



**STUDENT ASSESSMENTS
AND ASSOCIATED GROWTH MODELS FOR
TEACHER AND PRINCIPAL EVALUATION**

FORM

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: | Uniondale UFSD |
| Assessment Provider Contact Information: | 933 Goodrich St., Uniondale, NY 11553 |
| Name of Assessment: | Uniondale UFSD developed course specific assessments |
| Nature of Assessment: | <p><input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR</p> <p><input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:</p> <ul style="list-style-type: none"> <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? | <p>ELA: 3, 9, 10, 12</p> <p>Math: 3, 9-12 non-Regents courses</p> <p>Social Studies: 9-12 non-Regents courses</p> <p>Science: 6, 7</p> <p>PE, Art, Music: K-12</p> <p>Library: K-5</p> <p>Grades K-12 courses that do not culminate in a state assessment as checked and listed on form B1</p> |
| What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score? | <p><input type="checkbox"/> ELA (PLEASE SPECIFY): 3, 9, 10, 12</p> <p><input type="checkbox"/> MATH (PLEASE SPECIFY): 3, 9-12 NON-REGENTS HIGH SCHOOL COURSES</p> <p><input type="checkbox"/> SCIENCE (PLEASE SPECIFY): 8-12 NON-REGENTS COURSES</p> <p><input type="checkbox"/> SOCIAL STUDIES (PLEASE SPECIFY): 9-12 NON REGENTS HIGH SCHOOL COURSES</p> <p><input type="checkbox"/> ARTS (PLEASE SPECIFY): 9-12</p> <p><input type="checkbox"/> FOREIGN LANGUAGE / LANGUAGES OTHER THAN ENGLISH (LOTE; PLEASE SPECIFY): 6-12</p> <p><input type="checkbox"/> ALTERNATE ASSESSMENT (FOR 1% POPULATION – PLEASE SPECIFY CONTENT AREAS COVERED):</p> |

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| | <input type="checkbox"/> ENGLISH PROFICIENCY ASSESSMENTS FOR ENGLISH LANGUAGE LEARNERS (PLEASE SPECIFY): <input type="checkbox"/> NATIVE LANGUAGE ASSESSMENTS FOR ENGLISH LANGUAGE LEARNERS (PLEASE SPECIFY, INCLUDING THE LANGUAGE ASSESSED): <input type="checkbox"/> CAREER & TECHNICAL EDUCATION (PLEASE SPECIFY CONTENT AREA(S) COVERED): BUSINESS, HOME EC, TECHNOLOGY: 9-12 <input type="checkbox"/> OTHER (PLEASE SPECIFY): ALL OTHER HIGH SCHOOL COURSES THAT DO NOT END IN A NYS ASSESSMENT OR REGENTS |
| What are the technology requirements associated with the assessment? | none |
| Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State? | <input type="checkbox"/> YES X <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 Uniondale UFSD developed performance-based pre- and post-assessments based on the NYS Common Core Standards. The assessments are locally developed through a collaboration of content-specific certified teachers and the department administrator. They comprise a brief sample of items/tasks reflecting the NYS Common Core Standards. The pre-assessment is administered during the first month of school in one instructional period. Teachers partner with a grade-level peer and score the subjective components of each other's exams. Exams are scored using a percentage scale of 0-100 and convert to the HEDI point scale. Scores are reported to the department administrator for inclusion in My Learning Plan's OASYS portal. The department administrator supervises the development, administration and scoring of each assessment.

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.

Targets are set for students based on their pre-test scores. Students are expected to demonstrate growth from the pre-test to the post-test. Teachers are rated on the HEDI scale based on the calculation of the percentage of students meeting targets using a 20-point rating scale.

Highly Effective: 18-20 points = 90-100% of students reaching growth target

Effective: 15-17 points = 75-89% of students reaching growth target

Developing: 13-14 points = 60-74% of students reaching growth target

Ineffective: 0-12 points = 0-59% of students reaching growth target

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| <p>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.</p> | |
| <p>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</p> | <p>The performance-based task is consistent with best practices in measuring the NYS Common Core Standards. The assessment results demonstrate the ability of the student to transfer and apply knowledge. The student is able to reflect on both the product and the process in an age-appropriate way. The task demonstrates the student’s ability to think beyond a basic level as per Webb’s Depth of Knowledge levels two and three.</p> |
| <p>Assessments Woven Tightly Into the Curriculum:</p> | <p>Assessments are aligned to the NYS Common Core Standards and are designed to assess as well as inform instruction. Assessments are woven into the curriculum and provide meaningful data that represent student growth and learning over time.</p> |
| <p>Performance Assessment:</p> | <p>Consistent with the NYS assessments, the pre- and post-assessments include multiple choice questions and performance-based components.</p> |
| <p>Efficient Time-Saving Assessments:</p> | <p>The pre- and post-assessments were designed to be administered in a single class period in an effort to preserve instructional time.</p> |
| <p>Technology:</p> | <p>Objective test items will be machine scored and analyzed.</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> | <p>N/A</p> |



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**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.

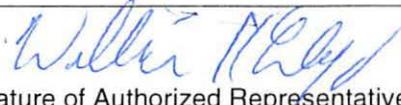
PLEASE SUBMIT ONE “FORM H” FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

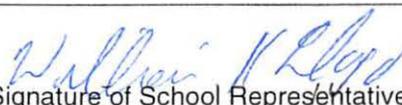
The Applicant makes the following assurances:

| 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 <input type="checkbox"/> |
| To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing. | X <input type="checkbox"/> |
| The assessment can be used to measure one year’s expected growth for individual students. | X <input type="checkbox"/> |
| For K-2 assessments, the assessment is not a “Traditional Standardized Assessment” as defined in Section 1.3 of this RFQ. | X <input 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. | X <input 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. | X <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 | X <input 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:

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| Uniondale UFSD 1. Name of Organization (PLEASE PRINT/TYPE) |  4. Signature of Authorized Representative (PLEASE USE BLUE INK) |
| William K. Lloyd 2. Name of Authorized Representative (PLEASE PRINT/TYPE) | 11/18/16 5. Date Signed |
| Superintendent of Schools 3. Title of Authorized Representative (PLEASE PRINT/TYPE) | |

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| Uniondale UFSD 1. Name of LEA (PLEASE PRINT/TYPE) |  4. Signature of School Representative (PLEASE USE BLUE INK) |
| William K. Lloyd 2. School Representative's Name (PLEASE PRINT/TYPE) | 11/18/16 5. Date Signed |
| Superintendent of Schools 3. Title of School Representative (PLEASE PRINT/TYPE) | |