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)**

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:	Spackenkill Union Free School District
Assessment Provider Contact Information:	Dr. Lois Powell, superintendent of Schools Lois.powell@sufsdny.org
Name of Assessment:	Spackenkill Union Free School District Developed Assessments
Nature of Assessment:	☑ 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?	K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA, MATH, SCIENCE
What are the technology requirements associated with the assessment?	Graphing Calculator and Computer Technology
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☐ YES ☑ NO

SUFSD Local Assessment Description

The Spackenkill Union Free School District (SUFSD) Local Assessments are developed for K-12 learners incorporating both New York State and Common Core State Standards. Guidance from the AP College Board for AP tests is incorporated. Standards ensure that students are on track for college and career readiness. They are rigorous, valid, reliable, and signed off on by the superintendent.

These assessments are designed by teachers in conjunction with curriculum coordinators over summer work periods to ensure that they are aligned across grade levels. Assessments are administered at various times during the academic year.

Depending on their grade, instructions are given to students in oral, visual, and written form. For example, kindergarten art tests include an oral response component. Elementary PE students circle illustrations that best reflect an answer. Music tests can include responses to recorded pieces of music.

Due to the small size of our district, every effort is made to ensure the development, security, and scoring processes of all assessments and/or measures used to evaluate teachers and principals under this section are not disseminated before administration and that teachers and principals do not have a vested interest in the outcome of the assessments they score.

The Assistant Superintendent for Instruction, Curriculum, and Pupil Personnel Services ensures that the assessments are properly stored, both in hard copy form and electronically, where they are stored in doc., pdf, and Excel spreadsheet form. Teachers must request an assessment at least 2 weeks before the date the test will be administered, and a meeting is arranged with the building principal to review the assessment in advance for any needed changes.

The District will secure all assessments at the building level consistent with NYSED guidelines prior to, during, and after administration of all required NYSED assessments to ensure that these assessments are not disseminated to students before administration. Assessment proctors will have access to test administration protocols prior to test administration as prescribed by NYSED, without compromising the security or integrity of the assessment. All test materials are stored in a locked vault.

Prior to Testing

Prior to the administration time period, a review of the test administration procedures is conducted with all faculty and staff that will be involved in the test administration and scoring. Classrooms are prepared for testing as described in the NYS Testing Administrator's Manual. Alternate locations and additional proctors are organized for students who require testing accommodations.

On the Day of the Testing

Thirty minutes prior to the testing administration time, the teachers and proctors pick up, count and sign out the test materials. Tests are administered in a time frame consistent with State and local requirements, to ensure test security and so that students can do their best. A class roster is completed on the day of testing to account for students who are absent and require a make-up test. When tests are complete, all testing materials are collected and counted by the classroom teacher. Completed testing materials are recounted, bound appropriately and kept in a secure location.

Once All Testing is Complete

Once the testing administration period is completed, all tests are securely inventoried and packed by the building administrator. Make-up sessions are conducted within the allotted time frame, and tests are kept in a secured, locked location. The District will ensure that all assessments are scored in the manner as prescribed by the assessment. Teachers or principals will not have a vested interest in the outcome of assessments they score. Grading keys are included for both the multiple choice and free response sections and scoring rubrics with detailed instructions are provided.

Reporting Scores

The District collects data on student enrollment, attendance, and achievement on Statewide assessments utilizing the eSchoolData Student Management System (SMS). The Data Coordinator is responsible for transferring data to and from the Mid-Hudson Regional Information Center (MHRIC) and NYSED Data Warehouse Systems (SIRS). Scores are uploaded into the eSchoolData Parent Portal.

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.
In the fall teachers are provided with historical student assessment data and student population profiles. Once all teachers have received all of their assessment data and have gathered preliminary informal pre-assessment data for the current school year, teachers begin the target setting process. Each teacher sets an appropriate target for their SLO; historical assessment and academic data will be used to set targets for students in relation to attendance, SWD, ENL, and economically disadvantaged. School-level and district-level administrators review all SLO targets and give final approval before the SLO is accepted. Following the completion of the local assessment scoring, scores are recorded and then converted to the HEDI rating according to the NYSED metric.

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: The SUFSD local assessments reflect the CCLS shifts. All questions will measure the NYS P-12 CCLS for English Language Arts & Literacy. One of the major curricular shifts demanded by the Common Core for English Language Arts & Literacy is a focus on writing from sources using evidence. The Common Core's attention to evidence-based writing is underscored by the demand from New York State college and university faculty members that students enter college with these important skills. Students read a balance of informational (nonfiction) and literary texts. Close reading is required. In all cases, answers to questions are text- and evidence-based. Students form their written arguments by citing sources.

	Mathematics: The SUFSD assessments are consistent with best practices in measuring the New York State Learning Standards in mathematics. Test Maps for each of these assessments reflect how they align to content strands of the CCLS. They use modeling to connect classroom learning to real-world work and decision making. Because of these characteristics, the assessments align to widely applicable prerequisites for college and careers, consistent with the Achieve the Core Assessment Evaluation Tool for mathematics. Students must make sense of problems and persevere in solving them. Following the CCLS, they are required to reason abstractly and quantitatively, while they use appropriate tools strategically.
Assessments Woven Tightly Into the Curriculum:	SUFSD strives to make assessments an integral part of the curriculum in order to ensure that learning standards are reviewed at critical times. Using NYSED Common Core modules, teachers divide the curriculum into defined, weeks-long units of study. Working with teachers, curriculum coordinators ensure that the units of study are implemented in alignment with the CCLS. The culminating assessments measure knowledge acquired specific to the content and skills of the course.
Performance Assessment:	N/A
Efficient Time-Saving Assessments:	The District is committed to the creation of efficient and time-saving assessments. Whenever possible, SUFSD adopts a more effective, streamlined approach that accomplishes the goal of the assessment without sacrificing rigor. A recent example is AP Chemistry: Before changes were made in 2014, students were allowed 90 minutes

	to complete 75 questions or an average 1.2 minutes for each question. The updated test has 30 questions which should take each student about 42 minutes to complete. The remainder of the exam will be spent on free response questions. The number of free response questions selected was based on guidelines provided by the College Board for the completion of those questions. Computer technology-based assessments, which speed administration of assessments to students and generate scores that are immediately actionable, are given in some classes.
Technology:	Our local assessments are designed to be taken using traditional writing tools, while in some cases calculators or computers are allowed, depending on the requirements of the course.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	As our application is only for use with SLOs, this section does not apply to SUFSD.

<table>
<tr><td></td><td>STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION</td><td>FORM H</td></tr>
</table>

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.
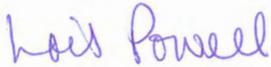
The Applicant makes the following assurances:

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.[2]	☑

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[2] 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

NYSED RFQ Student Assessments for Teacher Principal Evaluation Application

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)
2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

Spackenkill Union Free School District 1. Name of LEA (PLEASE PRINT/TYPE)	*Lois Powell* 4. Signature of School Representative (PLEASE USE **BLUE** INK)
Dr. Lois Powell 2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed 5/14/14
Superintendent of Schools 3. Title of School Representative (PLEASE PRINT/TYPE)	