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 (LOTE@schools.nyc.gov)
Name of Assessment:	Second Language Proficiency (SLP) Examinations
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?	Grade 8
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	French, Italian, Latin, and Spanish
What are the technology requirements associated with the assessment?	Automate the Schools (ATS) printer and scanner.
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)

A description of the assessment:
NYC Second Language Proficiency (SLP) examinations in French, Italian, Latin, and Spanish are offered to students that are enrolled in NYCDOE schools that offer these courses, and have met the course requirements in accordance with Checkpoint A learning standards for Second Language Proficiency. The Checkpoint A requirement for a Regents diploma can be earned by completing at least one of the following:

- Successfully completing 2 units (216 hours) of LOTE instruction in grades K-8 and passing the NYC SLP examination.
- Successfully completing 1 unit (108 hours) of Grade 8 accelerated coursework and passing the NYC SLP examination.
- Completing 1 unit of study in grades 9-12

This exam is aligned to Checkpoint A and assesses the four language skills (speaking, listening, reading and writing).

A description of how the assessment is administered:
The listening and reading component is a multiple choice assessment. For the speaking and written components a licensed assistant principal of foreign languages or a trained assistant principal and a licensed pedagogue must observe students demonstrating their learning by performing a task or set of tasks.

A description of how scores are reported (include links to sample reports as appropriate):
All SLP component scores (listening, reading, speaking and writing) are completed on, or transferred to, ATS scan sheets. Students record their answers to the multiple choice listening and reading components of the SLP assessment directly on the ATS answer sheets. These components are scored centrally after scanning. Scores for the speaking and writing portions of the assessment are transferred on to ATS score sheets after administration is complete.

Once the answer documents have been scanned, a number of reports are immediately available in ATS. These reports include the Item Report and the Item Distribution Report. The Item Report allows you to analyze the SLP results for individual students and informs decisions on how to move these particular students forward. The Item Report lists the student's name, ID, raw, and scaled score. This report also allows you to see: the number of questions the student answered correctly (denoted with a hyphen); the number of questions the student answered incorrectly (denoted with the incorrect answer that the student chose); the number of questions the student omitted (denoted with an "x"); the teacher's score for the student's open-ended responses; the number of questions that the student omitted or for which the student listed multiple answers. The Item Report provides an overview of the standards that the student has mastered and the standards on which the student needs to continue working.

A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance:
Technical assistance is provided by Borough Field Support Center (BFSC) Performance and Assessment Leads (PAL). Central office ships test materials to schools and makes answer documents available for schools to print (and scan after testing is complete).

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 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):	n/a
Assessments Woven Tightly Into the Curriculum:	The Checkpoint A requirement for a Regents Diploma can be earned by: Successfully completing 2 units (216 hours) of LOTE instruction in grades K-8 and passing the NYC SLP Examination OR successfully completing 1 unit (108 hours) Grade 8 accelerated course work and passing the NYC SLP Examination OR completing 1 unit of study in grades 9-12.
Performance Assessment:	The SLP examination includes two required performance components in each language: speaking and listening. For the speaking and written components a licensed assistant principal of foreign languages or a trained assistant principal and a licensed pedagogue must observe students demonstrating their learning by performing a task or set of tasks.
Efficient Time-Saving Assessments:	Written component is administered during the Regents exam window so instructional time is not used for test administration.
Technology:	Answers are submitted using printed ATS answer sheets and scanners. Once the answer documents have been scanned, a number of reports are immediately available in ATS to inform instruction.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only	n/a

applicable to supplemental assessments):	

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Assessment Provider Information	
Name of Assessment Provider:	New York City Department of Education
Assessment Provider Contact Information:	Office of Assessment (LOTE@schools.nyc.gov)
Name of Assessment:	NYC Language Other Than English (LOTE) Examinations
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?	Grade 11 or 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Languages Other Than English: French, German, Hebrew, Italian, Latin, Spanish, Albanian, Arabic, Bengali, Chinese (simplified), Chinese (traditional), Greek, Haitian Creole, Hindi, Japanese, Korean, Polish, Punjabi, Russian, Urdu and Vietnamese
What are the technology requirements associated with the assessment?	Automate the Schools (ATS) printer and scanner.
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)

A description of the assessment:
Students take this exam after successfully completing 3 units (6 credits) of LOTE study. With the elimination of the NYSED Regents Comprehensive Exams in Foreign Languages, students will be able to meet the language assessment requirement for an Advanced Regents Diploma by passing the NYC Language Other Than English (LOTE) examination aligned to the Checkpoint B Learning Standard for LOTE. The LOTE examination is available in the following languages: French, German, Hebrew, Italian, Latin, Spanish, Albanian, Arabic, Bengali, Chinese (simplified), Chinese (traditional), Greek, Haitian Creole, Hindi, Japanese, Korean, Polish, Punjabi, Russian, Urdu and Vietnamese. This exam is aligned to Checkpoint B and assesses the four language skills (speaking, listening, reading and writing).

A description of how the assessment is administered:
Schools that offer French, German, Hebrew, Italian, Latin, and Spanish courses may administer these LOTE exams at their school site. The NYC LOTE examinations in low-incidence languages (Albanian, Arabic, Bengali, Chinese (simplified), Chinese (traditional), Greek, Haitian Creole, Hindi, Japanese, Korean, Polish, Punjabi, Russian, Urdu and Vietnamese) are offered at hub sites across the city.

The listening and reading component is a multiple choice assessment. For the speaking and written components a licensed assistant principal of foreign languages or a trained assistant principal and a licensed pedagogue must observe students demonstrating their learning by performing a task or set of tasks.

A description of how scores are reported:
Once the answer documents have been scanned, a number of reports are immediately available in ATS. These reports include the Item Report and the Item Distribution Report.

The Item Report allows you to analyze the LOTE results for individual students and informs decisions on how to move these particular students forward. The Item Report lists the student's name, ID, raw, and scaled score. This report also allows you to see: the number of questions the student answered correctly (denoted with a hyphen); the number of questions the student answered incorrectly (denoted with the incorrect answer that the student chose); the number of questions the student omitted (denoted with an "x"); the teacher's score for the student's open-ended responses; the number of questions that the student omitted or for which the student listed multiple answers. The Item Report provides an overview of the standards that the student has mastered and the standards on which the student needs to continue working.

A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance:
Technical assistance is provided by Borough Field Support Center (BFSC) Performance and Assessment Leads (PAL). Central office ships test materials to schools and makes answer documents available for schools to print (and scan after testing is complete). For low-incidence languages, central office organizes hub sites where testing and scoring can take place.

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 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):	n/a
Assessments Woven Tightly Into the Curriculum:	With the elimination of the NYSED Regents Comprehensive Exams in Foreign Languages, students will be able to meet the language assessment requirement by passing the NYC Language Other Than English (LOTE) examination aligned to the Checkpoint B Learning Standard for LOTE. This exam is aligned to Checkpoint B and assesses the four language skills (speaking, listening, reading and writing).
Performance Assessment:	The LOTE examination includes two required performance components in each language: speaking and listening. For the speaking and written components a licensed assistant principal of foreign languages or a trained assistant principal and a licensed pedagogue must observe students demonstrating their learning by performing a task or set of tasks.
Efficient Time-Saving Assessments:	Written component is administered during the Regents exam window so instructional time is not used for test administration.
Technology:	Answers are submitted using printed ATS answer sheets and scanners. Once the answer documents have been scanned, a number of reports are immediately available in ATS to inform instruction.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only	n/a

applicable to supplemental assessments):	

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.[3]	☒

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[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)	

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