



STUDENT ASSESSMENTS

AND ASSOCIATED GRADES AND TEACHER AND DEMONSTRATION TEACHERS' MEMBER AND TECHNICAL EVALUATION

PUBLICLY AVAILABLE SERVICES SUMMARY

This form will be used to provide information to the public regarding the assessment process for all applications that are approved for the assessment process. This form is intended to provide information to the public regarding the assessment process and to provide information to the public regarding the assessment process.

Assessment Provider Information	
Name of Assessment Provider	Newport County Public Schools
Assessment Provider Information	Technology and Innovation (TI)
Name of Assessment	<ul style="list-style-type: none"> Science Grades 6-8 Environmental Science Living Environment Earth Science Integrated Science: Writing Integrated Science: Advanced Manufacturing Integrated Science: Heavy Equipment Integrated Science: Culinary Arts Global Studies Advanced Metal New Visions: Health Professions Manufacturing Manufacturing Activities & Daily Living American Sign Language Physical Education: Elementary Physical Education: Middle Level Physical Education: High School Health

Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH A STUDENT LEARNING OBJECTIVE WITH A TARGET-BEST-FIT MODEL; OR <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED BEST-FIT MODEL: <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?	Middle School Science Assessment grades 6-8 Career-Bearing Science Education grades 9-12 CTE Integrated Skills Assessment grades 9-12 Advanced Metal Manufacturing grades 9-12 New Vision Assessment grades 9-12 Activities of Daily Living grades 9-12 American Sign Language grades 9-12 Physical Education grades 1-12 Health grades 9-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Science, CTE, ALE, Health, Physical Education
What are the technology requirements associated with the assessment?	None required, although some subject areas are converting their assessments to computer-based administration.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input type="checkbox"/> No

Please provide a overview of the assessment to 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. (2 pages max)

Teachers at CiTi have diligently reviewed and monitored their subject assessments for purposes for the past three years. The assessment creation and revision process involves several steps that are revisited each assessment cycle. The majority of our assessments utilize multiple choice questions, but we have also added open-ended questions to our assessments. Responses and iteming are utilized on a more limited basis.

1. All CiTi-developed assessments begin with required training sessions in assessment... writing. The training includes instruction on valid and reliable item writing, strategies for in the best practices in how to construct valid and reliable questions, in addition to details like how to write good directions, font, font size, how to include charts and graphics, etc. Teachers are also trained in how to create an Assessment Blueprint. (Attachment A)
2. The Assessment Blueprint is used as follows: a. Developers must align each assessment question to the learning standard. b. Each question is evaluated for its difficulty level and its taxonomic level. c. The entire assessment is evaluated using an online readability inventory system to verify the reading level of the assessment. d. Assessments go through a peer-review process. e. Developers field test the assessment with their peers to ensure that the assessment can be administered in the predicted student test-taking time accordingly. f. The developers must determine the percentage of students measured, question type and rigor, and the number of the assessments, answer keys and corresponding assessment objectives. g. All items are for review/proofreading by the Assistant Superintendent for Instruction (ASI).
3. The ASI has conversations with the Faculty Leader, who also evaluates, proofreads and makes changes to the assessment. As the assessment is finalized, final edits of assessments are completed by the ASI.
4. The ASI makes copies and packages all assessments. Assessment materials are available in large print and audio format for students with disabilities.
5. The ASI delivers assessments to the administrators, who store the assessments in their safes/vaults.
6. Assessments are administered within a test administration window by the teacher and additional staff member administer the assessments.
7. Assessments are scored by certified teachers who are trained in the scoring of the assessment.
8. Any writing assessments include answers that are written at various levels of performance.
9. The scores from each assessment are calculated by a combination of curriculum coordinators, counselors and district administrators.
10. The spreadsheets are then utilized to determine the teacher's SLO score based on the SLO targets that were set in the fall.
11. All SLO's are stored electronically in our APPR management system and scores are calculated through the management system.
12. SLO scores are then verified by each administrator.

Please provide an overview of the current level of student performance on SLOs for districts and POCES along with how student level growth is aggregated to the crew of the school level, and how the school level scores are converted to New York State's 0-20 scale.

Teachers suggest targets for a minimum of one year. This evaluation takes place during the first 6-8 weeks of school using data on achievement in similar courses, students' reading level, students' achievement on standardized testing, students' progress on assessments that have taken place during the first few weeks of class, etc. These targets also take the following characteristics into consideration: poverty and student with disabilities percentages. The Evaluator/Administrator determine individual targets for each student by the Assistant Superintendent for Instruction or the District Superintendent. Degree-CLO targets are set generally by October 31st each year. In accordance with NYSED CLO on FEEDBACK, each student's score on the target within each SLO will be used to determine the student's score on the target table as prescribed by NYSED resulting in a score between 0-200.

New York State Next Generation Assessment Information

Places provide detail on how the proposed supplemental assessments or assessments to be used with SLOs address each of the Next Generation Assessment Program priorities below:

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments)	N/A
Assessments Woven Tightly into the Curriculum:	The Assessment Blueprint Process, designed to assist in ensuring that these assessments are woven into the course curriculum with integrity. Additionally, after administration of the assessments, student achievement is analyzed through item analysis which each teacher must review before redeveloping/updating the assessments for the next school year.
Performance Assessments:	There is some performance developed CTE assessment and their knowledge to real-life scenarios in the CTE courses and Advanced Metal Manufacturing Assessments. Example: Use of a Performance Assessment for use in a Plasma Cutter Course.
Efficient Time-Saving Assessments:	Several of targets in the principal's department. Departmental standard (i.e. our Global 9 assessment assesses student writing using a rubric that is used universally in the school). Therefore, although it is a Global 9 assessment the results of the writing portion can be used to inform instruction in any content area. This also allows for the usage of one assessment to serve as a guide towards goal setting for the next school year in more than one content area.
Technology:	We are currently working to pilot assessments in an online format during the next school year.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments)	N/A



STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION

FORM H

APPLICANT CERTIFICATION FORM FOR 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 particular jurisdiction, alignment to rigorous learning standards.	X <input checked="" type="checkbox"/>
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	Y <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 Classroom Assessment" as defined in Section 1.3 of this RFQ.	X <input checked="" type="checkbox"/>
For assessments previously used under this RFQ, the applicant assures that the assessment results in differentiated student level performance. If the applicant assures that the lack of differentiation is justified by equivalently consistent student results, the applicant will provide such evidence.	Y <input type="checkbox"/>
For assessments not previously used under this RFQ, 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 results and will provide such evidence to the Department upon request.	X <input type="checkbox"/>
	X <input type="checkbox"/>

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.

