



**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:	Shelter Island Union Free School District
Assessment Provider Contact Information:	PO Box 2015 33 North Ferry Road Shelter Island, NY 11964
Name of Assessment:	SIUFSD developed course specific assessment
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?	Grades K-12 for PE, Art and Music Grades K-2 ELA and Math combined score Grades 3-8 ELA and Math during the transitional period Grades 6-12 for courses that do not culminate in a state assessment as checked and listed on Form B1
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	All subject areas except Math and ELA grades 3-8, and all other non-Regents courses
What are the technology requirements associated with the assessment?	Calculators for math and some science exams
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)

- Description: Assessments are directly linked to either NYS Standards for the subject area or NYS Common Core Standards. Assessments mirror models provided in NYS assessments
- How administered: Pre-assessments are administered in a one period setting at the beginning of the school year. Year-end assessments are administered in either a two or three hour window over one day at the end of the school year.
- How scores are reported: Scores are reported through our student information system
- How implemented: all assessments are implemented using the same criteria found in the Examination Administration Documents that come with 3-8 assessments and exams. All Regents exams are kept locked in a safe until the day of administration.

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. Targets are set for each student to achieve a passing score on the exam. The percentage of students that met their targets are calculated to calculate teacher scores. Teachers with percentages from 90-100 are HE (18-20 points), 75-89 are E (15-17 points), 60-74 are D (13-14 points) and below 0-59 are 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):	Good ELA and Math assessments are directly tied to the NYS Common Core Standards. They mirror many of the exemplars found in the modules and lessons found on EngageNY.
Assessments Woven Tightly Into the Curriculum:	Assessments are woven into the curriculum by imbedding both formative and summative throughout the year or semester. Assessments can be very informal in nature such as using running records on observing student reading or through sprints and fluencies.
Performance Assessment:	Performances assessments are strongly encouraged in all areas where both the process and final product are valued equally. These assessments are extremely valuable in the performing arts, art, physical education, etc.

Efficient Time-Saving Assessments:	As mentioned in the second section above many assessments can be quick and easy through logs and observations
Technology:	Technology can be used depending upon the course outline and requirements
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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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 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 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. 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:

Shelter Island Union Free School District 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Len Skuggevik 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	4/11/16 5. Date Signed
Superintendent 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Shelter Island Union Free School District 1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Representative (PLEASE USE BLUE INK)
Len Skuggevik 2. School Representative's Name (PLEASE PRINT/TYPE)	4/11/16
Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	