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:	Sauquoit Valley Central School District
Assessment Provider Contact Information:	Ronald Wheelock
Name of Assessment:	Sauquoit Valley Central School SLO 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 K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Social Studies, Math, Science, ELA, Health, PE, Music, Art, Family & Consumer Science, Technology, Foreign Language
What are the technology requirements associated with the assessment?	Not Applicable
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	X☐ 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)**

Sauquoit Valley Central School (SVCSD)Assessment Overview:

Description of Assessments: SVCSD written assessments to measure growth will be constructed using 25-50 multiple choices questions; a minimum of six (6) constructed response questions; and at least one (1) essay/extended response question. All questions will be directly tied to a common core learning standards where applicable; or state and national learning standards where common core learning standards are not yet available. For content areas that lead to a regents exam, they will model all constructed and extended response questions after the regents model. All tests across all academic disciplines will measure critical thinking, problem solving, and content acquisition. Performance based measures will also be developed for students to demonstrate understanding and performance applications for the purpose of measuring student growth. A performance measure will be identified at the beginning of the school year to be pre-tested and the evaluated again near the end of the year to measure student growth. The assessment format note above is subject to the developmental appropriateness of the grade level and content area involved, and may be modified accordingly.

Administration of Assessment: All SLO's will begin with a pre-assessment at the beginning of the course and end with a post-assessment at the culmination of the course. Any accommodations for testing will be provided in accordance to IEP's, 504 plans, and ELL testing requirements. All teachers will be provided with detailed test instructions and will administer all tests in a classroom environment or large group area where applicable. Pre-tests will occur within the first two weeks of the start of a course; and post-test will occur within a month of the end of the course. Scoring of the pre-tests will be conducted by the course provider. Post-tests will be scored by another teacher with no vested interest in the course or of the students taking the post-assessment. The development of the post-tests will enlist the assistance of all content specific teachers; however, the construction of the post-assessment will be done by another teacher or administrator with no vested interest in the course or the students in the course.

Reporting of Scores: Grading of post-assessments will be conducted by staff other than the course provider with a report of the scores passed onto building's lead evaluator. Scoring on computer based tests (iReady) will be done electronically. Student growth targets will be set by the course provider in conjunction with their lead evaluator. The scoring report on the post-assessment will indicate "yes" or "no" in regards to whether or not the students' growth targets were met. The lead evaluator will then generate a percentage of targets met on the post-assessment and measure the results against the growth target indicated in the course provider's SLO.

Assessment Providers Support of Implementation of Assessment: The assessment provider of the SVCSD SLO assessments supports the testing process through applicable annual training and professional development opportunities. Course providers are given release time or staff development days to collaborate on test development and curriculum alignment to ensure the post-assessments measure the applicable learning standards they are intended to measure. All assessments are properly secured and only accessible to designated authorized personnel.

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 SLO target setting process at SVCSD is established through a pre-testing process of student knowledge. The course provider and their lead evaluator will review the pre-test data and collaborate to set student outcome targets. At the conclusion of the post-assessment, student results data will be measured against the pre-determined student outcome targets and evaluated as follows: yes, student met target; or no, student did not meet target. The lead evaluator will determine a percentage of students whom met their targets and generate a HEDI rating in accordance to the NYSED metric. Lead evaluators upload the scores into OASYS to be passed on to NYSED.

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):	
Assessments Woven Tightly Into the Curriculum:	
Performance Assessment:	
Efficient Time-Saving Assessments:	
Technology:	
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.	X☐
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	X☐
The assessment can be used to measure one year's expected growth for individual students.	X☐
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	X☐
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.	X☐
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.	X☐
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]	X☐

[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:

1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
	5. Date Signed

Sauquoit Valley Central School District 1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **BLUE** INK)
Ronald Wheelock	3/31/16 5. Date Signed
Superintendent of Schools	