



**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:	Oneida-Herkimer-Madison BOCES
Assessment Provider Contact Information:	Howard D. Mettelman, District Superintendent
Name of Assessment:	CNY – CTE Consortium Assessment
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?	Grades 9, 10, 11 and 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Advertising Design, Animal Science, Automotive Body Repair, Auto Media, Automotive Technology, Aviation, Building Maintenance, Business Computer Applications, Career Exploration, Computer Aided Design, Conservation, Construction Trades, Cosmetology, Criminal Justice, Culinary Arts, Dental Assisting, Early Childhood Education, Electricity, Emergency Medical Services, Emerging Technologies and Cyber Security, Fashion Design, Food Service, Health Care, Heavy Equipment, Hospitality, HVAC, New Visions, Outdoor Power/Recreational Power Technician, Plumbing and Heating, Video Production, Visual Communication, Welding and Work Based Learning
What are the technology requirements associated with the assessment?	No requirements; schools may choose to use these assessments through computer based testing where available
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input checked="" type="checkbox"/> YES <input 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)**

The assessments are available for pre and post assessment and are linked to NYS Standards and/or NYS Common Core Standards. The assessments were developed through a system of regional collaboration, coordinated by Madison-Oneida and Oneida-Herkimer-Madison BOCES. The assessments are comprised of multiple choices tasks in isolation or multiple choice tasks aligned to a passage or stimulus relative to the technical trade. Each item is aligned to the expectations of an identified competency or skill. Tests are differentiated by level or sequence dependent on the curriculum and sequencing of the course.

The assessments are administered during one class session (pre and post). An administration guide is provided to all districts for consistent, secure administration of the assessments. Assessment banks are stored electronically on a secure site and are password protected.

After automated scoring of the pre assessments by a non-interested party, target charts are developed based on pretest data.

The assessment administration practices are guided by the NYSED Office of Assessment Policy, Development and Administration directions for administering Regents examinations. Exams remain in locked storage until the day of administration. Technical assistance is provided to districts as needed.

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.

The assessments are administered for pre and post assessments. Students will receive a differentiated target according to their baseline performance. Targets are set for each student to demonstrate appropriate growth on the post assessment. The percentage of students who met their targets is calculated to determine teacher scores and applied to the approved HEDI scale. The practice of including as many students in a teacher's score is recommended.

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):	Not applicable
Assessments Woven Tightly Into the Curriculum:	Teachers representing NYS were used in developing these assessment and were reliant on their classroom practices to ensure a direct alignment into their program curriculum that integrates into the technical trade. Throughout the process of assessment development, teachers utilized instructional materials to ensure assessments aligned closely to the curriculum utilized in their classroom.

<p>Performance Assessment:</p>	<p>Assessment questions are multiple choice and allow students to demonstrate their knowledge and understanding of technical concepts. The assessments are created to include real life scenarios to be analyzed in completing the assessment. These scenarios require students to use higher order thinking skills to apply their knowledge and identify correct responses.</p>
<p>Efficient Time-Saving Assessments:</p>	<p>The assessments are multiple choice and are to be administered within one class session. An administration timeframe is developed to ensure consistency across the programs. Scantron sheets are utilized for scoring efficiency.</p>
<p>Technology:</p>	<p>Test banks are stored electronically on a secure site and are password protected. Scoring is completed utilizing Scantron software and results are displayed electronically.</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>Not applicable</p>



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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.

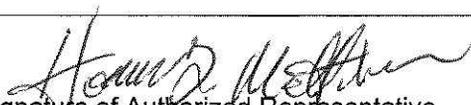
PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

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. ⁴	<input checked="" type="checkbox"/>

⁴ 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:

Oneida-Herkimer-Madison BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Howard D. Mettelman 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	2.28.16 5. Date Signed
District 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)	