



**STUDENT ASSESSMENT  
AND ASSESSMENT DEVELOPMENT  
TEACHER AND PRINCIPAL EVALUATION FORM C**

**PUBLICLY AVAILABLE SERVICES**

This form will be posted on the New York State Education Department's website and distributed through the Statewide Procurement System for all annual RFQ to allow districts and ROCES to understand proposed offerings in advance of directly contracting.

Name of Assessment Provider: <b>Bronwood Group</b>	
Assessment Provider Contact Information:	
Name of Assessment:	Developed Course: <b>SECS</b>
Nature of Assessment:	LEARNING OUTCOMES WITH TARGET SETTING MODEL OR  <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-FUNCTIONAL MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILE <input type="checkbox"/> PROJECTION MODELS <input type="checkbox"/> VALUE ADDED MODELS <input type="checkbox"/> OTHER:
What are the grade(s) for which the assessment generate a 0-20 APPR score?	Grades K-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA/MATH, Science, Social Studies, Music, EL, N/A, Business, Technology, Life Skills, Health
What are the technology requirements associated with the assessment?	Computer, Internet
Is the assessment available, either for free or through purchase, to other districts in New York State?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

<p><b>Please provide an overview of the structure of the assessment, including any technical assistance provided to the assessment provider(s) implementing the assessment.</b></p> <ul style="list-style-type: none"> <li>A description of the assessment.</li> <li>A description of how the assessment is administered.</li> <li>A description of how the assessment is scored.</li> <li>A description of how the assessment is used.</li> <li>A description of how the assessment is reported.</li> <li>A description of how the assessment is reviewed.</li> <li>A description of how the assessment is updated.</li> </ul>	<p>Description: pre and post assessments are directly aligned to either the NYS Standards in the subject area or to the NYS Common Core Standards. Assessments mirror metrics provided in the NYS assessments.</p> <p>How administered: administered in an allotted time appropriate for the grade level/assessment at the beginning of the course and again at the conclusion of the course. Test modifications are provided for students with disabilities.</p> <p>How scored: accessible to teachers and administrators.</p> <p>How implemented: assessments are implemented using the same criteria found in the Examination Administration documents from NYSED. All exams are secured.</p>
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<p><b>Please provide an overview of the structure of the assessment, including any technical assistance provided to the assessment provider(s) implementing the assessment.</b></p>	<p>SLOs for districts and PGCES along with how student level or other scores are aggregated to a course level or school level, and how these scores are converted to New York State's 0-26 metric.</p> <p>Baseline data (including Special Education and New Language Learner classifications), historical data, prior performance and course level expectations, and state proficiency levels (i.e., passing and mastery) are used collaboratively to establish rigorous targets consistent with one year of expected growth. The percent of students in a target score of 0-10 is calculated that will meet the target score will be converted to the current New York State 0-26 metric and assigned a H-E-I rating for student performance.</p>
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<p><b>New York State Next Generation Assessment Priorities</b></p> <p>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.</p>	
<p><b>Characteristics of Good ELA and Math Assessments:</b></p> <p>applicable to ELA and math assessments):</p>	<p>The assessments reflect adherence to the Common Core</p>
<p><b>Assessments Within Rigor of the Curriculum:</b></p>	<p>Assessments are rigorously developed and assess both the content and priorities of the curriculum taught. Even though they are generally summative, they reflect the day-to-day academic go</p>
<p><b>Performance Assessment:</b></p>	<p>Whenever possible, students complete authentic tasks. However, it is difficult to do this for all subjects based on limited resources and the regulations regarding scoring assessments</p>
<p><b>Efficient Time-Saving Assessments:</b></p>	<p>Except for pre and post assessments, assessments are administered in a single or double period.</p>
<p><b>Technology:</b></p>	<p>Examples</p>

Degree to which  
method must be  
used  
to  
assess



STUDENT ASSESSMENTS FOR  
TEACHER CANDIDATE Licensure



APPLICANT CERTIFICATION FOR  
LEARNING OBJECTIVES

Please read each of the items below and check the corresponding box in the column to the right of each technical criterion.

PLEASE SUBMIT ONE FORM FOR EACH LEARNING OBJECTIVE. YOU WILL BE REQUIRED TO SUBMIT SEPARATE FORMS.

The Applicant makes the following assurances:

Assurance	Check each
The assessment is aligned to the State Learning Standards or, in instances where subject matter is not specifically defined by the State Learning Standards,	Y <input checked="" type="checkbox"/>
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Testing Practices.	Y <input checked="" type="checkbox"/>
The assessment can be used to measure one year's expected student learning.	Y <input checked="" type="checkbox"/>
For K-2 assessments, the assessment must be "Unidimensional Standardized Assessment" as defined in Section 7.3 of this RFQ.	Y <input checked="" type="checkbox"/>
If the assessment has previously been used and differentiated student level performance, the assessment has not produced differentiated results in prior school years, the applicant assures that the lack of differentiation by equivalently consistent student results is due to other measures of student achievement.	Y <input checked="" type="checkbox"/>
For each assessment, the applicant will develop a plan for collecting evidence of differentiated student results available by the end of each school year.	Y <input checked="" type="checkbox"/>
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student level results and provide such evidence to the Department upon request.	Y <input checked="" type="checkbox"/>

Please note, pursuant to Section 2.3 of this RFQ, you must list if each item is completed with one of the following options:

To: Brentwood WFSB  
being provided to at: where

Brentwood WFSB

1. Name of Organization (PLEASE PRINT/TYPE)

Paul Nolan

2. Name of Authorized Representative (PLEASE PRINT/TYPE)

Director of Funded Programs

3. Title of Authorized Representative (PLEASE PRINT/TYPE)

[Signature]

Date Signed: 1/18/16

Brentwood WFSB

1. Name of LEA (PLEASE PRINT/TYPE)

Paul Nolan

2. School Representative (PLEASE PRINT/TYPE)

Director of Funded Programs &

3. Title of School Representative (PLEASE PRINT/TYPE)

[Signature]

Date Signed: 1/18/16