

STUDENT ASSESSMENTS  
AND ASSOCIATED GROWTH MODELS FOR  
TEACHER AND PRINCIPAL EVALUATION

FORM C

**PUBLICLY AVAILABLE SERVICES SUMMARY**

This form will be posted on the New York State Education Department's Web site and distributed through other means for all applications that are approved in conjunction with this RFQ to allow districts and BOCES

Sullivan BOCES K-12 Student Learning Objective Assessments were developed by committees of teachers through regional collaboration and coordination. BOCES CTE assessments were coordinated through the Office of CTE. All other assessments were coordinated through the Department of Instructional Support Services. The assessments are directly linked to NYSED Learning Standards in each area of the NYS Next Generation Standards. Pre and post assessments and all assessments are administered during one or two class periods during the school year, and post assessments are administered at the end of the school year. BOCES-developed assessments are password-protected, with the exception of the CTE assessments. CTE assessments are kept by the Office of CTE and are kept locked until the day of administration. Each district maintains its own administration and scoring process, and technical support and user training are provided as needed through the Department of Instructional Support Services. Districts follow protocols, data collection and analysis, curriculum level deployment, assessment development and Common Core professional development. All assessments are implemented following the criteria used for the administration of the New York State Assessment System. Administration of Regents Examinations.

Please provide an overview of the student-level information that is aggregated to the district level and converted to New York State metrics.

Pre and post assessments are aligned to the classroom teacher assigns a differentiated target for each student that is based on baseline performance. Each student will either meet or not meet his/her individual target. The percentage of students that meets the target is calculated for each teacher. Using the two data points of the pre and post assessments, the district calculates the HPIV score for each teacher by dividing the number of students meeting the target by the total number of students per teacher. The HPIV score is converted to the New York State 1-20 metric in accordance with the New York State Education Law 2019.

**New York State Next Generation Assessments**  
Please provide details on the assessment used with SLOs addresses each of the Next Generation Assessment Principles:

<p><b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b></p>	<p>Good ELA and Math Assessments are aligned with the NYS Next Generation Learning Standards. Assessments are regionally and locally developed and assess the content and qualities of the standards and the goals of the teacher. Assessments are designed to be a fluid experience for the student.</p>
<p><b>Assessments that are aligned with the Curriculum:</b></p>	<p>Assessments are aligned with the NYS and Next Generation Learning Standards. Assessments are regionally and locally developed and assess the content and qualities of the standards and the goals of the teacher. Assessments are designed to be a fluid experience for the student.</p>
<p><b>Performance Assessment:</b></p>	<p>Performance assessments are used to assess students through authentic tasks to the course, to assess students through authentic tasks to the course.</p>
<p><b>Efficient Time-Saving Assessments:</b></p>	<p>Assessments are designed to be administered in one class period. The use of two class periods is acceptable to enable testing accommodations for special education students.</p>

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assessment	



STUDENT ASSESSMENT  
TEACHER AND PRINCIPAL EVALUATION

APPLICANT CERTIFICATION FORM

LEARNING OBJECTIVE

Please read each of the items below and check the appropriate box to ensure the fulfillment of the technical criteria.

PLEASE SUBMIT ONE FORM FOR EACH LEARNING OBJECTIVE. APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

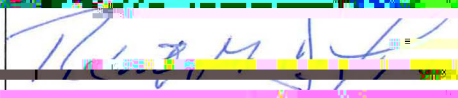

The applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to New York State Learning Standards or, in instances where there are no standards, it is aligned to the subject/grade level, alignment to relevant standards of Educational and Psychological Testing	
The assessment can be used to measure one year's expected growth for individual students.	
For K-2 assessments, the assessment is not defined in Section 100.130 of this title.	
For assessments previously used under Education Law § 3012 (3), the absence of differentiated student results in prior school years, the applicant assures that the lack of differentiation is justified by equivalently consistent student results.	
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results that the evidence will be available by the end of each school year.	
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student level results to be submitted to the Department of Education.	

<sup>4</sup> Please note, pursuant to Section 2.2 of this PEO, an assessment may be removed from the approved list if such assessment does not comply with one or more of the criteria for approval set forth in this PEO.



To be completed by the C  
proposed and where

Sullivan BOCES	
1. Name of Organization (please PRINT / TYPE)	
Dr. R. [unclear] [unclear]	
2. Name of Authorized Representative (please PRINT / TYPE)	
Director Superintendent	
3. Title of Authorized Representative (please PRINT / TYPE)	

1. Name	
2. School representative	

