>Technology:</b></p>	<p>While NYCPTs are not technology-based assessments, the results are scanned into an online reporting platform and are available to school leaders and teachers within 24 hours of scanning so that they are immediately actionable.</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>	



**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:

<b>Assurance</b>	<b>Check each box:</b>
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>3</sup>	<input checked="" type="checkbox"/>

<sup>3</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:**

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 24, 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>	