



STUDENT ACQUISITION AND ASSOCIATED GROWTH MODEL/COPI  
TEACHER AND PRINCIPAL EVALUATION FORM

FORM

PUBLICLY AVAILABLE SERVICES STATEMENT

This form will be posted on the New York State Education Department's SED 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 contacting Assessment Providers regarding potential future procurements.

<b>Assessment Provider Information</b>	
Name:	
*Assessment Provider Contact Information:	Kathy Houghton
Name of Assessment:	
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR STUDENTS WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL FOR <input checked="" type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH PERCENTILE MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILE <input type="checkbox"/> PROCESS GROWTH MODEL <input type="checkbox"/> VALUE-ADDED MODELS <input type="checkbox"/> OTHER:
What are the grade(s) for which the assessment will be used to generate a 0-20 AETS Score?	Grades 1-2
What are the subject(s) for which the assessment will be used to generate a GAIN ADR?	Oral Communication
What are the technology requirements for the assessment?	NOT applicable
Is the assessment for sale or for purchase to other districts or BOCES in New York State?	NO
Please provide an overview of the assessment for this assessment including: <ul style="list-style-type: none"> <li>A description of the assessment;</li> <li>A description of how the assessment is being practiced;</li> <li>A description of how scores are reported (if appropriate);</li> <li>A description of how the Assessment Provider will provide technical assistance (if applicable).</li> </ul>	

### New York State Unified Justice System School District Assessment Overview

**Description of Assessments:** New York State student growth will be constructed using multiple-choice questions, constructed-response questions, and performance tasks. All questions will be directly tied to the Common Core Learning Standards where applicable, or state and national learning standards where Common Core Learning Standards are not applicable.

Regents exams, they will model all constructed and extended response questions under the Regents model. A focus across the academic disciplines will measure critical thinking, problem solving, and content application. Performance tasks will require students to demonstrate understanding of

measuring student growth. A performance score will be identified at the beginning of the school year to be re-tested and the evaluated again at the end of the year to measure student growth. The assessment format note above is subject to the development of the appropriateness of the grade level and content area, and may be modified accordingly.

**Administration of Assessment:** All tests will begin with a pre-assessment at the beginning of the course and end with a post-assessment at the conclusion of the course.

accommodations for testing will be provided in accordance to NYSED, BOE rules, and LEE testing requirements. All teachers will be provided with detailed test instructions. Pre-tests will be administered in a classroom environment within the first two weeks of the start of a course, and post-tests will occur within a month of the end of the course. Scoring of the pre-tests will be conducted by the course provider. Post-tests will be scored by another teacher who has no vested interest in the course or of the students in the post-assessment. The development of the post-tests will require the assistance of specific teachers; however, the construction of the post-tests will be done by the course teacher or administrator.

**Reporting of Scores:** Grading of post-assessments will be conducted by staff on the course provider with a report of the scores passed onto building lead evaluator. Computer-based tests (CTA) will be done electronically. Student growth targets will be set by the course provider in conjunction with their lead evaluator. The assessment will indicate "yes" or "no" in regards to whether the student met the target. The lead evaluator will compare the results against the provider's SLO.

**Assessment Provider Support of Implementation:** The course provider of the SLO assessment supports the testing process through applicable annual training and professional development opportunities. Course providers use planning time or staff development days to collaborate on test development and curriculum. The pre-assessment measures the prior knowledge of students they are intended to measure. All assessments are properly secured and only accessible to designated authorized personnel.

Please provide an overview of the student-level growth model or target setting model for SLOs for districts and BOES, along with how student-level growth scores are aggregated to the district level. BOES will use the scores to determine if the district is meeting the state goals.



The SLO target setting process at NYMUSD is established through a problem solving process of student knowledge. The course provider and their lead evaluator will review the prior data and collaborate to set student outcome targets. At the conclusion of the process student results data will be measured against the prior data to determine if the target was met. The lead evaluator will determine a percentage of students who met the target. The lead evaluator will determine a percentage of students who met the target. The lead evaluator will determine a percentage of students who met the target. The lead evaluator will determine a percentage of students who met the target.

New York State

Please provide data used with SLOs and assessments each year.

Characteristics of the Assessment (only for Math Assessments (only for math assessments):

Assessments used in the Curriculum Performance Assessment.

Effective Assessment:

Technology:

Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only for application of supplemental assessments):



STUDENT ASSESSMENTS

APPLICANT

LEARNING OBJECTIVES

Please read each of the items below and check technical criteria

PLEASE SUBMIT ONE FORM PER APPLICANT SEPARATE FORMS

The Applicant makes the following

Assessment	each box
The assessment meets the standards of the subject/grade level alignment to research-based	<input type="checkbox"/>
To the extent practicable, the assessment must be valid and reliable Standards of Educational and Testing Practices	<input type="checkbox"/>
The assessment can be used to measure one year's expected growth for individual students.	<input type="checkbox"/>
For K-2 assessments the assessment is not a traditional standardized assessment as defined in Section 1.3 of this RFO	<input type="checkbox"/>
For assessments previously used under Education Law §0012-c, the assessment results in differentiated results in prior school year by equivalently consistent study	<input type="checkbox"/>
For assessments not used for a summative final evaluation plan for collecting evidence of differentiated student results, evidence will be available by the end of each school year	<input type="checkbox"/>
At the end of each school year, the assessment has produced differentiated student results and will provide such evidence to the Department upon request	<input type="checkbox"/>

<sup>4</sup> Please note pursuant to Section 2.3 of this RFO, an assessment may be removed from the approved list if such assessment does not comply with one or more of the criteria

To be completed by the organization and proposed and approved

1. Name of Organization	4. Signature (PLEASE USE BLUE INK)
	5. Date Signed

New York Milk Milk Union 1. Name of Organization	
K... Superintendent of	 5. Date Signed