**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** | |
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| Name of Assessment Provider: | South Huntington UFSD |
| Assessment Provider Contact Information: | 60 Weston Street<br>Huntington Station, NY 11746 |
| Name of Assessment: | South Huntington UFSD developed SLO assessments – Grades 6, 7 and 8 Social Studies Performance Assessment |
| Nature of Assessment: | ☒ ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR<br><br>☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:<br>☐ GAIN SCORE MODEL<br>☐ GROWTH-TO-PROFICIENCY MODEL<br>☐ STUDENT GROWTH PERCENTILES<br>☐ PROJECTION MODELS<br>☐ VALUE-ADDED MODELS<br>☐ OTHER: |
| What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score? | Grade 6 , Grade 7 and Grade 8 |
| What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score? | Social Studies |
| What are the technology requirements associated with the assessment? | NA |
| Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State? | ☐ YES<br><br>☒ 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)**

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| **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.** |
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| Assessment Description: The Social Studies Performance Assessment SLO for grade 6, grade 7 and grade 8 are directly linked to the grade level appropriate NYS Learning Standards. These assessments have been modified and are significantly shorter in length than NYS assessments; however, they do mirror question types typically found on State assessments.<br><br>Administration: Since teachers in grades 6-8 must use a subject specific assessment in social studies and do not have a State assessment, a performance assessment was developed to measure growth over the course of one year. These assessments are administrated in one period each at the beginning and end of the academic year for grade 6, grade 7 and grade 8. Students with IEPs and/or other allowable NYS testing accommodations are given additional time.<br><br>Score Reporting: The District uses Right Reason Technologies to score the assessments and calculate scores.<br><br>Implementation: Assessments are administered in the same manner as the NYS 3-8 assessments and Regents exams. All exams are secure and kept in the building safe until the administration. Regents scanners are used to scan the assessments which are graded by our testing management system. |

| **New York State Next Generation Assessment Priorities**<br>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. | |
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| **Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):** | NA |
| **Assessments Woven Tightly Into the Curriculum:** | Assessments, both formative and summative, are used throughout the year by teachers in order to inform instruction and modify instruction and strategies based on classroom needs. Teachers use data from formal and informal assessments to provide direct support and/or acceleration to students based on the information from their assessments. |
| **Performance Assessment:** | Performance assessments have been developed in grades 6-8 to provide students with opportunities to apply their learning and develop products that connect to real world situations. |
| **Efficient Time-Saving Assessments:** | Formative assessments can be quite short and still provide very meaningful and informative information to help a teacher in the classroom. Teachers are provided with professional development to support them in this area. |
| **Technology:** | Teachers and students have access to a wealth of technology in each of our school buildings. Technology is |

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| | used as needed to support the learning objectives of the lesson. All students in grades 6-8 have access to a 1:1 Chromebook. |
| **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: |
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| 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] | ☒ |

[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:**

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| 1. Name of Organization (PLEASE PRINT/TYPE) | 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK) |
| 2. Name of Authorized Representative (PLEASE PRINT/TYPE) | 5. Date Signed |
| 3. Title of Authorized Representative (PLEASE PRINT/TYPE) | |

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|---|---|
| 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 1/21/16 |
| 3. Title of School Representative (PLEASE PRINT/TYPE) | |