



**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:	Plainedge Union Free School District
Assessment Provider Contact Information:	241 Wyngate Drive North Massapequa NY 11758
Name of Assessment:	Plainedge Grade 6 Science Final Exam; Plainedge Grade 7 Science; Plainedge Grade 7 Social Studies Final Exam; Plainedge Grade 8 Social Studies Final Exam
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?	6-7;7-8
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Science; 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)

**Grade 6 Science:** This exam is a lab practical, which is a performance assessment of the skills that students have been taught throughout the year. The assessment is administered at the end of the course. Concepts include: elements, compounds, mixtures, molecules, atomic structure, density, light, color, gamma rays. Scores are reported in percentages. This assessment was created with input from teachers who teach the course. Assessments are scored by teachers in the Science department, but not by teachers of the students who took the test.

**Grade 7 Science:** This final examination focuses on concepts taught throughout the year including: reproduction, cell identification, mitosis, chromosomes, genotypes, classification, circulatory systems, life cycle, communities, consumer-producer relationships, photosynthesis. The assessment is administered at the end of the course. It is a 75 question multiple choice assessment and also includes a performance section in part two based on leaf samples. Scores are reported in percentages. This assessment was created with input from teachers who teach the course. Assessments are scored by teachers in the Science department, but not by teachers of the students who took the test.

**Grade 7 Social Studies:** This final examination focuses on concepts taught throughout the year including: geography, exploration, native peoples, colonization, the Revolution, the constitution, the early Republic, the Expanding Country, Slavery, and the Civil War. The assessment is administered at the end of the course. This assessments is 50 multiple choice questions made up of Regents style questions. Scores are reported in percentages. This assessment was created with input from teachers who teach the course. Assessments are scored by teachers in the Science department, but not by teachers of the students who took the test.

**Grade 8 Social Studies:** This final examination focuses on concepts taught throughout the year including: Reconstruction, Industrialization, the Gilded Age, Progressivism, WWI, Roaring 20s, the Depression, WWII, Cold War, 1950s, 1960s, 1970s, 1980s 1990s 2000s. The assessment is administered at the end of the course. This assessment is 70 multiple choice questions made up of previous Regents style questions. Scores are reported in percentages. This assessment was created with input from teachers who teach the course. Assessments are scored by teachers in the Science department, but not by teachers of the students who took the test.

**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.**

Students are assigned targets based on a previous year's performance in either Science or Social Studies (using either the historical data from the previous year's assessment or end-of-year course grade). Students are then placed into bands. These bands will allow for each student to a target that represents a year's worth of growth. Percent of students reaching their targets will be converted into the state created 0-20 SLO metric as reflected in the 3012-d guidance.

**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

<b>Assessments Woven Tightly Into the Curriculum:</b>	Each of these assessments were created by district teachers based on the NYS Standards and course curriculum.
<b>Performance Assessment:</b>	Achievement on this assessment reflects if students have mastered the standards being taught in the course, thereby acting as an appropriate evaluative tool of the instructor of the course.
<b>Efficient Time-Saving Assessments:</b>	Most of these assessments can utilize machine scoreable answer documents
<b>Technology:</b>	N/A
<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>	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.

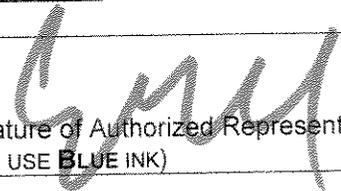
PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

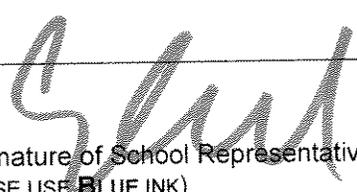
The Applicant makes the following assurances:

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.	<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 type="checkbox"/> N/A
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>4</sup>	<input checked="" type="checkbox"/>

<sup>4</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:**

Plainedge UFSD 1. Name of Organization(PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Edward Salina 2. Name of Authorized Representative(PLEASE PRINT/TYPE)	10/15/2015 5. Date Signed
Superintendent 3. Title of Authorized Representative(PLEASE PRINT/TYPE)	

Plainedge UFSD 1. Name of LEA(PLEASE PRINT/TYPE)	 4. Signature of School Representative (PLEASE USE BLUE INK)
Edward Salina 2. School Representative's Name(PLEASE PRINT/TYPE)	10/15/2015 5. Date Signed
Superintendent 3. Title of School Representative(PLEASE PRINT/TYPE)	