



**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:	Questar III BOCES
Assessment Provider Contact Information:	Katie Barrett
Name of Assessment:	STUDENT LEARNING OBJECTIVE ASSESSMENTS
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?	
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	
What are the technology requirements associated with the assessment?	
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 Questar III BOCES Student Learning Objectives Assessments were developed in accordance with the assessment liaison group consisting of teachers, administrators and superintendents from the Questar III BOCES region. This group also collaborated with educational consulting group Learner-Centered Initiatives, retired teachers and teachers from outside the region to create 47 assessments each with two versions to be used for baseline and summative data, as well as for local measures.

The assessments created were then revised with feedback from various teachers as well as the Questar III School Improvement Department, consisting of faculty members with expertise in both the content areas and the Common Core. The development of the Questar III BOCES Student Learning Objective Assessments allowed teachers and administrators to identify the standards critical for students' long-term success. And provided an opportunity to discuss the increase in rigor as seen in the Common Core Learning Standards.

The baseline assessment should be administered in one sitting, if possible. In addition, the test administrator will need approximately 10 minutes to give directions to students. All students should use a separate answer sheet to record their responses to the multiple-choice questions. Students write their answers to the short response and extended response items in the test booklet. Questar III BOCES provides several options for scoring and data analysis. Districts can develop their own, or purchase pre-printed answer sheets and data analysis.

For consistency for assessments scored at Questar III BOCES, regional scorers (content specific certified teachers) uses scoring alignment documents that are based on actual student tests and student work. The scorers are given student tests and the teacher booklets to take the assessment to become familiar with the test and develop inter-scorer reliability. After reviewing the test materials, the scorers review the alignment documents and rate 3-4 student answers for each item to ensure intra- and inter-scorer consistency in use of the scoring rubric. Scorers proceed to score the student assessment and again count all the assessments. One individual scorer at each table performs read-behinds to ensure consistency throughout the process. The student answer sheets are scanned internally. The raw data is used to generate data analysis reports. The data analysis reports are submitted to building principals for distribution to teachers. Upon receipt of data analysis reports, it is anticipated that teachers use baseline data to determine summative targets for their students.

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 classroom teacher will use the Questar III BOCES SLO Assessment as a tool in determining individual growth targets for student learning. The classroom teacher will assign each student an individual, differentiated target that is based on the student's baseline performance. Students will either meet or not meet their individual target. A calculation is made based on the number of students who met the target, divided by the number of students who did not meet the target and multiplied by the total number of students with two data points. A HEDI score is then assigned based on the calculation.

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

The Questar III BOCES SLO Assessments in both ELA and Mathematics were reviewed through the Teaching is

<p>applicable to ELA and math assessments):</p>	<p>the Core Grant. It was determined that both the ELA and Mathematics SLO assessments are high quality based on the Achieve The Core Assessment Evaluation Tool. The texts used within the ELA assessments are placed within the grade level band assessed. All texts are engaging, and are of published quality. The ELA assessments are both text and standards based and require students to read closely, find the answers within the text, and use textual evidence to support responses, students are also required to write from sources. The ELA assessments assess tier 2 words in context, and focus on central ideas in the text. The ELA assessments provide a variety of item types. Test blueprints are available for all Questar SLO assessments. Quantitative and Qualitative analysis data is available for all ELA assessments.</p> <p>For assessments in Mathematics, The vast majority of points in each grade K–8 are devoted to the Major Work of the grade. All topics are grade level appropriate, and show grade by grade progressions. Assessment blueprints are provided for all Questar III SLO Assessments. There is a direct connection between the standards assessed and the mathematic practice. The assessments are a true balance of conceptual understanding, procedural skill and fluency, and applications. Test items show evidence of the degree to which a student can independently demonstrate the targeted Standard.</p>
<p>Assessments Woven Tightly Into the Curriculum:</p>	<p>The Questar III BOCES SLO Assessments were created by classroom teachers to ensure that they are seamlessly administered in conjunction with the regular classroom curriculum, and provide data analysis to support classroom objectives.</p>
<p>Performance Assessment:</p>	<p>Many of the Questar III BOCES SLO assessments are performance assessments. This allows for teachers assess their students through an authentic task.</p>
<p>Efficient Time-Saving Assessments:</p>	<p>The Questar III BOCES SLO assessments are to be administered in one class period where applicable.</p>
<p>Technology:</p>	<p>The Questar III BOCES is currently building a parallel testing platform that would allow the SLO assessments to be administered either through computer base testing, or paper and pencil testing.</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>	



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Assessment Provider Information	
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Assessment Provider Contact Information:	Katie Barrett
Name of Assessment:	STUDENT LEARNING OBJECTIVE ASSESSMENTS
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-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English Language Arts, Mathematics, Science, Social Studies, Family and Consumer Science, Art, Music, PE, Languages Other Than English, Alternative Assessment
What are the technology requirements associated with the assessment?	Technology is not required to administer the assessments.
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 Questar III BOCES Student Learning Objectives (SLO) Assessments were developed for classroom teachers to use as a tool in determining individual growth targets for student learning. These assessments were developed in accordance with a regional assessment liaison group lead by the Excelsior College Testing Development Unit, regional teachers, union members, administrators and superintendents from Rensselaer, Greene, and Columbia county located in New York's Capital District. Working as a collaboration with educational experts, and using a variety of consulting groups, retired teachers and classroom teachers from outside the region, this group created forty assessments. Each assessment was created with two versions to be used for baseline and summative data to assist teachers in determining individual growth targets for student learning. The process in which was followed allowed teachers and administrators to identify the standards critical for students' long-term success. This provided an opportunity to discuss as a region the increase in rigor as seen in the Common Core Learning Standards. The Questar III SLO Assessments are firmly rooted into the standards and college/career readiness. The Questar III BOCES SLO Assessments are fully aligned to the New York State Common Core Learning Standards in English Language Arts and Literacy, Mathematics. As well as the New York State Common Core Learning Standards in English Language Arts & Literacy for History/Social Studies, Science and Technical Subjects. After the development, the Questar III BOCES School Improvement Specialists, who are veteran teachers across content areas and are well-versed in how to translate the New York State Common Core Learning Standards into classroom instruction, worked with the region to field test assessment items. The assessments were then revised based on the feedback from the field. Assessments are continuously revised based on feedback after each assessment administration. Questar III BOCES is fully devoted in providing high quality assessments to be used for setting individual student growth targets.

The Questar III BOCES SLO Assessments are seamlessly administered in conjunction with the regular classroom curriculum. The assessment is to be administered in one sitting when possible. In addition to actual test taking time, the test administrator will need approximately 10 minutes to give directions to students. All students' grades 3-12 are provided an answer sheet to record their responses to the multiple-choice questions. Students write their answers to the short response and extended response items in the test booklet. Questar III BOCES provides several options for scoring and data analysis. Districts can develop their own, or purchase pre-printed answer sheets. All Questar III BOCES SLO Assessments, with the exception of ELA, are available in a Spanish version on request.

Consistence in the scoring of assessments at Questar III BOCES is upheld through a strict protocol. Regional scorers (content specific certified teachers) use scoring alignment documents that are based on actual student tests and student work. The scorers are given student tests and the teacher booklets to take the assessment to become familiar with the test and develop inter-scorer reliability. After reviewing the test materials, the scorers review the alignment documents and rate 3-4 student answers for each item to ensure intra- and inter-scorer consistency in use of the scoring rubric. Scorers proceed to score the student assessment and again count all the assessments. One individual scorer at each table performs read-behinds to ensure consistency throughout the process. The student answer sheets are scanned internally. The raw data is used to generate data analysis reports. Districts may then choose to purchase data analysis services to analyze the assessment results.

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 classroom teacher will use the Questar III BOCES SLO Assessment as a tool in determining individual growth targets for student learning. The classroom teacher will assign each student an individual, differentiated target that is based on the student’s baseline performance. Students will either meet or not meet their individual target. A calculation is made based on the number of students who met the target, divided by the number of students who did not meet the target and multiplied by the total number of students with two data points. A HEDI score is then assigned based on the calculation.

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):

The Questar III BOCES SLO Assessments in both ELA and Mathematics were thoroughly reviewed through the Teaching is the Core Grant. As a result of this review, it was determined that both the ELA and Mathematics SLO assessments are high quality based on the Achieve The Core Assessment Evaluation Tool. The Questar III BOCES SLO assessments in both ELA and Mathematics are fully aligned to the New York State Common Core Learning Standards. The texts used within the ELA assessments are placed within the grade level band assessed. The texts used throughout the assessments are engaging, and are of published quality. The ELA assessments are both text and standards based and require students to read closely, find the answers within the text, and use textual evidence to support responses. Students are also required to write from sources. The ELA assessments assess tier 2 words in context, and focus on central ideas in the text. The ELA assessments provide a variety of item types. Test blueprints are available for all Questar III BOCES SLO assessments. Quantitate and Qualitative analysis data is available for all ELA assessments.

For assessments in Mathematics. The vast majority of the items on the assessments are devoted to the mathematical domains, major clusters and standards for each grade. All topics are grade level appropriate, and show grade by grade progressions. Assessment blueprints are provided for all Questar III SLO Assessments. There is a direct connection between the standards assessed and the mathematical practice. The assessments are a true balance of conceptual understanding, procedural skill and fluency, and applications. Test items show evidence of the degree to which a student can independently demonstrate the targeted New York State Common Core Learning Standard.

Assessments Woven Tightly Into the Curriculum:

The Questar III BOCES SLO Assessments were created by classroom teachers to ensure that they are seamlessly administered in conjunction with the regular classroom curriculum, and provide data analysis to support

	classroom objectives. The assessments are fully aligned to the New York State Common Core Learning Standards where such standard exists.
Performance Assessment:	Many of the Questar III BOCES SLO assessments are performance assessments. This allows for teachers assess their students through an authentic task.
Efficient Time-Saving Assessments:	The Questar III BOCES SLO assessments are to be administered in one class period where applicable.
Technology:	The Questar III BOCES is currently building a parallel testing platform that would allow the SLO assessments to be administered either through computer base testing, or paper and pencil testing.
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**



**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 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:

<p>Questar III BOCES 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p><i>Gladys Cruz</i> 4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Gladys Cruz Ph.D 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>10/8/2015 5. Date Signed</p>
<p>District Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p>4. Signature of School Representative (PLEASE USE BLUE INK)</p>
<p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed</p>
<p>3. Title of School Representative (PLEASE PRINT/TYPE)</p>	