

SJUDENT ASSESSMENTS AND ASSOCIATED CROWNTH MODELLO CRO TEACHER AND PRINCIPAL EVALUATION...

FORM C

PUBLICLY AVAILABLE SERVICES SUDMARY

This form will be pasted on the New York State Education Department's Web site and distributed through other means for all opplications that are appreved in conjunction with this = RFQ to allow districts and BOCES to understand propulsion on any environment of the second s

Assessment Provider Information		
Name of Assessment Provider:	,.lefferson-Lewis-Իചെന്നാനപ്പന്നത≏ഗില്വ്ക്കെറ്ററ്റ് െ	1
Assessกระทะการงานไป Contact Information:	Olacey Eger, <u>seger@boces.com</u> , 915.779.7070 ⁻¹ /1701	
Name of Assessment:	VVorla Languago Fra Charknant	
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	 Modeliazanagerekovipriguesigene 	
	 World Language Pre-Checkpoint, A _π French 	
	 World Language Gheskpeint Aun Frenchenung 	
	World Language Pre-Sheetpoint B - French	+
	 World Languagesรือคนหองทักรระ+ สินชมรอระท 	1
	• Art – Grades K, 1, 2, 2, 3, 5, 6, 3, 8, 9, 3212	
	• Fa mily & Gone ເພລະມາໂດ່ ຮັດດານອີ 🗠 ' ອາດີດຮີຮ ອ ອ	<u> </u>
	• Kindergerter ELA	<u> </u>
	Kindergarten Math	1
	• Grade 1 ELA	<u> </u>
	Grade 1 Math	1
	Grade 2 ELA	
	Grade 2 Math	
	 Health Grades 6-0× 	ſ.,
	 Health Grates S-0	<u>[</u>
	 General Music – Grades K, 1, 2, 3, 4, 5, Middle_ 	-
	General Music – Grades K, T, Z, S, 4, 5, Middle, School	
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	Choral Music Congradinginuchritermetraterro Commencement	
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Lature of Accompany	Social Studies - Grades	1
Nature of Assessment:		
8	LEARNNOWS BEESSAUSSAUSSAUSSAUSSAUSSAUSSAUSSAUSSAUSS	
	SUPPLEMENTAL'ASSESSMENT WITHAN'	1 ₃₄
	ASSOCIATED GROWTH MODEL:	i
	GAIN SCORE MODEL	(
	GROWTH-TO-PROFICIENCY MODEL	

What are the grade(s) for which the	STUDENT GROWTH PERCENTILES PROJECTION MODELS VALUE-ADDED MODELS OTHER: Crades 7.200 (Proceeded)
assessment can be used to	in the statistic for the set of the state of
	Spanish)
generate a 0-20 APP® Soone?	 Grades 0,5,101 (Checkpoint A – Henon & Grann) Grades 9,10,11 (Pre-Checkpoint B – French & Spanish) Grades 10,11,12 (Checkpoint B – French & Spanish) World Language grade levels are dependent Art – Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9-12 Art – Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9-12 Kindergarten ELA Kindergarten Math Grade 1 ELA Grade 1 ELA Grade 1 ELA Grade 2 ELA Grade 2 Math
	 Grade 2 Math Health Grado 6 80 Health Grado 6 80 GenerativitAsic Grado 6
	Commencement Physical Education - Grades ກິ, 1-2, 3-3, 6-8, 9- 12 Science – Grades 6-8
What are the subject area(s) for	Spanish French Social Studies Art Scientifier Faulty &
which the assessment can be used	
to generate a 0-20 APPR score?	Math, Music (Choral Instrumental, Generation)
What are the technology requirements associated with the assessment? Is the accessment available, enner b for free or through purchase, to other districts or BOCES in New	None revolution to an antistic standing to an antipicities assessments online for districts who have purchased the software).
York State?	

Please provider an overview of the ast sessment porturainters and DOODE of lease intended.

- A description of the assessment:...,
- = A description of how is a concernant in administrate
- A description of how scores are reported liferual diversional appropriate);
- A description of how the Assessment Provider supports implementation at the assessment, including any industrial spinite interaction at the assessment.

Please see attached description.

Please provide an overview of St.1/Association/degt.bmwith/boondt.hztgz/dectard/informatic.hz. OLO3 ferolistificts and BOOEC; along nith the noticite/debyergi or/Awateries are aggregated to the create teacher-level scores, and how those teacher-level coorce are converted.to New York State's 0-20 metric.....

Any district that utilizes these accurstomedia with a solution memorial data single data the negotiated APPR-plan-under 2010 ส.-การรณอรรณระ have been อโอสเป็น do a data to an ifferne subcomponents of an assessment allow for บัติภาษาที่ส่วนส่วนสระชายอก strendard in some

acquisition and differentieting of nocsreales with whether the subject and appropriate grade level standards, and regional discussion takes place about course outcomes for each level of instruction with adiated accordingly based on validity and reliability reports from the previous years exams (plueprints are attached as appropriate).

New York State-Next-Generation	
Please provide detail on how the i	proposed supplemental assessment. I.or. assessment. to.be.
and a second	いため、NOXY L-CHARTHON ASSOSSMENT PHONING DOLOW
Math Assessments (only applicable to ELA and math	conceptual, and fluency understandings. The
assessments).™	assessments are anglieond in Agrade Appropriate Common Core Learning Standards in Mathematics, and no regional Lidiscussion basital Application activities of the
	outcomes or each grade discussions have taken place to align the expectations in the a progressive mainter. There are opportunities for the al
	world application (in a developmentally ປະກາດການເອົ້ context) within the ກາດແຜ່ນເສົ້າ ລາດ ດາດອານຸມລຳດາດຮ່ວງ The K-2 ELA assessments write the AET does not
	directly address K-2) have passages that have been examined for textoral complexity; กิษญิตสามกระบรรรร grade-lev <u>el discussions have takeoา</u> เปิดอาการเกิดอาการ
	are aligned to the Common CoreJ earning Standar Land
ີ ຈັຮຮອຣຣາຫຍໍ້າເຮົ∛ຢ່ຽນຍາ 1ື່ເຜ <u>ີດໃນບ່າ</u> ສ	vocabulary knowledge (at a grade-ap <u>propriate level) and</u> to analyze texts stabelie level in the finitian and finite for the second state of the s
the Curriculum	topics around daily living as well as surrent events. The assessments are constructed utilizingການປະທິດາງອ
	information as well as fictional contexts so students are interacting with the assessment in an authentic fashion. Regional discussions have taken blace for all subject
	areas in which assessments are created, and continue each summerto revise and improve the assessments.
	based on feedbasicky. ซก่านเร็าใช่อาจอยู่และกอกที่สุดาเกิด district curricula อาสาสินชาวิศารีรไของจะมีมีพักที่เชื่อกอสรรรณ์เลาไร are focused.
Performance Assessment:	

	skill acceninging is a multitude of areas based on the
	standarda. In change in the inclusion of the standard in the s
	perform (either with a writing proceed, a musical -
	performance or by speakitul grive to to manage
31	" Subcompenente are dena anademara, oge otedente and why are summer
	asked is up contain or demonstrate ar skilling that for an up the
	subject area. The perform and a population of the memory of the second s
	subject area. The performance subcort ກອກເອກເອນປະການ ເສເປັດສາງສະຫະບັດ ໄດ້ ເອົາການ ການ ເພື່ອວ່າການ ບໍ່ບໍ່ເຫຼັກ ເປັນການແຮງ ແລະ
	but also relevant and authentic to the context of the real-
	world.
Accession	່ມ ບໍ່ມີດີເປັດປັດບົດວິດ ຊີເຢດມັນສຳການແກ່ມສ່ວຍຫາຍໃນແກບປະກິດ ແມ່ນການແບບເປັນ
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	regularly used for skills assessmente for progress
and the state of the	monitoring data.
Technology:	
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	have pซีเน็กสรีรีน เกษี ยอบุรุกิกล รอปเพลโร
Degree to which the growthou	
model must differentiate across	
New York State's four levels of	
teacher effectiveness (only	
applicable to supplemental	
assessments):	

Assessment ອາຍະມາດດີທີ່ການການສາດອາດາດທີ່ການຮ່າງອາດານສາດແມ່ນແມ່ນແມ່ນແມ່ນແມ່ນແມ່ນແມ່ນແມ່ນ

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- Art Grades K, 1, 2, きんやいの しゃいか そうやい オーキー いのののののですかですのというについていたいです。
 and eraction manual
- FACS 6-8 subcomponents of objective knowledge-based questions and openhearce - responses ^^
- Health 6-8 and Health 9-12 subcomponents of objective knowledge-based questions and open-ended resulting accord
- K-2 ELA sub-components of performance-based seatrases while the knowledge the method of the method
- K_21,viain -subcomponents of luency tasks, procedur acquestions, and conceptual understanding questions, requiring, open-ended, responses.
- Socials 2 รายอะจากออกอาการ อย่างกลางการสองพระบองการสองสารสองสารสองสารสองสารสองสารสาร ended responses (ราการสาราชาวิธี ริชาติออกอาการสาราชาวิธี ริชาติออกอาการสาราชาวิธี รายอาการสาราชาวิธี รายอาการสาราชาวิธี ริชาติออกอาการสาราชาวิธี รายอาการสาราชาวิธี รายอาการสาราชาวิธี รายอาการสาราชาวิธี รายอาการสาราชาวิธี รายอาการสาราชาวิธี รายอาการสาราชาวิธี รายอาการสาราชาวิธี รายอาการสาราชาวิธี รายอาการสาราชา อาการสาราชาวิธี รายอาการสาราชาวิธี รายอาการสารา รายอาการสาราชาวิธี รายอาการสาราชาวิธี รายอาการสาราชาวิธี รายอาการสาราชาวิธี รายอาการสาราชาวิธี รายอาการสาราชาวิธ
- الله معنا المعنانية المع
- Physical Education K 1.号 元気 をかめた マキニー ないののたちになられたいないないという。
 based questions as dare location of skills/fitness port tormaned tasks
- ມສາລະເສດຫຼາຍໃນການສາດການການ ແມ່ວ້າວ ເດຍແຜນການການ ແລະ ລາວ ແມ່ນ ເຊິ່ງ ເຊິ

Assessment Administration: Districts who utilize the World Languace scape accession and required to administer the assessment/while the education of the second of the sec

Score Reportion: เริงแกษแข่งสองขับสารสมของเกิดขึ้น เป็นจำไปของสูงสะสมของเป็นสารแปลละมีการขึ้นขึ้นสารแนง answer sine insertion: เอาเมลาสมได้เกี่ยวากเข้าสารสมของเกิดขึ้น เอาเริง cooler and manismitted into the upwerma-some for esaring: Validity and calibrative interactions and the peratorial on the object of the advisor into the upwerman. are submitted. All other exams are scored in the advisor of the advisor

Assessment Provider® கழகாரார்களுக்களுக்களு இOCE நாலர்களை குதல் காக்கள் கையை eDoctrina for test creation by meeting recularly with the term விச்சு மாதிக்கள்கள் with with eques.............. for the assessments: The FC/UES also assigns leading so areae and here with with a support of the support of the

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STUDENT ASSESSMENTS FOR TEACHER AND PROVIDENT PORTAL - JARINA

APPI ICANT CERTIFICATION CORM. ASSESSMENTS FUNCTIONS OF THE STOLEN STOLEN

LEARNING OBJECTIVES

Please read each of the items below and check the corresponding www.aneusa.ten.felfillminnenf frame technical criteria.

PLEASE SUBMIT ONE "FORM HATTER OF THE SUBMIT STOLED SOBILITIES SHOULD SOBILITIES STOLED SOBILITES STOLED SOBILITIES STOLED SOBILITES STOLED SOBILITES STOLED SOBILITES STOLED SOBILITES STOLED SOBILITES STOLED SOBILITES STOLED SOBILITATIES STOLED SOB

The Applicant makes the following assurances:

Assurance	each box.	
The assessment is rigorous, meaning that it is aligned to the New York State Jearning standards or, in instances where there are no soon learning State and the state of the state and the source of the state and the state of the state and the state of t		-
subjectionarian and a second and a		
To the extent protaction and Former assessment indiring and the source of a subject of Standard of Educationar and Formed and formation of the source of th		
The assessment can be used to measure one year's expected growth for individual students.		
For-Ki 2nazoassessito, the coar passess in not a "Trostional Directory red Annocement" and defined in Section 1.3 of this RFQ.		
For assessments previously used under Education. Law. §3012-0., the assessment results in differentiated student-level performance. If the assessment result activity interpreted to the assessment result activity in the assessment of the assessmen	tinted i	
hv ອັງກິບໍ່ຜູ້ສູ່ເສັດໃນ ເລິ່ງກະນະກະບົບສານນະການບໍ່ສາຍໃນເລສະປະຊົບບາດກ່າຍສາວ ໃກກະພາດດູບິດດາດໃຫ້ຜູ້ການເປັນກ່ານກາດປ າກາ		*
For assessments not previously, used in teacher/principal evaluation, the applicant bas a plan for collecting evidence or orierentiated student results such that the evidence will be available by the end of each sets from veri		1
At the end of each school year, the applicant will collect evidence up nonstantigrutac tite assessment has produced differentiated student-level results and will provide sugmentation to the Department of the de		
to the Department spectra depart	<u> </u>	

⁴ Please note, pursuant to Section 2.3 of this RPG, an assessment hay be removed if on the approved over the second burner of the order of the order of the option of the order of the option of the

To be completed by the Copyright Owner/Asscessment Rest. Julian and the second se

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