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:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of Assessment:	

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, 1, 2, 3
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Mathematics
What are the technology requirements associated with the assessment?	No requirements; LEAs may choose to use these assessment through Computer Based Testing (CBT) where available
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☒ 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)

This assessment is available for pre and post assessment. It is aligned to the Priority Content established by teachers on a regional basis for Math. This is informed by the NYS CCLS Standards for Math for grades K-3 and the Content Emphases.

The assessment is comprised of multiple choice questions open ended tasks for students to complete. Each task is aligned to the expectations of an identified competency or skill. Assessments are created aligned to an identified set of priority standards set by regional teachers of technical trade. (Appendix A) Tasks on the pre and post are aligned to the standards proportionally but are not repeated from pre to post. A set of test forms has been developed to ensure a repeat of question from pre to post is avoided.

The assessment is administered during an established time frame (e.g. 25 minutes etc.). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

Teachers of these courses are expected to score pre assessments according to a rubric and answer key collaboratively developed through a regional project. A scoring guide is provided to participating LEAs to assist in the scoring process. For scoring, it is recommended to establish an assurance consistency set to set a baseline for scoring with participating scorers. This should occur when scoring pre and post assessments.

After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.

Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, scoring guide and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

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.

This assessment is available for pre and post assessment. It is aligned to an identified set of priority standards set by regional teachers of the subject. Assessments are created aligned to a set of priority standards (Appendix A). This assessment utilizes an answer key and rubrics collaboratively developed through a regional project.

The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100). Targets are set and provided to the participating LEAs. Rosters of student performance for this assessment would then add the established target. Upon completion of post testing, an LEA would establish is each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teachers SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teachers score is recommended.

Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding target to allow for the use of this model based on locally negotiated options.

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):	This math assessment is developed specifically aligned to the NYS CCLS Math Standards. Tasks are a mix of multiple choice and open ended to allow students to individually demonstrate their knowledge and understandings.
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, local teachers are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum. The tasks are measured against the CCLS NYS Grade 3-8 rubrics to demonstrate curriculum alignment to the CCLS.
Performance Assessment:	All tasks in this assessment are open ended and allow for the student to demonstrate their individually knowledge and understanding.
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding.
Technology:	Not Applicable
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	Not Applicable

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

To be completed by the Copyright Owner/Assessment Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 2/17/16
Lead Coordinator of School Improvement 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

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
3. Title of School Representative (PLEASE PRINT/TYPE)	

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:	WSWHE BOCES
Assessment Provider Contact Information:	Katie Jones
Name of Assessment:	Integrated Math Assessment for CTE
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?	Grade 11 and 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Mathematics
What are the technology requirements associated with the assessment?	No requirements; LEAs may choose to use these assessment through Computer Based Testing (CBT) where available
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☒ 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)**

This assessment is available for pre and post assessment. It is aligned to the NYS CCLS for Mathematics across Algebra, Geometry and Algebra II.

The assessment is comprised of open ended tasks for students to complete. Each task is aligned to the expectations of the CCLS. Assessments are created aligned to an identified set of priority standards set by regional teachers of Integrated Mathematics. (Appendix A) Tasks on the pre and post are aligned to the standards proportionally but are not repeated from pre to post. A set of test forms has been developed to ensure a repeat of question from pre to post is avoided.

The assessment is administered during one class period (pre and post). An administration guide is provided to all LEAs for consistent, secure administration of the assessment. Assessments are deployed electronically to each LEA on a secure server (password protected). A window for assessment administration is created and shared with participating LEAs. The assessment administration practices are guided by the NYS 3-8 administration guide, and are updated as needed.

Teachers of these courses are expected to score pre assessments according to the adapted rubric from the CCLS Algebra Regents. Each task is either valued at 2 or 3 points. To ensure vested interest is adhered to, a regional scoring method has been used in the past. The scoring method is the same from pre to post. A scoring guide is provided to participating LEAs to assist in the scoring process. For scoring, we establish an assurance consistency set to set a baseline for scoring with participating scorers. This occurs when scoring pre and post assessments. Additionally prior to scoring a webinar is provided to participating LEAs to ensure that appropriate scoring practices are understood. These webinars are guided from communication from the Test Security Unit.

Upon completion of Regional Scoring tests are provided back to the participating LEAs where they compile the pretest scores. After scoring of the pre assessments, target charts are provided to participating LEAs. The expectation is that these targets are applied to the pretest data to ensure a consistent target setting methodology across these assessments.

Technical Assistance is provided to any LEA upon request. Traditionally the supports of the administration guide, scoring guide and target charts are sufficient for LEAs. In the case where unpredicted issues arise or clarification is needed, LEAs may contact the assessment provider for guidance and support.

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.

This assessment is available for pre and post assessment. It is aligned to the NYS CCLS for Mathematics Standards. Assessments are created aligned to a set of priority standards (Appendix A). This assessment utilize an adapted version of the NYS CCLS Algebra Regents Rubric. The point value of tasks is 0-2 points or 0-3 points. In the Fall 2015 form of the assessment a total of 24 points were available to students. The target setting methodology used for this assessment is commonly referred to as Gap Closing (1/2 to 100). Targets are set and provided to the participating LEAs. Rosters of student performance for this assessment would then add the established target. Upon completion of post testing, an LEA would establish is each student grew to the established target. The aggregate number of students growing to the established target would be converted to a percent of the whole group with pre and post assessment data. This percentage would then be applied to the HEDI Scale if this were identified as the only measure to be accounted for in a teachers SLO. If other measures are to be combined, a weighted average based on students would be used to combine scores and the overall score would then be applied to the HEDI scale. The practice of including as many of students in a teachers score is recommended. Therefore additional guidance is provided to LEAs to use a set of prorated targets for students who enter a course after BEDS day. If a student is not enrolled for at least 50% of the course duration, the student is not included in the calculation. Additionally, LEAs who choose to utilize a small N or alternative target setting methodology are provided targets that are aligned to approaching, meeting or exceeding target to allow for the use of this model based on locally negotiated options.

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):	This Math assessment is developed specifically aligned to the NYS CCLS Math Standards. Tasks are developed from a perspective of integrating the identified Math skills into the technical trades. Tasks are open ended to allow students to individually demonstrate their knowledge and understandings.
Assessments Woven Tightly Into the Curriculum:	Currently no interim assessment exist in this system. However, local teachers are used in developing these tasks and are reliant on their classroom practices to ensure a direct alignment into their classroom curriculum that integrates into the technical trade. The tasks are measured against the identified rubric to demonstrate curriculum alignment to the CCLS.
Performance Assessment:	All tasks in this assessment are open ended and allow for the student to demonstrate their individually knowledge and understanding.
Efficient Time-Saving Assessments:	Assessments are deployed through technology on a secure sever. LEAs are able to assess students within an administration window to ensure consistency across the system. The number of tasks are limited to the minimum amount necessary to show student understanding. The tasks are measured against the Rubric to demonstrate curriculum alignment to the CCLS.
Technology:	As these are open ended constructed response tasks, technology is currently not used. However as more efficiencies develop it would be considered.
Degree to which the growth model must differentiate across New York State's four levels of	Not Applicable

teacher effectiveness (only applicable to supplemental assessments):	

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

To be completed by the Copyright Owner/Assessment Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

WSWHE BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	*kejones* 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Katie Jones 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed *2/18/16*
Lead Coordinator of School Improvement 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

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
3. Title of School Representative (PLEASE PRINT/TYPE)	