



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

12/15/10

PUBLICLY AVAILABLE SERVICES SUMMARY

This form will be posted on the New York State Education Department's website 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 further procurements.

Assessment Provider Information	
Name of Assessment Provider:	Malverne Union Free School District
Assessment Provider Contact Information:	Rose Linda Riccio
Name of Assessment:	Malverne UFSO developed curro-specific assessments
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH 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 WITH TOP-BENCH MODEL <input type="checkbox"/> STUDENT GROWTH WITH BENCHMARKS <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?	Grades K - 12 ELA and Math; grades 3 - 12, and science and social studies; grades K-12 music; art; physical education
What are the subject areas for which the assessment can be used to generate a 0-20 APPR score?	ELA, math, science, social studies, foreign language, art, music, business, technology and PE/ES
What are the technology requirements associated with the assessment?	Calculators for math and science exams
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	NO

- Please provide in your proposal the following information:
- A description of the assessment;
 - A description of how the assessment is administered;
 - A description of how scores are reported (with links to sample reports as appropriate);
 - A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance to be provided.

Assessments are to be implemented by the end of the school year for the subject area of NYSED Common Core Standards. The assessments mirror the New York State assessments.
How administered: One period pre assessment in the beginning of the year. End of third quarter or year end assessment administered over one day.
How scores are reported: Scores are reported through an online judgment system in school and documentation to administration.
How implemented: All assessments are implemented using the same criteria found in the Examination Administration document from NYSSED. All exams are secured until the day.

Please provide an overview of the student's long term model or SLOs for districts and RFP. How and how scores are aggregated to the state level scores and how those scores are converted to New York State's 0-100 scale.

At the beginning of the year, students are given a pre assessment with targets for the course. Targets are set for each student. The development of the targets are calculated to arrive at teacher scores. At least 65% of students are expected to have met the target set for them based on their pre assessment scores. Targets with percentages from 0-100 are Highly Effective (100-90 points), 75-90 are Effective (100-75 points), 50-75 are Developing (100-50 points) and 0-50 are Ineffective (100-0 points).

New York State Next Generation Assessment Priorities	
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.	
Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	Aligned and based on the common core standards
Assessments Woven Seamlessly into the Curriculum:	Reviewed by
Performance Assessment:	What's possible could students be performing on these tasks.
Efficient Time-Saving Assessments:	Scores are factored into the overall average score these assessments receive on the overall assessment
Technology:	Calculators for some math and science exams
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	



**STUDENT ASSESSMENTS FOR GRADES 3-6
TEACHING AND LEARNING EVALUATION**

**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. PLEASE PRINT 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 they meet subject/grade level, alignment to research-based learning standards.	X
To the extent possible, the assessment meets the standards as required by the Standards of Educational and Psychological Testing.	X
The assessment can be used to measure the skills expected of the individual students.	X
For K-2 assessments, the assessment meets the standards as defined in Section 15.3 of the PEO.	X
For assessments previously used under Education Law §90(2)(b), 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 documented student results based on other measures of student achievement.	X
For assessments not previously used, the applicant will have a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.	X
At the end of each school year, the applicant will submit evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request.	X

⁴ Please note, pursuant to Education Law § 90(2)(b), an assessment may be used if it has not produced differentiated student-level results and will provide such evidence to the Department upon request.

To be completed by the Cony being proposed and, where necessary, the

MALVERNE UNION FREE SCHOOL DISTRICT	
1. Name of Organization (PLEASE PRINT/TYPER)	
James H. Hundertmark	
2. Signature of School Representative	
3. Title of School Representative	

4. Signature of Cony (PLEASE USE BLUE INK)	
5. Date Signed	

1. Name of Cony (PLEASE PRINT/TYPER)	
2. School Representative's Name (PLEASE PRINT/TYPER)	
3. Title of School Representative (PLEASE PRINT/TYPER)	

4. Signature of Cony (PLEASE USE BLUE INK)	
5. Date Signed	