



**STUDENT ASSESSMENTS
AND ASSOCIATED GROWTH MODELS FOR
TEACHER AND PARENTAL EVALUATION FORM C**

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 make informed decisions regarding contacting Assessment Providers regarding potential under-represented.

Assessment Provider Information	
Name of Assessment Provider:	
Assessment Provider Contact Information:	459 Philo Road, Elmira, NY 14903
Name of Assessment:	Greater Southern Tier BOCES Locally-Developed Assessments
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT TO MEASURE STUDENT LEARNING OBJECTIVES WITH A TARGET-SETTING MODEL; OR <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <input type="checkbox"/> GAIN SCORE MODELS <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?	K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Art, Music, PE, P.E. & PEWCA in years not tested
What are the technology requirements associated with the assessment?	None dependent upon the assessment
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

Please provide an overview of the assessment or assessments used for the following purpose:

- A description of the assessment;
- A description of how the assessment is administered;
- A description of the assessment's purpose (including any technical assistance, if applicable);
- A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance. (3 pages max)

The assessments being used for any given student option are aligned to the applicable content-area standards and NYSED CCLS.

The Art, Music, ECLS, PE assessments, along with all other assessments were locally-developed through collaboration of content area experts and instructional specialists. The design of these assessments are modeled after NYSED assessments in the appropriate content area if possible. Pre and post-assessments are administered in each course. Teachers or record are prohibited from seeing their own students' assessments. Content area experts and instructional specialists score the assessments and submit the scores to the program administrators.

Please provide an overview of the growth level, growth medal or percent, or other SLOs for districts and BOCES, along with how student level growth scores are aggregated to create teacher-level scores, and how those teacher-level scores are utilized in the evaluation process.

The classroom teacher will use the assessment data gathered through the assessments, as appropriate, or through the analysis of student data, to determine individual targets for each student. The number and type of targets that will be determined and the percentage will be determined by the administrator using the provided chart.

New York State Next Generation Assessment Initiative

Please provide detail on how the proposed use of formative or progress monitoring used with SLOs addresses each of the Next Generation Assessment Priorities below:

<p>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</p>	<p>All NYSED assessments developed for use are not to be used in the current program. The ELA and Math assessments are developed for professional development in the implementation of the Common Core Learning Standards.</p>
<p>Assessments Woven Tightly Into the Curriculum:</p>	<p>Assessments are an integral process and, thus, these assessments are seamlessly administered in conjunction with instruction.</p>
<p>Performance Assessment:</p>	<p>Some assessments are used, as appropriate. Performance assessment components will be used to provide relevant information about individual student targets.</p>
<p>Efficient Time-Saving Assessments:</p>	<p>Protocols and schedules are developed to ensure minimal disruption to instruction and ensure consistency across programs. Technology is used to aid in the scoring of assessments to maximize efficiency.</p>

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mean: 11.3	
New York State	
teacher effectiveness (only	
applicable to current	
assessments)	



STUDENT ASSESSMENTS FOR
TEACHER/PRINCIPAL EVALUATION

FORM 7

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 FOR EACH APPLICANT. GO APPLICANTS SHOULD COMPLETE SEPARATE FORMS.

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the applicable state learning standards or, in instances where there are no such learning standards, that it is in subject/grade level alignment to research-based learning standards.	<input checked="" type="checkbox"/> <input type="checkbox"/>
To the extent possible, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	<input checked="" type="checkbox"/> <input type="checkbox"/>
The assessment can be used to measure one year's expected growth for individual students.	<input checked="" type="checkbox"/> <input type="checkbox"/>
For K-2 assessments, the assessment is not a traditional standardized assessment as defined in Section 1.3 of this RFQ.	<input checked="" type="checkbox"/> <input type="checkbox"/>
For assessments previously used under Education Law § 3012.6, 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.	<input checked="" type="checkbox"/> <input type="checkbox"/>
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student level performance 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 of differentiated student level performance results and provide such evidence to the Department in accordance with the requirements of the RFQ.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

⁴ Please note, pursuant to Section 3012.6 of this RFQ, the assessment must demonstrate differentiated results; if such assessment does not currently demonstrate differentiated results, the applicant must have a plan to collect evidence of differentiated student level performance results available by the end of each school year.

being removed from the list of students being monitored by the LEA.

1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative
Greater Southern Christian Leadership Conference	
2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
Sarah Vakkas	6/14/16
3. Title of Authorized Representative (PLEASE PRINT/TYPE)	
Assistant Superintendent	

1. Name of LEA (PLEASE PRINT/TYPE)	(PLEASE USE BLUE INK)
2. School Representative's Name (PLEASE PRINT/TYPE)	
3. Title of School Representative (PLEASE PRINT/TYPE)	



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

FORM C

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 future procurements.

Assessment Provider Information	
Name of Assessment Provider:	Greater Southern Tier BOCES
Assessment Provider Contact Information:	459 PAUL F. HILL ROAD, EDINBURG, NY 14223
Name of Assessment:	Greater Southern Tier BOCES Locally Developed Assessments
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT OF STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL, OR <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH 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) or content area(s) for which the assessment can be used to generate a 0-20 APPR score?	5-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	MATH; SCIENCE; SOCIAL STUDIES (1-12); ARTS; BEGINNINGS & EXPLORATION (GRADES 6-12); NEW VISIONS EDUCATION & HUMAN SERVICES; NEW VISIONS HEALTH CAREERS EXPLORATION; NEW VISIONS INNOVATION; LEADERSHIP & BUSINESS; NEW VISIONS MERIT
What are the reporting requirements associated with the assessment?	Varies depending upon the assessment.
Is the assessment available either for free or through purchase, to other districts or BOCES in New York State?	X No

Please provide an overview of the assessment for districts and BOCES. It should 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 Board uses the assessment, including any technical assistance. (2 pages max)

The assessments being used for any Student Learning Objective are aligned to the appropriate content-area standards and NYS CCLS.

The assessments for Career and Technical Education were developed through a collaborative project with other BOCES. Some of the assessments were developed and tested through multiple years of testing. The item banks are secure and the program manager is responsible for maintaining the security and integrity of the item banks. The assessments are administered in each course. Teachers of record are responsible for scoring their own students' assessments. Content-area experts and instructional specialists score the assessments and submit the scores to the program administrators.

Please provide an overview of the student level assessment model or target level model for SLOs for districts and BOCES, along with how the data is being tracked, aggregated and reported to the classroom teacher for use, and how those teacher level scores are converted to New York State scores.

The classroom teacher will use relevant baseline data gathered through pre-assessments, as appropriate, as through the analysis of instructional data and other information regarding individual targets for each student. The percentage of students meeting individual target will be determined and the percentage will be converted to a NYS score using the state provided chart.

New York State Next Generation Assessment Priorities

Please provide detail on how the proposed supplemental assessment or assessment to be used will address each of the following priorities:

Characteristics of Good ELA and Math Assessments: Assessments should be designed to measure the development of the skills and knowledge of students in the application of the standards for mathematical practice and the standards for mathematical practices in the implementation of the Common Core Learning Standards.

Assessments Woven Into the Curriculum: Assessments should be an integral part of the instructional process and thus these assessments are specifically administered in conjunction with classroom curriculum and instruction.

Performance Assessment: Performance assessment components will be used to provide teachers with relevant information about individual student targets.

Efficient Time-Saving Assessments: Assessments are designed to ensure minimal disruption to instructional time and ensure consistency across programs. Technology is used to aid in the scoring of assessments, as appropriate to maximize efficiency.

Technology: Technology and/or other tools are used in accordance with the design of the assessment and as necessary according to student needs.

Degree to which the model must differentiate across New York State four levels of teacher effectiveness application to summative assessments



STUDENT ASSESSMENTS FOR
TEACHERS AND PROGRAM EVALUATION

FORM 8

APPLICANT CERTIFICATION FORM - ASSESSMENT FOR USE
LEARNING OBJECTIVE OBJECTIVES

Please read each of the items below and indicate your responsibility for ensuring the fulfillment of the technical criteria.

PLEASE SUBMIT ONE FORM FOR EACH APPLICANT. IF APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

The Applicant certifies the following:

Assurance	Check each box.
The assessment is rigorous, meaning that it is aligned with the New York State Learning Standards or performance standards for the subject/grade level and is designed to measure the subject/grade level content.	<input type="checkbox"/>
To the extent practicable, the assessment meets the valid and reliable Standards of Educational and Psychological Testing.	<input type="checkbox"/>
The assessment can be used to measure one year's expected growth for individual students.	<input checked="" type="checkbox"/>
For K-2 assessments, the assessment is based on the annual standards or assessments defined in Section 1.3 of this RFQ.	<input checked="" type="checkbox"/>
For assessments previously used under Education Law § 3020a, the assessment results in differentiated student-level performance. If the assessment was not previously differentiated, results are differentiated by adjusting by equivalency measures of student achievement.	<input type="checkbox"/>
For assessments not previously used in the assessment plan, the assessment plan for collecting evidence of differentiated student results is available by the end of the assessment year.	<input type="checkbox"/>
At the end of each school year, the assessment will provide evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request.	<input type="checkbox"/>

⁴ Please note, pursuant to Section 3.3 of the RFQ, the assessment plan must be submitted to the Department upon request.

To be completed by the Contractor
being proposed

Greater Southern Tier BOG 1. Name of LEA (PLEASE PRINT/TYPE)	 (PLEASE USE BLUE INK)
Sarah Wak 2. Name of Authorized Director or State Representative (PLEASE PRINT/TYPE)	0/2/11 5. Date Signed
Assistant Superintendent for Instruction 3. Title of School 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)	



STUDENT ASSESSMENTS
TEACHER AND PRINCIPAL EVALUATION

4-1502-11
[Redacted]

APPLICANT CERTIFICATION FORM - ASSESSMENTS
LEARNING OBJECTIVES

Please read each of the items below and indicate whether the assessment meets the technical criteria.

PLEASE SUBMIT ONE FORM FOR EACH APPLICANT. DO NOT WRITE IN THESE SPACES.
SEPARATE FORMS.

The Applicant makes the following assurances:

Assurance	Check each box:	
The assessment is rigorous, meaning it is aligned to the New York State Learning Standards or, in instances where the Learning Standards are not applicable to a subject/grade level, alignment to research-based national standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The assessment can be used to measure student learning objectives for individual students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For K-2 assessments, the assessment is valid and reliable as defined in Section 83.2 of the Regulations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The assessment is used to measure differentiated student-level performance. If the assessment has not produced differentiated results in prior years, the applicant must justify the lack of differentiation, is justified by equivalently consistent student performance measures of student achievement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For assessments not previously used in a school plan for collecting evidence of differentiated student results such that the evidence will be 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 will provide such evidence to the Department upon request. ⁴	<input checked="" type="checkbox"/>	<input type="checkbox"/>

⁴ Please note, pursuant to Section 83.2 of the Regulations, 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 Regulation.

To be signed by the LEA representative of the assessment being proposed and where necessary, the parent/guardian representative of the assessment.

Greater Vancouver Regional District	
1. Name of Organization	(PLEASE USE BLUE INK)
Sarah Vakkas	6/27/16
2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
Asst. Superintendent	
3. Title of Authorized Representative (PLEASE PRINT/TYPE)	
1. Name of LEA (PLEASE PRINT/TYPE)	4. City of Vancouver 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)	