**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:	Oxford Academy and Central School District
Assessment Provider Contact Information:	Shawn Bissetta, Superintendent of Schools at Oxford Academy
Name of Assessment:	K-2 ELA
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?	K-2
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English Language 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?	☐ 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)**

Pre-Assessment: Oxford Academy CSD developed core specific assessments for SLO's in collaboration with elementary certified teachers, a regional committee and the department administrators. The assessments are comprised of a brief sample of items reflecting state standards (e.g. New York State Common Core Learning Standards for Math) and the design for Mathematics state assessments (i.e., NYS Common Core Mathematics Assessments grades 3-8). The procedures for test administration and scoring mirror the protocols set forth by NYSED for state assessments. The pre-assessment is administered during the first few weeks of school. Individual student scores are reported via our student information system, SLO scores are submitted via secure data portal, and uploaded to OASYS, our te4acher and principal evaluation tool.

Summative Assessment: Oxford Academy CSD developed core specific assessments for SLO's in collaboration with elementary certified teachers, a regional committee and the department administrators. The assessments are comprised of a brief sample of items reflecting state standards (e.g. New York State Common Core Learning Standards for Math) and the design for Mathematics state assessments (i.e., NYS Common Core Mathematics Assessments grades 3-8). The procedures for test administration and scoring mirror the protocols set forth by NYSED for state assessments. The pre-assessment is administered at the conclusion of the school year. Individual student scores are reported via our student information system, SLO scores are submitted via secure data portal, and uploaded to OASYS, our te4acher and principal evaluation tool.

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.

At the beginning of the year students are given a pre-assessment which contains content from the course. Baseline data consisting of students' pre-assessments percent scores (0-100), demographic information (i.e., Special Education and new language learner classification as well as economically disadvantaged) and historical data (i.e., student prior performance and course-level expectations), are used by the teacher and administrator to collaboratively determine appropriately rigorous targets. At least 65% of the students are expected to have met the target set for them based on their pre-assessment score. All SLOs will based on the percentage of students meeting targets in accordance with the state provided scoring ranges 90-100% = HE (18-20 points), 75-89% = E (15-17 points), 60-74% = D (13-14 points) and 59% and below = I (0-12 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.	
Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	Math assessments are directly tied to the NYS Common Core Standards. Many mirror the exemplars found in the modules and lessons found on Engage NY.
Assessments Woven Tightly Into the Curriculum:	The assessments are developed through a collaboration of teachers and focused specifically on the expectations of the NYS curriculum (Common Core State Standards for Mathematics)

Performance Assessment:	Consistent with mathematics state assessments, the assessments include performance-based components.
Efficient Time-Saving Assessments:	Assessments are designed to be administered to preserve instructional time.
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.

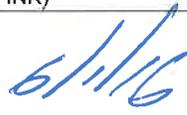PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

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.	☒
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.[4]	☒

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[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:

	X
Oxford Academy and Central Schools 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Shawn Bissetta 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	X 6/1/16 5. Date Signed
Superintendent of Schools at Oxford Academy 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

	X
Oxford Academy and Central Schools 1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **BLUE** INK)
Shawn Bissetta 2. School Representative's Name (PLEASE PRINT/TYPE)	X 6/1/16 5. Date Signed
Superintendent of Schools at Oxford Academy 3. Title of School Representative (PLEASE PRINT/TYPE)	

FORM *C*

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Assessment Provider Information	
Name of Assessment Provider:	Oxford Academy and Central School District
Assessment Provider Contact Information:	Shawn Bissetta, Superintendent of Schools at Oxford Academy
Name of Assessment:	Running Records Assessment

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?	K-5
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English Language Arts
What are the technology requirements associated with the assessment?	Microsoft Excel is used to report scores on the school shared network drive.
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)**

Running Records Assessment Overview
The Running Records Assessment consists of a series of leveled assessment texts, aligned to the Fountas and Pinnell (F&P) system of text complexity, teacher recording sheets for each text, guidance for scoring, and recommended student benchmark levels for grades K-5.

The assessment consists of a running record portion, during which the student reads a preset amount of words aloud. The running words per selection vary, from about 30- 250 words, depending on the level. The teacher uses a form to note exactly what the child says and does as he/she reads the text. This becomes a way to analyze specific miscues – when the reader didn't produce the exact words on the page. The teacher also pays attention to fluency, which is assessed holistically by means of a fluency rubric. Next, the reader is asked to retell major story events or facts learned. The teacher listens and transcribes, noticing how well the reader has captured events in sequence or linked major details. The teacher is provided with a set of probing questions with suggested answers, which are designed to assure that the student addresses both the literal and inferential areas of comprehension (thinking within and beyond the text). At levels A-K, 3-5 probing questions are used. At levels L and up, an additional 2-3 questions are designed to address thinking about the text (author's craft). These questions align with common comprehension work that is the hallmark of that particular level. A rubric for quantifying comprehension is provided.

If a reader "passes" a level – reading with at least 90% accuracy (A_K) or 98% accuracy (L and up) and satisfactory comprehension – the teacher will give the next level assessment and so on until the reader does not meet accuracy or comprehension requirements, or struggles with fluency. At that point the teacher can determine that the last level at which the student "passed" is the student's current instructional reading level. (Level at which the student can be successful with teacher support. This is the proximal zone of development for purposes of instruction.) This is determined using the F&P leveling system.

Benchmark Levels for Student Instructional Reading: Reporting and Analysis
The expected benchmarks for each month in the school year are aligned to the F & P Progress Monitoring Chart. This has been adapted upward based on student performance on state exams and guidance from the Common Core State Standards. Levels are used to determine optimal instruction levels for each student and drive instructional decisions.

To report scores, teachers use a common Excel spreadsheet on the district shared network drive. Teachers report reading levels, as a baseline, at the beginning of the year and at the end of the year, as the final data point. There are two additional interim assessments also reported, beneficial for tracking student progress over time.

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.
Target-Setting and Aligning to HEDI Students whose reading levels have gone up by the requisite number of yearly levels, aligned with the F&P benchmarks, will have made one year's worth of growth. Teachers will set targets for individual student's growth by using the benchmarks to plan for each student to make a year's worth (or more) of growth. Schools can use the NYSED HEDI metric to determine teacher-level scores, using the student targets as a reference point.

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):	These running records assessments provide teachers with a snapshot of the fundamentals of student reading progress: accuracy, fluency, and comprehension. In short, they give a window into what level of text complexity a reader can navigate in an instructional setting. Given that students' ability to read texts at appropriate levels of complexity is an underlying standard (CCLS Standard 10 in Reading) this particular assessment shines a spotlight on something crucial for advancement in ELA. This assessment method (running records), pioneered by Marie Clay, is accepted in the field as one of the most authentic ways to quickly glean information about a reader's performance in several key areas (Shea, 2012).
Assessments Woven Tightly Into the Curriculum:	Due to the formative usefulness of these assessments, the data will help inform instruction in any language arts curriculum. No matter what ELA curriculum is taught, the need to respond to students' abilities to decode, parse, and comprehend text will be critical.
Performance Assessment:	This assessment requires students to perform multiple authentic reading tasks in succession, demonstrating key attributes of performance assessments (authenticity to discipline, high cognitive demand, and multiple steps). Reading aloud, reading silently (for older readers), summarizing and answering questions all require readers to use many skill sets in concert with each other.

Efficient Time-Saving Assessments:	This assessment packs several opportunities for students to demonstrate reading competence into a 10-15 minute assessment. Although it requires one-to-one administration, this is time well-spent for a teacher. The assessment materials and protocols have streamlined the process as much as possible.
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

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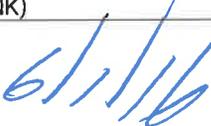
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Assurance	Check each box:
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