PUBLICLY AVAILABLE SERVICES SUMMARY

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means for all applications that dro... p... ...s that are unproven in conjunction ... with the DEPTHX ...
understand ...
further procurements.

Assessment Provider Information	
Name of Assessment Provider:	Oswego County BOCES Center for Instruction, Technology and Innovation (CiTi)
Assessment Provider Contact Information:	...Layton, Roseann ...Bavne: rbayne@oc... ...es.org 315 ...963-4...
Name of Assessment	CiTi BOCES Regional Common Core Assessments
	• Science Grades 6-8
	• Environmental Sci...
	• Living Environment: Elective 9-12
	• Earth Science: Elective 9-12
	• Integrated ...
	• Integrated Science: Welding
	• Integrated Science: Advanced ...
	• Manufacturing ...
	• Integrated Science: Heavy Equipment
	• Integrated Science: Culinary Arts
	• Global Studies: Grades ... Grade 9
	• Advanced Metal Man...
	• New Visions: Health Professions
	• New Visions ...
	• New Visions: Specialized Careers
	• Activities of Daily ...
	• American Sign Language
	• Physical Education: Elementary
	• Physical Education: Middle Level ...
	• Physical Education: High School
	• Health ...

Nature of Assessment:	[X] ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVE WITH A TARGET-SETTING MODEL; OR

[ ] SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:
   [ ] GAIN SCORE MODEL
   [ ] GROWTH TO PROFICIENCY MODEL
   [ ] STUDENT GROWTH PERCENTILES
   [ ] PROJECTION MODELS
   [ ] VALUE-ADDED MODELS
   [ ] OTHER: |
| What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score? | Middle School Science Assessment grades 6-8
Credit-Bearing Science Elective grades 9-12
CTE Integrated Social Studies Assessments grades 9-12
Advanced Metal Manufacturing grades 9-12
New Visions Assessments grades 9-12
Activities of Daily Living grades 9-12
American Sign Language grades 9-12
Physical Education grades 1-12
Health grades 9-12 |
| What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score? | Science, CTE, CDL, World Study, Physical Education, Health |
| What are the technology requirements associated with the assessment? | None required, although some subject areas are converting their assessments to computer-based administration. |
| Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State? | [X] Yes

[ ] No |

Please provide an overview of the assessment to districts and BOCES. Please include:
- A description of the assessment;
- A description of how the assessment is administered;
- A description of how scores are reported (include links to sample reports as appropriate);
- A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance. (Pages may)

Teachers at CiTi have diligently crafted and monitored their subject-based assessments for SLO purposes for the past three years. The assessment creation and approval process includes several steps that are revisited each assessment cycle. The majority of the assessments utilize multiple-choice questions but questions of varying structural function types such as constructed response and matching are utilized on a more limited basis.

1. All CiTi-developed assessments begin with required training sessions in assessment writing. The training includes instruction on validity, unity, reliability, followed by instruction in the best practices in how to construct valid and reliable questions in addition to details like how to write good directions, font, font size, how to include charts and graphics, etc. Teachers are also trained in how to create an Assessment Blueprint. (A example of an Assessment Blueprint is attached in the "Attachment A1.")

2. The Assessment Blueprint is used as follows: a. Developers must align each assessment question to the learning standard the question is measuring. b. Each question is evaluated to determine where it falls on Bloom's Taxonomy, or Webb's Depth of Knowledge. c. The entire assessment is evaluated using an online reading level inventory system to verify the reading level of the assessment. d. Assessments go through a peer proofreading process. e. Developers "field test" the assessment with peers to see how long it takes an adult to complete the assessment and then they adjust their predicted student test-taking time accordingly. f. The developers must determine the percentages related to standards measured, question type and rigor. g. At this point the assessments, answer keys and corresponding assessments are submitted for review/proofreading by the Assistant Superintendent for Instruction (ASI).

3. The ASI has conversations with the Teacher Teams and then evaluates, proofreads and makes changes to the assessments as necessary. All final approval and final edits of assessments are completed by the ASI.

4. The ASI makes copies and packages all assessments. Assessment formatting is available in large print and audio formatting.

5. The ASI delivers assessments to the administrators, who store the assessments in their safes/vaults.

6. Assessments are administered within a date-reviewed procedure. The teacher and additional staff member administer the assessments.

7. Assessments are scored by certified teachers who are not the teacher of record of the assessment.

8. Any writing assessments include answers that are written at various levels of performance.

9. The scores from each assessment are entered into a spreadsheet by a combination of curriculum coordinators, counselors and district administrators.

10. The spreadsheets are then utilized to determine the teacher's SLO score based upon the SLO targets that were set in the Fall.

11. All SLO's are stored electronically in our APPR management system and scores are calculated through the management system.

12. SLO scores are then verified by each administrator.

Please provide an overview of the student level growth model or targets utilized using SLOs for districts and BOCES, along with how student level growth scores are aggregated to the create teacher-level scores, and how the teacher-level scores are converted to New York State's 0-20 districts.

Teachers suggest targets for a minimum of one year of growth on the assessments after evaluating multiple measures of previous and current student achievement. This evaluation takes place during the first 6-8 weeks of school using data such as students' previous achievement in similar courses, students' reading level, students' achievement on available standardized testing, student's progress on assessments that have taken place in the course during the first few weeks of class, etc. These targets also take the following characteristics into consideration: poverty and students with disabilities status. Teachers collaborate with their Lead Evaluator/Administrator to determine individual targets for each student. The final SLO's are set by the Assistant Superintendent for Instruction as the District Superintendent's Designee. SLO targets are set generally by October 31st each year.

In accordance with 3012-d CITI DOCES calculates the percent of students meeting their target within each SLO and then their scores the SLO mean in accordance with the standardized HEDI table as prescribed by NYSED resulting in a score between 0-20.

New York State Next Generation Assessment Priorities	
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.	
Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	N/A
Assessments Woven Tightly Into the Curriculum:	The Assessment Blueprint Process described above assists in ensuring that these assessments reflect the course curriculum with integrity. Additionally, after administration of the assessments, student's achievement is measured and re examined through item analysis which each teacher must review before redeveloping/updating the assessments for the next school year.
Performance Assessment:	There is some performance developed CTE assessments as students must apply their knowledge to real-life scenarios in the CTE science and Advanced Metal Manufacturing Assessments. Example: use of a math problem to make steel calculations for use in a Plasma Cutter Scenario
Efficient Time-Saving Assessments:	Several of our assessments in the Special Education Department embed standards from multiple content areas (i.e. can Global 9 assessment assesses a student's writing using a rubric that is used universally in the school). Therefore, although it is a Global 9 assessment the results of the writing portion can be used to inform instruction in any content area. This also allows for the usage of one assessment to serve as a guide towards goal setting for the next school year in more than one content area.
Technology:	We are currently working to pilot assessments in an online format during the next school year.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A

APPLICANT CERTIFICATION FORM – ASSESSMENTS FOR USE 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 H" FOR EACH APPLICANT. CO-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 the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade, identifies alignment to research-based learning standards.	X ☐
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	X ☐
The assessment can be used to measure one year's expected growth for individual students.	X ☐
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	X ☐
For assessments previously used under Education Law 3012-c, the assessment results in differentiated student level performance. If the assessment has not produced differentiated results in prior school years, the applicant assures that the lack of differentiation is justified by equivalently, consistent student results stated on other measures of student achievement.	X ☐
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 will be available by the end of each school year.	X ☐
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request.[2]	X ☐

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[2] Please note, pursuant to Section 2.3 of this RFQ, 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 RFQ.

Oswego County BOCES (Center for Instruction, Technology and Innovation: CiTi)	
1. Name of Organization	4. Signature of Authorized Representative
Roseann Bayne	6/5/2016
2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
Assistant Superintendent	
3. Title (PLEASE PRINT/TYPE)	

Oswego County BOCES (Center for Instruction, Technology and Innovation: CiTi)	
1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE BLUE INK)
Roseann Bayne	
2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
Assistant Superintendent	
3. Title of School Representative (PLEASE PRINT/TYPE)	