



STUDENT ASSESSMENT
AND ASSESSMENT
TEACHER AND PRINCIPAL EVALUATION FORM C

PUBLICLY AVAILABLE SERVICE

This form will be posted on the New York State Education Department's website and distributed through the Statewide Information System for all annual RFQ to allow districts and ROCES to understand proposed offerings in advance of directly contacting a provider.

Name of Assessment Provider: Bronxwood Unified Learning	
Assessment Provider Contact Information:	
Name of Assessment:	Developed Course SECE
Nature of Assessment:	<input checked="" type="checkbox"/> LEARNING OUTCOMES WITH TARGET SETTING MODEL OR <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSIGNED GROWTH MODEL <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH PERCENTILE MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILE MODEL <input type="checkbox"/> PROJECTION MODELS <input type="checkbox"/> VALUE ADDED MODELS <input type="checkbox"/> OTHER:
What are the grade(s) for which the assessment generate a 0-20 APPR score?	Grades K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA/Mean, Science, Social Studies, Music, ELA, N/A, Business, Technology, Life Skills, Health
What are the technology requirements associated with the assessment?	Internet, Computer, etc.
Is the assessment available, either for free or through purchase, to other districts in New York State?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

<p>Please provide an overview of the following:</p> <ul style="list-style-type: none"> A description of the assessment. A description of how the assessment is administered. A description of how the assessment is appropriate. A description of how the assessment provider supports implementation of the assessment, including any technical assistance. 	<p>Description: pre and post assessments are directly aligned to either the NYS Standards in the subject area or to the NYS Common Core Standards. Assessments mirror metrics provided in the NYS assessments.</p> <p>How administered: administered in an allotted time appropriate for the grade level assessment at the beginning of the course and again at the conclusion of the course. Test modifications are provided for students with disabilities.</p> <p>How scored: accessible to teachers and administrators.</p> <p>How implemented: assessments are implemented using the same criteria found in the Examination Administration documents from NYSED. All exams are secured.</p>
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<p>Please provide an overview of the following:</p> <ul style="list-style-type: none"> SLOs for districts and PGCES. How raw scores are aggregated to a composite score and converted to New York State's 0-26 metric. Baseline data collection of students with Special Education and New Language Learner classifications, historical data, prior performance and course level expectations, and state proficiency levels (i.e., passing and mastery) are used collaboratively to establish rigorous targets consistent with one year of expected growth. The percent of students in a target score calculation that will meet the target score will be converted to the current New York State 0-26 metric and assigned a EFLD I rating for student performance. 	<p>SLOs for districts and PGCES. Raw scores are aggregated to a composite score and converted to New York State's 0-26 metric.</p> <p>Baseline data collection of students with Special Education and New Language Learner classifications, historical data, prior performance and course level expectations, and state proficiency levels (i.e., passing and mastery) are used collaboratively to establish rigorous targets consistent with one year of expected growth. The percent of students in a target score calculation that will meet the target score will be converted to the current New York State 0-26 metric and assigned a EFLD I rating for student performance.</p>
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<p>New York State Next Generation Assessment Priorities</p> <p>Please provide detail on how the proposed supplemental assessment 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:</p> <p>applicable to ELA and math assessments):</p>	<p>The assessments reflect adherence to the Common Core</p>
<p>Assessments Within Rigor of the Curriculum:</p>	<p>Assessments are rigorously developed and assess both the content and priorities of the curriculum taught. Even though they are generally summative, they reflect the day to day academic go</p>
<p>Performance Assessment:</p>	<p>Whenever possible, students complete authentic tasks. However, it is difficult to do this for all subjects based on limited resources and the regulations regarding scoring assessments</p>
<p>Efficient Time-Saving Assessments:</p>	<p>Except for pre and post assessments are administered in a single or double period.</p>
<p>Technology:</p>	<p>Examples</p>

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method must be
New York State
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STUDENT ASSESSMENTS FOR
TEACHER CANDIDATE Licensure

APPLICANT CERTIFICATION FOR
LEARNING OBJECTIVES

Please read each of the items below and check the corresponding box in the column to the right of each technical criterion.

PLEASE SUBMIT ONE FORM FOR EACH TECHNICAL CRITERION TO THE NUMBERED ENVELOPE CORRESPONDING TO EACH SEPARATE FORMS.

The Applicant makes the following assurances:

Assurance	Check
The assessment is aligned to the State Learning Standards or, in instances where subject matter is not specifically defined in the Standards of Education, the assessment is aligned to the State Learning Standards.	<input checked="" type="checkbox"/> <input type="checkbox"/>
To the extent practicable, the assessment must be valid and reliable as defined in the Standards of Education.	<input checked="" type="checkbox"/> <input type="checkbox"/>
The assessment can be used to measure one year's expected student learning.	<input checked="" type="checkbox"/> <input type="checkbox"/>
For K-2 assessments, the assessment must be "Unidimensional Standardized Assessment" as defined in Section 7.3 of this RFQ.	<input checked="" type="checkbox"/> <input type="checkbox"/>
If the assessment has previously assessed differentiated student level performance, the assessment has not produced differentiated results in prior school years, the applicant assures that the lack of differentiation by equivalently consistent student results is due to other measures of student achievement.	<input checked="" type="checkbox"/> <input type="checkbox"/>
For each assessment, the applicant has a plan for collecting evidence of differentiated student results available by the end of each school year.	<input checked="" type="checkbox"/> <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 provide such evidence to the Department upon request.	<input checked="" type="checkbox"/> <input type="checkbox"/>

Please note, pursuant to Section 2.3 of this RFQ, list if each item is completed with one or more of the following:

