



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



PUBLICLY AVAILABLE SERVICES SUMMARY

This form will be posted on the New York State State Education Department's Web Site and distributed through other means for all applications that are responding to an invitation with this RFQ to allow districts and BOCES to understand responses of interest in advance of directly contacting Assessment Providers regarding potential services.

Assessment Provider Information	
Name of Assessment Provider:	CCSD Developmental Services
Assessment Provider Contact Information:	778 Ocean Ave Bohemia, NY 11710
Name of Assessment:	CCSD developed course specific assessments
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET 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 PRACTICES <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 6 through 12 for non-state assessment courses
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Science and Social Studies courses that do not end in a state exam
What are the technology requirements associated with the assessment?	Calculator for some science exams
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

Please provide an overview of the assessment for 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 any NYS standards as appropriate);
- A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance. (3 pages max)

- Description: Assessments are directly linked to either NYS Standards for the subject area or NYS Common Core Standards. Assessments mirror models provided in NYS assessments.
- How administered: End of year assessments are done during a two-hour block at the end of the school year.
- How scores are reported: Scores are reported through our student information system.
- How implemented: All exams are kept in a secure location until the day of administration. Assessments are administered by teachers and do not require any technical assistance.

Please provide an overview of the student-level growth model or target setting model for SLOs for ELA and Math. How do you align student-level growth scores or aggregated to the current teacher-level scores and how are these teacher scores converted to New York State's 0-20 metric.

Targets are based on the prior year's scores for the same student. Students are expected to achieve the same level as they did on the prior assessment. At least 80% of the students are expected to have met their target. The percentage of students that met their target are calculated to calculate teacher scores. Teachers with percentages from 90-100% are 12-18 20 points, 75-89% are 11-17 points, 60-74% are 10-15 points, 45-59% are 9-14 points, 30-44% are 8-13 points, 15-29% are 7-12 points, 0-14% are 6-11 points.

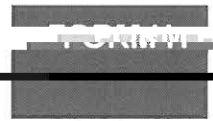
New York State Model Regarding Assessment Rationale

Please provide a rationale for how the proposed assessment model used with SLOs addresses each of the Next Generation Assessment Priorities below.

<p>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</p>	
<p>Assessments woven tightly into the Curriculum:</p>	<p>Assessments are woven into the curriculum by providing both formative and summative throughout the year. Assessments can be a variety of modalities including observations and conferences.</p>
<p>Performance Assessment:</p>	<p>Performance assessments are strongly emphasized in areas where both the process and final product are valued equally. These assessments are extremely valuable in the performing arts, art, physical education, etc.</p>
<p>Efficient Time-Saving Assessments:</p>	<p>As mentioned in the second section above many assessments can be quick and easily incorporated into observations.</p>
<p>Technology:</p>	<p>Technology can be used depending upon the resource outline and requirements.</p>
<p>Diagnose within the current model must differentiate across New York State's 500 levels of teacher effectiveness (only applicable to supplemental assessments):</p>	



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**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, meaningful and 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 must have been developed by the State Standards of Educational and Psychological Testing.	<input type="checkbox"/>
The assessment can be used to measure content expected of 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 §3012-c, the assessment results in differentiated student-level performance. If the assessment has not been differentiated in prior school years, the applicant assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	<input checked="" type="checkbox"/>
For assessments not previously used in a school year, 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.	<input type="checkbox"/>
At the end of each school year, the applicant will provide evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request.	<input checked="" type="checkbox"/>

³ Please remove pages 20 and 21 of this RFQ and assessment materials removed from the approved list if such assessment does not comply with one or more of the criteria above.

To be completed by the LEA or District being proposed and, where necessary, the co-applicant LEA.

Connetquot Central School District 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of LEA Representative (PLEASE USE BLUE INK)
Lynda G. Adams 2. Name of LEA Representative (PLEASE PRINT/TYPE)	10/26/2015 3. Date Signed
Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	

Connetquot Central School District 1. Name of LEA (PLEASE PRINT/TYPE)	 4. Signature of School Board Representative (PLEASE USE BLUE INK)
Lynda G. Adams 2. School Representative's Name (PLEASE PRINT/TYPE)	10/26/2015 3. Date Signed
Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	