

STUDENT ASSESSMENTS
FOR
TEACHER AND SCHOOL PERFORMANCE

This form will be posted on the New York State Education Department website through other means for all schools. It is intended to help schools understand the potential further requirements.

Assessment Provider Information	
NAME OF ASSESSMENT PROVIDER:	Me... ..
ASSESSMENT PROVIDER CONTACT INFORMATION:	Dr. Marjorie... 3599 Big Ridge Road... Spencerport, NY 14559 mpearson@... (585) 225-7400
NAME OF ASSESSMENT:	Math... ..
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	<input checked="" type="checkbox"/> REQUIRED STUDENT PERFORMANCE SUBCOMPONENT <input type="checkbox"/> ...
	PLEASE CHECK ALL THAT APPLY: <input type="checkbox"/> A SECOND SLO, PROVIDED THAT THIS SLO IS HIGHER THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT <input checked="" type="checkbox"/> A GROWTH MEASURE <input type="checkbox"/> A MEASURE OF STUDENT GROWTH (STUDENT INCREASE) <input type="checkbox"/> A PERFORMANCE INDEX <input type="checkbox"/> AN ACHIEVEMENT BENCHMARK <input checked="" type="checkbox"/> AN OTHER COLLECTIVE MEASURE OF STUDENT GROWTH OR ACHIEVEMENT PLEASE SPECIFY:
WHAT IS THE GRADE(S) AND SUBJECT AREA(S) FOR WHICH THE ASSESSMENT IS USED TO GENERATE A 1-20 STUDENT PERFORMANCE SCORE?	K, 1, 2, 3, 4, 5 ...
WHAT ARE THE TECHNOLOGY TOOLS ASSOCIATED WITH THE ASSESSMENT (CALCULATORS, ETC., IF APPLICABLE)?	None

ability to craft an evidence-based argument and support their claim with relevant evidence and a well-organized response. The assessments will require teachers and students to engage in this practice through the use of a reading passage and a writing prompt, specifically to the task and the NYSED standards. The 6-12 Literacy Skills assessment will consist of a reading passage and a writing prompt. The assessments will be scored using an evidence-based writing rubric which assesses key skills including: purpose, evidence, organization and conventions.

The 6-12 Literacy Skills Assessment

The 6-12 Literacy Skills Assessment will be based upon the NYSED 6-12 Literacy Skills standards. The assessments will include all of the reading and writing standards including: citing and interpreting text, analyzing text and comparing/contrasting text, identifying main themes, using relevant details and evidence from the text to support their arguments. The assessments will be used to determine students' literacy skills and to identify areas for improvement. The assessments will be used to develop a literacy plan and to monitor student progress. The assessments will include a claim with relevant evidence and a well-organized response. The assessments will enable teachers and students to identify strengths and areas in need of improvement. The assessments will be used as a baseline assessment and will be used to monitor student progress. The 6-12 Literacy Skills Assessment will be used to assess students' literacy skills and to identify areas for improvement. The assessments will be used to develop a literacy plan and to monitor student progress. The assessments will include a claim with relevant evidence and a well-organized response. The assessments will enable teachers and students to identify strengths and areas in need of improvement. The assessments will be used as a baseline assessment and will be used to monitor student progress.

The NYSED selected assessment is ready for use. The assessment will be integrated into the curriculum. GRADE LEVEL/ASSESSOR: 6-12 NYSED. EDUCATOR: NYSED.

All of the K-12 Literacy Assessments are integrated into all curriculum areas and are the primary curriculum documents. The assessments are aligned to the philosophy that all teachers are teachers of reading and writing and skills/practices are explicitly taught in all content areas at all grade levels. Our assessments are aligned to NYSED standards and are used to measure student growth. Teachers are expected to review standards, skills and practices in their daily lesson plans and that they follow the Monroe 2-Orleans BOCES NYSED standards and curriculum.

HOW DO YOU ENSURE THAT THE ASSESSMENT ACCURATELY CAPTURES IF STUDENTS HAVE MASTERED THE KEY CONCEPTS FOR THE GRADE LEVEL/COURSE? HOW IS THE ASSESSMENT ALIGNED WITH THE GRADE LEVEL/COURSE RELEVANT LEARNING STANDARDS/NEXT GENERATION ASSESSMENT DOCUMENTS?

We ensure that the assessment accurately captures if students mastered key concepts for the grade and course by using rubrics that are research-based, and based upon test specs, assessment blueprints. The rubrics are based on national and NYSED writing traits that are modified to better meet the academic needs of our students. The rubrics have been aligned to the K-12 Next Generation Learning Standards so as to have an accurate assessment of students' skills and abilities. All writing assessments used throughout the year are aligned to effectively measure student success on the assessment to ensure attainment of mastery of the standards.

HOW IS THE SELECTED ASSESSMENT SCORED? HOW ARE THE ASSESSMENT RESULTS EFFECTIVELY COMMUNICATED TO RELEVANT STAKEHOLDERS (STUDENTS, PARENTS, TEACHERS, ADMINISTRATORS, ETC.)? WHAT ARE THE ASSESSMENT SCORES THAT REFLECT THAT A STUDENT IS:

1. BELOW PROFICIENCY
2. APPROACHING PROFICIENCY
3. MEETING PROFICIENCY
4. DEMONSTRATING EXCELLENCE

Monroe 2-Orleans BOCES has a well-articulated assessment plan and is communicated to all stakeholders in writing to begin the year and at the end of the year. The assessment scores are provided. The K-2 rubric assessment scores are: 0-Below proficiency; 1-Approaching proficiency; 2-Developing; 3-Developing; 4-Capable; 5-Exceeds proficiency; and 6-Exceptional. The levels of performance are based on NYSED writing standards and traits. The 3-12 rubric writing assessment scores are: 1-Below proficiency; 2-Approaching proficiency; 3-Meeting proficiency; and 4-Exceeds proficiency. The levels of performance are based on NYSED writing standards and traits. Trainings have been provided to all teachers to ensure that they are scoring.

IF THE SELECTED ASSESSMENT(S) ARE NOT STANDARDIZED, PLEASE DESCRIBE HOW THEY ARE MADE COMPARABLE ACROSS GRADE LEVELS, COURSE-LEVEL CLASSROOMS?

The Literacy Tasks and Rubrics used to score are all consistent in grade bands across our internal programs at Monroe 2-Orleans BOCES. All teachers are trained in the rubric scoring process for each band and we ensure a teacher does not score the same student's papers. This ensures consistency of scoring across departments. All rubric are reported to the principal for review.

HOW IS THE SELECTED ASSESSMENT ABLE TO MAXIMIZE THE EFFICIENCY OF THE DATA GATHERED TO ALLOW FOR THE MOST EFFECTIVE USE OF THE DATA?

The assessments maximize efficiency by using the assessment data as a learning tool to set targets for enrichment for low-achieving students in a manner that is growth-producing and targeted to skills and practices.

IF APPLICABLE, HOW WILL TECHNOLOGY BE USED TO ENHANCE THE ASSESSMENT PROCESS AND PROVIDE THE MOST EFFECTIVE USE OF THE DATA?

These assessments are not done on individual students, but the results are used to inform the results to be used for instruction.

PLEASE PROVIDE ANY ADDITIONAL INFORMATION THAT MAY BE USEFUL WHEN REVIEWING YOUR RESPONSES.

The literacy skills assessments have been used across all content areas. We are using the results to be career ready. We have multiple ways of measuring the results from compliance of the law to help provide a more thorough understanding of student growth.

Please complete the following:
 Performance Standard (SLO) for each of the SLOs with a plan for the SLO as a subcomponent as an SLO.

Process for Measuring Student Growth:

Consistent with Department regulations and guidelines, SLOs are developed at the start of an annual cycle. A variety of learning objectives and expectations for students are identified. It should represent the state standards, as well as any other relevant and applicable standards. Specific and measurable targets are established for each SLO. Expected growth, educators will determine students' levels of performance at the start of the year, reviewing relevant baseline data. This data is used to determine the SLOs, but not to determine the SLOs. SLOs are developed based on the prior year's data.

SLOs are developed and approved through locally determined processes. The Commissioner's guidelines suggest SLOs should be used to be ambitious and high for all students. SLOs should be used to represent the targets used for SLOs represent a minimum target for growth.

WHAT MEASURE(S) OF DATA ARE USED IN CONJUNCTION WITH THE SELECTED ASSESSMENT TO MEASURE STUDENT GROWTH (SELECT ALL THAT APPLY):

STUDENT ASSESSMENTS OR
TEACHER AND PRINCIPAL EVALUATION

APPLICANT CERTIFICATION

Please read each of the items below and check the appropriate response to the criteria:

PLEASE SUBMIT ONE "FORM C" FOR EACH APPLICANT

The Applicant makes the following assurance:

Assurance	Yes/No/NA
The assessment is rigorously designed and validated to be used in instances where there are no other learning task alignment to assessment.	[]
To the extent possible, the assessment must be valid and reliable as defined by the State of Education.	[]
If used with a Student Learning Objective, the assessment can be used to measure expected growth.	[]
For K-2 assessment, the assessment is aligned to Section 1.5 of the PLO.	[]
For assessments previously used under contract with a school district, the assessment is used for purposes outlined in the educator contract and is a student-level performance indicator. Assessment has not been used at school, except with a pilot, unless the index of differentiation is justified by equivalent consistent student results based on other measures of student achievement.	[]
For assessment not previously used under contract with a school district, the assessment is used for collecting evidence of differentiated student results and the results are available to the entire student body.	[]
At the end of each school year, the applicant will ensure assessment has produced differentiated data.	[]

⁴ Please note that if an assessment does not comply with the standards for a valid and reliable assessment, it should not be used.

