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:	Port Jefferson UFSD
Assessment Provider Contact Information:	Maureen Hull Executive Director of Curriculum and Assessment 550 Scraggy Hill Road Port Jefferson, NY 11763 631-791-4291
Name of Assessment:	Port Jefferson Developed, Course-Specific Assessments
Nature of Assessment:	X - 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?	Grades 6-12, for ELA courses that do not culminate in a state test.
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA
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?	☐ YES X 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 Port Jefferson School District has developed assessments in ELA in grades 6-12 that can be used for the purpose of establishing growth measures for students, where a NYS assessment is not in place or where a NYS assessment in grades 6-8 cannot be used for APPR during transition. These assessments are based on the Common Core Standards for English Language Arts and they are aligned to the models provided by the NYS Common Core Regents Exam in English, and the NYSED assessments for Grades 6-8.

All assessments are administered using the same criteria as the NYS 3-8 assessments and Regents exams. They are administered in June, during Final Exam and Regents week. Assessments are scored by educators within the Port Jefferson School District who do not have a vested interest in the outcome of the exam. Individual student scores are recorded in the student management system, and in the SLO spreadsheets.

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.

Using historical data and optional pre-assessments, growth targets are established in the beginning of the year. The SLO assessments are used at the culmination of the course to measure student growth. The percentage of students who meet the targets are calculated to generate a 0-20 HEDI score in accordance with 3012-d regulations.

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):	ELA assessments are aligned to the NYS Common Core Standards for ELA and Literacy. They are modeled after exemplars in the Grades 3-8 Assessments, the Regents Exam in English, Common Core and lessons found on the Engage NY website. The summative exams include tasks synthesizing multiple texts, a focus on the central idea, and require to read closely and used text based evidence.
Assessments Woven Tightly Into the Curriculum:	Assessments are aligned to the Common Core Standards for ELA, and essential understandings of the course of study. Formative and summative assessments are used throughout the semester or year to monitor student growth.

Performance Assessment:	Performance assessments consistent with the format of NYS ELA assessments are included.
Efficient Time-Saving Assessments:	Assessments are administered during the Final Exam and Regents Exam schedule, and are designed to yield meaningful data.
Technology:	Technology can used based on course requirements. Multiple choice sections will be machine scored.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	

**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:

Port Jefferson Union Free School District 1. Name of Organization (PLEASE PRINT/TYPE)	*[signature]* , Ed.D. 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Kenneth R. Bossert, Ed.D. 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	May 23, 2016 5. Date Signed
Superintendent of Schools 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)	