



**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 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-5 (Visual Art); K-12 (Physical Education)
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Visual Art, Physical Education
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 visual arts and physical education.

For each available grade and subject, the NYCDOE has designed a matching beginning-of-year (baseline) and end-of-year task. The beginning-of-year (baseline) task covers the comparable discipline-specific skills as the end-of-year task and the scoring rubrics are the same for both. Discipline-specific skills assessed on the assessments are aligned to NYS grade-level standards.

The NYCPTs in Visual Art measure progress in understanding arts concepts and content as well as drawing skills. The NYS Learning Standards for the Visual Arts include Art Making and Art Literacy. The task has three components. The first component is a short answer section covering what students should know about visual art content. The second component is an ungraded drawing practice. The third component is a performance task wherein students respond to a drawing prompt aligned to the Creating standard from the NYS Learning Standards for the Visual Arts. The performance task is scored using a NYCDOE-provided rubric.

The NYCPTs in Physical Education are designed to identify students' understanding of the benefits of physical activity as well as health-related fitness concepts and skills-related fitness concepts. The PE NYCPTs include multiple parts. Students complete a physical task based on physical education activities and a paper/pencil assessment with both short answer and open-ended items on physical education content and concepts. Teachers select from a variety of presented options for the physical tasks.

Schools are given the opportunity to order beginning-of-year 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 beginning-of-year 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 between 90 to 120 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 typically within 24 hours of scanning. The platform has a variety of customizable and prebuilt 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 create teacher-level scores, and how those teacher-level scores are converted to New York State's 0-20 metric.

Guidelines based on students' beginning-of-year performance and other allowable criteria are provided to schools in order to set Student Learning Objectives (SLOs) that are consistent with NYS Education Law 3012-d. These guidelines define a minimum expectation for student growth. 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 points); Developing (13-14 points); Effective (15-17 points); and Highly Effective (18-20 points).

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.

<p>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</p>	<p>N/A</p>
<p>Assessments Woven Tightly Into the Curriculum:</p>	<p>The NYCDOE's Core Curriculum Program provides rigorous, high-quality curricula and instructional materials that are aligned to the Common Core Learning Standards and New York State-specific 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 NYS Learning Standards to complement Core Curriculum options or any other curricular option a school may choose.</p> <p>For each available grade and subject, the NYCDOE has designed a matching beginning-of-year and end-of-year task. The beginning-of-year 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 beginning-of-year task to determine their students' starting points, use the rubric to monitor students' progress in an ongoing way in the classroom throughout the year, and use the end-of-year task to measure student learning and reflect on the effectiveness of instruction.</p>
<p>Performance Assessment:</p>	<p>All 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.</p> <p>The design of the NYCPTs reflect developmentally appropriate and subject appropriate performance-based assessment:</p> <ul style="list-style-type: none"> - The Visual Art tasks provide the opportunity to assess both content understanding in art and artistic skill by asking students to create a work of art. - The Physical Education tasks provide the opportunity to assess students' understanding of health-related fitness concepts and skills-related fitness concepts by connecting the physical activity

	<p>component of the assessment with the content and concepts on the written component.</p>
<p>Efficient Time-Saving Assessments:</p>	<p>NYCPTs are designed to take between 90 to 120 minutes to complete to minimize the interruption to classroom instructional time, while still yielding valid and reliable scores, and allowing students sufficient time to complete the assessment at their own pace.</p>
<p>Technology:</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 typically within 24 hours of scanning so that they are immediately actionable.</p>
<p>Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):</p>	<p>n/a</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:

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. ¹	<input checked="" type="checkbox"/>

¹ 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 1. Name of LEA (PLEASE PRINT/TYPE)</p>	 4. Signature of School Representative (PLEASE USE BLUE INK)
<p>Alice Brown 2. School Representative's Name (PLEASE PRINT/TYPE)</p>	5. Date Signed
<p>Interim Acting Deputy Chief Academic Officer for Teaching and Learning 3. Title of School Representative (PLEASE PRINT/TYPE)</p>	