



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234
New York State Education Department
Office of Teacher and Leader Effectiveness
89 Washington Avenue, 1071 EBA
Albany, NY 12234
Office: (518) 486-2573
Fax: (518) 474-4130

MEMORANDUM

To: District Superintendent Maureen Whitley, WESTERN SUFFOLK BOCES
From: Dr. Julia Rafal-Baer, Assistant Commissioner
Date: 06/15/2014
Re: Assessment Administration in Conjunction with Annual Professional Performance Reviews (APPRs)

The Department recognizes that during the first year of full implementation of Annual Professional Performance Reviews (APPR), a variety of pressures at the state and local level may have resulted in students in some districts and BOCES being tested more than needed or in rote standardized test preparation that crowds out quality instruction. Numerous stakeholders, including – and most importantly – families and students, have raised concerns as a result of these local decisions.

The State has not created any additional tests as part of the implementation of the Common Core. All required state tests other than two high school social studies Regents exams – including all grades 3-8 assessments and high school exams in English, math, and science – are required by federal law. On February 11, 2014, the Board of Regents adopted emergency regulations to address the concerns raised by stakeholders and to adjust and improve the implementation of the Common Core standards and teacher/principal evaluation. The approved regulatory amendments to the APPR system are intended to help districts and BOCES reduce local testing and ensure that the amount of testing is the minimum necessary to inform effective decision-making. At its March 2014 meeting, the Board of Regents made a series of technical amendments to the regulations to clarify the requirements for districts and BOCES that opt to use an assessment that is not a traditional standardized assessment for grades K-2 for APPR purposes. The Department has developed a webpage with multiple resources in order to help districts and BOCES successfully navigate the regulatory amendments and efficiently access relevant material: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>.

Based on the concerns conveyed to the Commissioner surrounding the use of assessments, and in accordance with Section 1 of Subpart F of Chapter 56 of the laws of 2014, the Commissioner has directed the Office of Teacher and Leader Effectiveness to review your APPR plan to identify opportunities for you to act locally to ensure that your district is using the minimum assessments necessary to inform effective decision making, consistent with your instructional vision. As you are now in the second full year of APPR implementation, the Department encourages you to use this letter to help review your currently approved APPR plan to identify modifications that would be approvable by the Department and result in less testing for your students. As you know, the Department has consistently communicated that **the amount of testing should be the minimum necessary** to inform effective decision-making at the classroom, school, and district/BOCES level.

The Department has developed guidance and technical support materials regarding the role of assessments within the APPR system. These materials include methods to eliminate, where consistent with the district's or BOCES' instructional vision, the use of pre-tests and other locally-adopted standardized tests. In lieu of pre-tests, districts and BOCES can use past performance trends, historical data and/or prior-year test results to establish targets for determining student learning growth. Additionally, locally-adopted standardized tests can be replaced with state assessments, school-wide growth measures, or performance-based assessments. Education Law §3012-c provides you with design flexibility. The Department encourages you and your local bargaining units to use the available resources to ensure that thoughtful conversation occurs, and strategic decisions are made, regarding the use of student assessments. *Teaching, not testing, is the core of our work.* There are an assortment of ways in which a district or BOCES can design a meaningful and authentic assessment program that provides information to drive instructional decisions, ultimately leading to an increase in students' knowledge and skills. By taking the time to re-review your local assessment practices, you can engage in collaborative conversations with your local stakeholders about ways in which you might choose to use data and/or evidence more effectively and efficiently to ensure that all local tests help inform instruction and improve student learning, rather than needlessly add to the number of assessments administered within your district.

To help further facilitate these conversations on the local level, the Office of Teacher and Leader Effectiveness has reviewed your APPR plan and determined that there are a number of ways in which, through a material change request, you could make thoughtful adjustments consistent with your district's instructional vision to your currently approved APPR plan to reduce and/or refine assessments used, subject to collective bargaining decisions¹.

Teaching, not testing, is the core of the Regents Reform Agenda.

¹ Please note: material changes for the 2014-15 school year must be submitted by March 1, 2015 (see: [APPR Guidance: C8](http://www.engageny.org/sites/default/files/resource/attachments/appr-field-guidance.pdf) <http://www.engageny.org/sites/default/files/resource/attachments/appr-field-guidance.pdf>). For districts or BOCES that want to make a material change to their APPR plan solely to eliminate unnecessary student assessments, the Department provides an expedited review process using the Expedited Material Change Form (<https://www.engageny.org/file/96856/download/expedited-mc-fill-in-form-distribute.pdf>). Please also see: <https://www.engageny.org/file/96851/download/expedited-mc-cover-letter-2-24-14.pdf> for further information).

Consideration 1: Use of Pre-Assessments

The use of pre-assessments in a grade or subject is a local decision to be made consistent with your district’s instructional vision.

The APPR team has found the following examples of where your district has collectively bargained the use of a pre-assessment as a baseline measurement in Task 2, the State Growth or Other Comparable Measures subcomponent and/or in Task 3, the Locally-selected Measures subcomponent (please note that the information below reflects information taken directly from your district’s currently approved APPR plan):

Task 3 Course Name
9 English
10 English
11 English
Diversified Occupations
Computer Networking
Computer Technology for Business
Construction Electricity
Cosmetology Licensing
Cosmetology non-licensing
Creative Arts - drawing
Criminal Justice
Electronic Manufacturing
Digital Film/Video Production
Business Math
Early Childhood Education
Earth Science
Earth Science Lab
Economics - other
Design and production
Auto Body Repair
Advertising/Graphic Design
Aircraft Technology
Algebra 1
Algebra Lab
Applied Math
Applied Science
Certified Personal Trainer
Audio Production
Carpentry
Auto Maintenance
Auto Mechanics - Comprehensive
Aviation Science/Flight
Building and Grounds

Building Trades
English 12
Architectural Design/CAD
Studio Art
ELA Lab
Photography
Physical, Health and Safety Education
Pre-Algebra
Printing
Professional Health Careers
Office Skills
Retailing
Nurse Assisting
Technical Electronics
Technology
Trigonometry/Algebra
US History - Comprehensive
US History Lab
Veterinary Assisting
Welding
Restaurant, Food & Beverage Services - Comprehensive
HVAC
English Language Arts 3 (11th grade)
Equine Studies
Exploration of Restaurant, Food and Beverage Services
Fashion Merchandising/Design
Forensic Science
Global Studies Lab
Participation in Government
Homeland Security
World History and Geography
Informal Geometry
Life Skills
Living Environment Lab
Marine and Motor Sports Technology
Medical Clerical Assisting
Medical Laboratory
Mystery Literature
Health Education

Since pre-assessments are not a Department requirement with student learning objectives (SLOs), one possible approach through which your district could reduce the number of assessments given is by using past performance trends, historical data, and/or prior-year assessment results to inform the baseline used to set targets within SLOs, rather than requiring teachers to give a pre-assessment to students at the beginning of the interval of instruction (year, semester, quarter, etc.).

The following resources may be particularly helpful:

- The [SLO 103 for Teachers](http://www.engageny.org/resource/slo-103-for-teachers) webinar
(<http://www.engageny.org/resource/slo-103-for-teachers>)
- The [Assessments in APPR](http://www.engageny.org/resource/assessments-in-annual-professional-performance-review-appr) webinar
(<http://www.engageny.org/resource/assessments-in-annual-professional-performance-review-appr>)
- Sections D28, D29, D37, D47, and D69 of the [APPR Guidance](http://www.engageny.org/sites/default/files/resource/attachments/appr-field-guidance.pdf) document
(<http://www.engageny.org/sites/default/files/resource/attachments/appr-field-guidance.pdf>)

In addition, please allow the following districts' approved APPR plans to serve as examples of districts that have made decisions to eliminate pre-assessment use in their APPR plans:

- [Tuckahoe Union Free School District](http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/tuckahoe-ufsd-appr-plan.pdf)
(<http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/tuckahoe-ufsd-appr-plan.pdf>)
- [Rochester City School District](http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/rochester-appr-plan.pdf)
(<http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/rochester-appr-plan.pdf>)
- [Webster Central School District](http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/webster-appr-plan.pdf)
(<http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/webster-appr-plan.pdf>)

Consideration 2: Use of Multiple Assessments in Task 2 and Task 3

The use of different assessments for the Locally-selected Measures subcomponent from those used for the State Growth or Other Comparable Measures subcomponent is a local decision made through collective bargaining.

The APPR team has found examples of where your district has collectively bargained the use of different assessments in Task 3, the Locally-selected Measures subcomponent, than the district selected in Task 2, the State Growth or Other Comparable Measures subcomponent, to assess the same students within the same grade and subject.

There are a number of possible approaches through which your district can, subject to collective bargaining decisions, reduce the number of assessments in these subcomponents. Please see the chart below:

Course	Task 2 Assessment Name	Task 3 Assessment Name
11 English	Comprehensive English Regents	Western Suffolk BOCES-Developed Grade 11 ELA Assessment
Algebra 1	Integrated Algebra Regents	Western Suffolk BOCES-Developed Algebra 1 Assessment
English Language Arts 3 (11th grade)	Comprehensive English Regents	Western Suffolk BOCES-Developed Grade 11 English Language Arts 3 Assessment
US History - Comprehensive	American History Regents	Western Suffolk BOCES-Developed US History Assessment
World History and Geography	Global 2 Regents	Western Suffolk BOCES-Developed World History and Geography Assessment

Consideration 3: Use of School- or BOCES-wide, Group, or Team Measures

The use of school- or BOCES-wide, group, or team measures with one or more State/Regents assessment(s) is a local decision made through collective bargaining.

The APPR team has found examples of where your district can, subject to collective bargaining decisions, further reduce the number of assessments used in Task 2, the State Growth or Other Comparable Measures subcomponent, and/or in Task 3, the Locally-selected Measures subcomponent, through the use of a school- or BOCES-wide, group, or team measure based on one or more State/Regents assessment(s).

Please see the chart below:

Course	Task 2 Assessment Name	Task 3 Assessment Name
9 English	Western Suffolk BOCES-Developed Grade 9 English Summative Assessment	Western Suffolk BOCES-Developed Grade 9 ELA Assessment
10 English	Western Suffolk BOCES-Developed Grade 10 English Summative Assessment	Western Suffolk BOCES-Developed Grade 10 ELA Assessment
Trigonometry/Algebra	Western Suffolk BOCES-Developed Trigonometry/Algebra Summative Assessment	Western Suffolk BOCES-Developed Trigonometry/Algebra Assessment
Business Math	Western Suffolk BOCES-Developed Business Math Summative Assessment	Western Suffolk BOCES-Developed Business Math Assessment
Economics - other	Western Suffolk BOCES-Developed Economics Summative Assessment	Western Suffolk BOCES-Developed Economics Assessment
Earth Science	Western Suffolk BOCES-Developed Earth Science Summative Assessment	Western Suffolk BOCES-Developed Earth Science Assessment
English 12	Western Suffolk BOCES-Developed Grade 9-10, 12 English Summative Assessment	Western Suffolk BOCES-Developed Grade 12 English Assessment
Forensic Science	Western Suffolk BOCES-Developed Forensic Science Summative Assessment	Western Suffolk BOCES-Developed Forensic Science Assessment
Informal Geometry	Western Suffolk BOCES-Developed Informal Geometry Summative Assessment	Western Suffolk BOCES-Developed Informal Geometry Assessment
Homeland Security	Western Suffolk BOCES-Developed Homeland Security Summative Assessment	Western Suffolk BOCES-Developed Homeland Security Assessment
Mystery Literature	Western Suffolk BOCES-Developed Mystery Literature Summative Assessment	Western Suffolk BOCES-Developed Mystery Literature Assessment
Pre-Algebra	Western Suffolk BOCES-Developed Pre-Algebra Summative Assessment	Western Suffolk BOCES-Developed Pre-Algebra Assessment
Technology	Western Suffolk BOCES-Developed Technology Summative Assessment	Western Suffolk BOCES-Developed Technology Assessment
Creative Arts - drawing	Western Suffolk BOCES-Developed Creative Art Drawing Summative Assessment	Western Suffolk BOCES-Developed Creative Arts Assessment
Algebra Lab	Western Suffolk BOCES-Developed Algebra Lab Summative Assessment	Western Suffolk BOCES-Developed Algebra Lab Assessment
Applied Math	Western Suffolk BOCES-Developed Applied Math Summative Assessment	Western Suffolk BOCES-Developed Applied Math Assessment
Applied Science	Western Suffolk BOCES-Developed Applied Science Summative Assessment	Western Suffolk BOCES-Developed Applied Science Assessment
Earth Science Lab	Western Suffolk BOCES-Developed Earth Science Summative Assessment	Western Suffolk BOCES-Developed Earth Science Lab Assessment
ELA Lab	Western Suffolk BOCES-Developed ELA Lab Summative Assessment	Western Suffolk BOCES-Developed ELA Lab Assessment
Global Studies Lab	Western Suffolk BOCES-Developed Global Studies Lab Summative Assessment	Western Suffolk BOCES-Developed Global Studies Lab Assessment

Health Education	Western Suffolk BOCES-Developed Health Education Summative Assessment	Western Suffolk BOCES-Developed Health Education Assessment
Living Environment Lab	Western Suffolk BOCES-Developed Living Environment Summative Assessment	Western Suffolk BOCES-Developed Living Environment Assessment
Advertising/Graphic Design	Western Suffolk BOCES-Developed Advertising/Graphic Design Assessment	Western Suffolk BOCES-Developed Advertising/Graphic Design Assessment
Aircraft Technology	Western Suffolk BOCES-Developed Aircraft Technology Assessment	Western Suffolk BOCES-Developed Aircraft Technology Assessment
Architectural Design/CAD	Western Suffolk BOCES-Developed Architectural Design/CAD Assessment	Western Suffolk BOCES-Developed Architectural Design/CAD Assessment
Audio Production	Western Suffolk BOCES-Developed Audio Production Assessment	Western Suffolk BOCES-Developed Audio Production Assessment
Auto Body Repair	Western Suffolk BOCES-Developed Auto Body Repair Assessment	Western Suffolk BOCES-Developed Auto Body Repair Assessment
Auto Mechanics - Comprehensive	Western Suffolk BOCES-Developed Auto Mechanics Comprehensive Assessment	Western Suffolk BOCES-Developed Auto Mechanics Comprehensive Assessment
Aviation Science/Flight	Western Suffolk BOCES-Developed Aviation Science/Flight Assessment	Western Suffolk BOCES-Developed Aviation Science/Flight Assessment
Carpentry	Western Suffolk BOCES-Developed Carpentry Assessment	Western Suffolk BOCES-Developed Carpentry Assessment
Certified Personal Trainer	Western Suffolk BOCES-Developed Certified Personal Trainer Assessment	Western Suffolk BOCES-Developed Certified Personal Trainer Assessment
Computer Networking	Western Suffolk BOCES-Developed Computer Networking Assessment	Western Suffolk BOCES-Developed Computer Networking Assessment
Computer Technology for Business	Western Suffolk BOCES-Developed Computer Technology for Business Assessment	Western Suffolk BOCES-Developed Computer Technology Assessment
Construction Electricity	Western Suffolk BOCES-Developed Construction Electricity Assessment	Western Suffolk BOCES-Developed Construction Electricity Assessment
Cosmetology Licensing	Western Suffolk BOCES-Developed Cosmetology Assessment	Western Suffolk BOCES-Developed Cosmetology Licensing Assessment
Criminal Justice	Western Suffolk BOCES-Developed Criminal Justice Assessment	Western Suffolk BOCES-Developed Criminal Justice Assessment
Restaurant, Food & Beverage Services - Comprehensive	Western Suffolk BOCES-Developed Food & Beverage Services Comprehensive Assessment	Western Suffolk BOCES-Developed Restaurant, Food & Beverage Services Comprehensive Assessment
Digital Film/Video Production	Western Suffolk BOCES-Developed Digital Film/Video Production Assessment	Western Suffolk BOCES-Developed Digital Film/Video Production Assessment
Early Childhood Education	Western Suffolk BOCES-Developed Early Childhood Education Assessment	Western Suffolk BOCES-Developed Early Childhood Education Assessment
Equine Studies	Western Suffolk BOCES-Developed Equine Studies Assessment	Western Suffolk BOCES-Developed Equine Studies Assessment
Fashion Merchandising/Design	Western Suffolk BOCES-Developed Fashion Merchandising/Design Assessment	Western Suffolk BOCES-Developed Fashion Merchandising/Design Assessment
HVAC	Western Suffolk BOCES-Developed HVAC Assessment	Western Suffolk BOCES-Developed HVAC Assessment
Marine and Motor Sports Technology	Western Suffolk BOCES-Developed Marine and Motor Sports Technology Assessment	Western Suffolk BOCES-Developed Marine and Motor Sports Assessment
Medical Clerical Assisting	Western Suffolk BOCES-Developed Medical Clerical Assisting Assessment	Western Suffolk BOCES-Developed Medical Clerical Assisting Assessment
Medical Laboratory	Western Suffolk BOCES-Developed Medical Laboratory Assessment	Western Suffolk BOCES-Developed Medical Laboratory Assessment
Nurse Assisting	Western Suffolk BOCES-Developed Nurse Assisting Assessment	Western Suffolk BOCES-Developed Nurse Assisting Assessment

Photography	Western Suffolk BOCES-Developed Photography Assessment	Western Suffolk BOCES-Developed Photography Assessment
Professional Health Careers	Western Suffolk BOCES-Developed Professional Health Careers Assessment	Western Suffolk BOCES-Developed Professional Health Assessment
Technical Electronics	Western Suffolk BOCES-Developed Technical Electronics Assessment	Western Suffolk BOCES-Developed Technical Electronics Assessment
Veterinary Assisting	Western Suffolk BOCES-Developed Veterinary Assisting Assessment	Western Suffolk BOCES-Developed Veterinary Assisting Assessment
Welding	Western Suffolk BOCES-Developed Welding Assessment	Western Suffolk BOCES-Developed Welding Assessment
Auto Maintenance	Western Suffolk BOCES-Developed Auto Maintenance Assessment	Western Suffolk BOCES-Developed Auto Maintenance Assessment
Building and Grounds	Western Suffolk BOCES-Developed Building and Grounds Assessment	Western Suffolk BOCES-Developed Building and Grounds Assessment
Building Trades	Western Suffolk BOCES-Developed Building Trades Assessment	Western Suffolk BOCES-Developed Building Trades Assessment
Cosmetology non-licensing	Western Suffolk BOCES-Developed Cosmetology Assessment	Western Suffolk BOCES-Developed Cosmetology Assessment
Design and production	Western Suffolk BOCES-Developed Design and Production Technology Assessment	Western Suffolk BOCES-Developed Design and Production Assessment
Electronic Manufacturing	Western Suffolk BOCES-Developed Electronic Manufacturing Assessment	Western Suffolk BOCES-Developed Electronic Manufacturing Assessment
Exploration of Restaurant, Food and Beverage Services	Western Suffolk BOCES-Developed Exploration of Restaurant, Food & Beverage Services Assessment	Western Suffolk BOCES-Developed Exploration of Restaurant Food and Beverage Services Assessment
Life Skills	Western Suffolk BOCES-Developed Life Skills Assessment	Western Suffolk BOCES-Developed Life Skills Assessment
Office Skills	Western Suffolk BOCES-Developed Office Skills Assessment	Western Suffolk BOCES-Developed Office Skills Assessment
Printing	Western Suffolk BOCES-Developed Printing Assessment	Western Suffolk BOCES-Developed Printing Assessment
Retailing	Western Suffolk BOCES-Developed Retailing Assessment	Western Suffolk BOCES-Developed Retailing Assessment
Diversified Occupations	Western Suffolk BOCES-Developed Occupations Assessment	Western Suffolk BOCES-Developed Diversified Occupations Assessment
Physical, Health and Safety Education	Western Suffolk BOCES-Developed Physical, Health and Safety Education Assessment	Western Suffolk BOCES-Developed Physical, Health and Safety Education Assessment
Participation in Government	Western Suffolk BOCES-Developed Participation in Government Assessment	Western Suffolk BOCES-Developed Participation in Government Assessment
Studio Art	Western Suffolk BOCES-Developed Studio Art Assessment	Western Suffolk BOCES-Developed Studio Art Assessment
US History Lab	Western Suffolk BOCES-Developed US History Lab Assessment	Western Suffolk BOCES-Developed US History Lab Assessment

For both Consideration Two and Three, please keep in mind these possible approaches to reducing assessments given within a district:

1. ***State Growth and Locally-selected subcomponent measures may use different measures based on the same assessment.*** Remove one of the assessments used for either Task 2 or Task 3 and use the same assessment in both subcomponents, but in different ways (e.g., growth versus achievement; student sub-groups, such as lowest or highest performing students).
2. ***State assessments may be used in both State Growth and Locally-selected subcomponent measures***

(requiring no additional testing). Remove the current use of locally-adopted assessments and replace with existing State assessments and/or use a school- or BOCES-wide, group, or team growth measure (e.g., in a K-8 school building, for the State Growth subcomponent in those grades/subjects that do not lead to a State or Regents assessment: school-wide measure based on 4th grade ELA and Math State assessments; for the Locally-selected subcomponent: State-provided school-wide growth score for all students taking 4-8 ELA State assessments).

3. ***School-wide growth or achievement results may be used based on one or more State assessment(s) or other approved assessment(s)***. Remove the current use of locally-adopted assessments in one subcomponent and replace with school- or BOCES-wide, group, or team measures based on State assessments (State Growth subcomponent) or with school-wide growth or achievement based on State or locally-adopted assessments (Locally-selected subcomponent).

Please also keep in mind the following:

- “Assessments” need not be standardized tests, but could instead be performance assessments (e.g., extended essay responses, science experiments, and/or another authentic application of skills). For students in kindergarten through second grade, traditional standardized third party assessments are prohibited².
- For non-core subject areas in the State Growth or Other Comparable Measures subcomponent, you can remove additional assessments in favor of using school-wide, group, or team measures based on State/Regents assessments already given in the building. The only grades/subjects that cannot use a school-wide, group or team measures for the State Growth subcomponent are those with a State/Regents assessment in that grade/subject. All other grades/subjects are considered “non-core” and may use a school-wide, group, or team measure (Section D21 of the [APPR Guidance](http://www.engageny.org/sites/default/files/resource/attachments/appr-field-guidance.pdf) document: <http://www.engageny.org/sites/default/files/resource/attachments/appr-field-guidance.pdf>).
- For principals, the same assessments that are used for the teachers’ State Growth or Other Comparable Measures and/or Locally-selected Measures subcomponents can be used for principals in these subcomponents to avoid administering additional assessments to students.

The following resources may be particularly helpful:

- The [School-wide SLOs](http://www.engageny.org/resource/school-wide-slos) webinar (<http://www.engageny.org/resource/school-wide-slos>)
- The [Assessments in APPR](http://www.engageny.org/resource/assessments-in-annual-professional-performance-review-appr) webinar (<http://www.engageny.org/resource/assessments-in-annual-professional-performance-review-appr>)
- For K-2 assessments used for the purposes of APPR, please see:
 - The [Removal of Traditional Standardized Third Party Assessments in K-2 FAQ](https://www.engageny.org/file/96701/download/k-2_removal_of_traditional_standardized_third_party_assessments_guidance.pdf) that provides further information as to the removal of K-2 traditional standardized third party assessments from the State-approved list (https://www.engageny.org/file/96701/download/k-2_removal_of_traditional_standardized_third_party_assessments_guidance.pdf)
 - The [K-2 APPR Assessment Guidance](https://www.engageny.org/file/96706/download/k-2-assessment-guidance.pdf) document that provides guidance to districts and BOCES on selecting third party assessments for use with students in kindergarten through grade two (K-2) for the purposes of teacher and principal APPRs. This document replaces the Request for Qualification (RFQ) process previously used to determine state-approved K-2 assessments for APPR purposes (<https://www.engageny.org/file/96706/download/k-2-assessment-guidance.pdf>)
 - The [APPR Guidance Document](#), specifically F15
 - The [K-2 Assessment Pathways](http://www.engageny.org/resource/early-elementary-assessments) document (<http://www.engageny.org/resource/early-elementary-assessments>)
- Task 2 of [Task-by-Task Guidance](http://www.engageny.org/resource/task-by-task-guidance) (see: Sections 2D24-2D28) and Task 3 (Sections 3D25-3D29) (<http://www.engageny.org/resource/task-by-task-guidance>)
- [APPR Training Modules](http://www.engageny.org/resource/appr-training-modules) for Task 2 (slides 36-38) and Task 3 (slides 16, 30-35) (<http://www.engageny.org/resource/appr-training-modules>)

² Please note: Effective March 2, 2014, the Department has removed all third party assessments for use in kindergarten through grade two **only** from its posted approved third-party assessment list. For further information about the regulatory amendments adopted at the February and March 2014 Regents’ meetings, please see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>, the [K-2 Annual Professional Performance Review \(APPR\) Assessment Guidance Document](#), the [Removal of Traditional Standardized Third Party Assessments in K-2 FAQ](#) and F15 of the [APPR Guidance Document](#). Please note that school districts or BOCES with an APPR plan that was approved or determined by the Commissioner prior to April 1, 2014 that provides for the use of an approved student assessment for students in grades K-2 remains in effect in accordance with Education Law §3012-c(2)(l) and the district or BOCES may continue to use such assessments until a material change is made to their APPR plan and approved by the Commissioner to eliminate such use.

In addition, please allow the following districts' approved APPR plans to serve as examples of districts that have made decisions to eliminate assessments used in their APPR plans:

- [Parishville-Hopkinton Central School District](http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/parishville-hopkinton-appr-plan.pdf)
(<http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/parishville-hopkinton-appr-plan.pdf>)
- [Rochester City School District](http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/rochester-appr-plan.pdf)
(<http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/rochester-appr-plan.pdf>)
- [Webster Central School District](http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/webster-appr-plan.pdf)
(<http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/webster-appr-plan.pdf>)

Please note that the items listed in this memorandum are in no way an exhaustive list of ways in which your district could adjust your approved APPR plan and are intended solely for informational purposes. Districts, within the context of state regulations and frameworks, should locally determine the most appropriate assessments to use within the APPR system after first analyzing their unique priorities and needs. To the extent it would be helpful, the APPR Team can provide additional technical assistance or clarify existing guidance to ensure that your district receives the support necessary to successfully make a material change to your approved APPR plan.

In accordance with Section 1 of Subpart F of Chapter 56 of the laws of 2014, please also note that all school districts are required to:

- publicly post this memorandum on the school district's website (if one exists);
- supplement the information contained in this memorandum to include any standardized tests not specified by the Department; and
- ensure a public discussion of the contents of this memorandum in a manner to be determined by the district, including discussion on the extent to which the standardized tests not required by state or federal law are beneficial to the educational process or may be eliminated to reduce over testing.

The New York State Education Department and the Office of Teacher and Leader Effectiveness will work alongside you to continue to look for ways to reduce testing that is not needed without sacrificing the valuable information provided by assessments. The Department encourages districts to do the same. Together, our collective goal is to ensure that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Please feel free to reach out to the APPR team via educatoreval@mail.nysed.gov for more information and assistance.