



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

FORN

**PUBLICLY AVAILABLE**

This form will be posted on the NYS website and distributed through other means for all applications to allow districts and BOCES to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

<b>Assessment provider information</b>	
Name of Assessment Provider:	Howard D. Mettelman, District Superintendent
Assessment Provider Contact Information:	Howard D. Mettelman, District Superintendent
Name of Assessment:	GN Statewide Assessment
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH HIS/HER LEARNING OBJECTIVES WITH A TARGET SET 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) for which the assessment can be used to generate a 0-20 APPR score?	Grades 9, 10, 11 and 12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Advertising, Design, Animal Science, Art, Biology, Building Maintenance, Business Computer Applications, Career Exploration, Computer Aided Design, Construction, Cosmetology, Criminal Justice, Culinary Arts, Dental Assisting, Early Childhood Education, Electricity, Emergency Medical Services, Emerging Technologies and Cyber Security, Service, Hearing Care, Health Care, Heating, Ventilation, Air Conditioning and Refrigeration, Visions, Outdoor Power/Recreational Power Technician, Plumbing and Heating, Video Production, Visual Communication, Work-Based Learning
What are the technology requirements for this assessment?	No requirements, all schools may choose to use these available
Is the assessment available either for free or through purchase at other districts or BOCES in New York State?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



**Please provide an overview of the assessment for districts**

- A description of how the assessment is administered;
- A description of the assessment (if appropriate);
- A description of how the Assessment Provider will provide technical assistance (3 pages max)

The assessments are available for pre and post assessment and aligned to NYSED and/or NYS Common Core Standards. The assessments were developed through a system of regional collaboration, coordinated by Madison-Oneida and Oneida-Herkimer-Madison BOCES. The assessments are comprised of multiple choice tasks in isolation or multiple choice tasks aligned to a passage or stimulus relative to the technical trade. Each item is aligned to the expectations of a well-defined competency or skill. Test results are differentiated by level and dependent on the curriculum used.

The assessments are administered during the school year. A user manual and a guide is provided to all districts for consistent assessment administration. Assessment banks are stored electronically on a secure site and are password protected.

After automated scoring of the pre-assessments by a non-integrated party, target charts are developed based on pretest data.

The assessment administration practice is guided by the NYSED Office of Assessment Policy, Development and Administration directions for administering Reading examinations. Exemplar materials are provided to districts as needed.

**Please provide an overview of how the assessment is used with SLOs for districts and BOCES, along with how student-level growth scores are aggregated to the create teacher-level scores, and how those teacher-level scores are converted to New York State's 0-20 metric.**

The assessments are administered for pre and post assessment and differentiated for each student according to their baseline performance targets. The percentage of students who met their targets is calculated to determine the teacher score, and applied to the approved HEDI scale. The practice of including as many students in a teacher's score is recommended.

**New York State Next Generation Learning Standards**

Please provide details on how the proposed supplemental assessment will be used with SLOs addresses each of the Next Generation Assessment Priorities below:

**Characteristics of Good Math Assessments (which are applicable to ELA and math assessments).**

**Assessments Well-Tightly Integrated with the Curriculum:**

Teachers in the region were used in developing the assessment and used the assessment in their practices to ensure a direct alignment into their program curriculum that integrates the assessment. Throughout the process of assessment development, teachers utilized instructional materials to ensure that the assessment is aligned with the curriculum in their classroom.

<p><b>Performance</b></p>	<p>students to demonstrate their understanding of technical concepts. The assessments are created to include real life scenarios to be analyzed in completing the assessment. These scenarios allow students to use their knowledge to arrive correct responses.</p>	
<p><b>Efficient Time Saving Assessment</b></p>	<p>The assessments are multiple choice and the timeframe is developed to ensure consistency across programs. Scantron sheets are utilized for scoring efficiency.</p>	
<p><b>Technology</b></p>	<p>Test banks are stored electronically on a secure secure site and are password protected. Scoring is completed utilizing Scantron software and results are displayed electronically.</p>	
<p><b>Degree to which model must differentiate across New York State's four levels of teacher effectiveness (and applicable to supplemental assessments):</b></p>		





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**APPLICANT CERTIFICATION FORM - ASSESSMENTS FOR NYS 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. DO NOT PERMITTS CHECKED SUBMIT 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 apply to a subject/grade level, alignment to research-based learning standards.	<input checked="" type="checkbox"/>
To the extent practicable, the assessment meets Standards of Educational and Psychological Testing.	<input checked="" 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 not a "traditional standardized assessment" as defined in Section 1.3 of this RFQ.	<input checked="" type="checkbox"/>
For assessments previously used under Education Law § 8012, the assessment results differentiated student-level performance. If the assessment has not produced differentiated results in prior school years, the new applicant assures that levels of differentiation are identified by equivalently constructed or scored assessment results that are not available.	<input checked="" type="checkbox"/>
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence is available by the end of each school year.	<input checked="" type="checkbox"/>
At the end of each school year, the applicant will submit and make available to the Department upon request, <sup>4</sup> assessment results and work samples for evidence of differentiated student-level results.	<input checked="" type="checkbox"/>

<sup>4</sup> Please note, pursuant to Section 2.3 of this RFQ, an assessment may be removed from the approved list if such assessment does not continue to meet one or more of the criteria for approval set forth in this RFQ.

