



**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 public website. This form is intended to provide all applicants that are approved in conjunction with this RFQ to allow districts and BOCES to understand proposed offerings in advance of directly contacting Assessment Providers.

<b>Assessment Provider Information</b>	
Name of Assessment Provider:	Eastern Suffolk BOCES
Assessment Provider Contact Information:	15 Andrea Road Hollbrook, NY 11744
Name of Assessment:	
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE IN 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 POINT TO POINT MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILES <input type="checkbox"/> PROJECTION MODEL <input type="checkbox"/> VALUE ADDED MODEL <input type="checkbox"/> OTHER:
What are the grade(s) for which you will generate a 0-20 APPR score?	Grades 9-12 for courses that do not culminate in a state exam.
What are the subject area(s) for which the assessment will be used to generate a 0-20 APPR score?	All subject areas listed in Form R1 that do not culminate in a state exam.
What are the requirements associated with the assessment?	with a student's
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

<p><b>Please provide an overview of:</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 scores are reported (include links to sample reports, if appropriate);</li> <li>• A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance (3-5 minutes max)</li> </ul>	
<p>Assessments are directly linked to National CTE Common Core Standards for subject area and Common Core Standards. It includes a written and practical skills assessment in each content area.</p>	
<p>The Assessments are administered during the student's time in the program.</p>	
<p>Scores are reported through our student management system.</p>	
<p>Practical assessments are graded by industry professionals from outside the school system.</p>	

<p><b>Please provide an overview of the student-level:</b></p> <p>SLOs for districts and BOCES, along with how student-level growth scores are aggregated to create teacher-level scores, and how those are converted to New York State's 0-20 metric.</p>	
<p>Assessments are directly linked to National CTE Common Core Standards for subject area and NYS Common Core Standards. It includes multiple written and/or practical skills assessments in each content area.</p>	
<p>Targets are set for each student to achieve a passing score based upon their performance on their most recent ELA assessment. The percentage of students that met their target are calculated to determine teacher scores, accounted for in the teacher's SLO and are applied to the approved HEDr scale.</p>	

<p><b>New York State Next Generation Assessment Priorities</b></p> <p>Please provide detail on how the proposed supplemental assessment process will be aligned with CTE SLOs addresses each of the Next Generation Assessment Priorities:</p>	
<p><b>Characteristics of Good Math Assessments (only applicable to FLEA and math assessments):</b></p>	<p>Good ELA and math assessments are directly tied to the NYS Common Core Standards.</p>
<p><b>Assessments Woven Tightly into the Curriculum:</b></p>	<p>The assessments are seamlessly administered in conjunction with class instruction, the goal of the teacher, and NYS Common Core Standards.</p>
<p><b>Performance Assessment:</b></p> <p><b>Efficient Time-Saving Assessments:</b></p>	<p>Performance Assessments are constructed and reflective skills required to be successful in industry. Written assessments are multiple choice and allow for students to demonstrate their prior knowledge and understanding. An administration index is developed to ensure consistency across the programs. A combination of scantron devices and coding will be utilized to maximize efficiency.</p>
<p><b>Technology:</b></p>	<p>Technology and adaptive devices can be used in accordance with the student's IEP.</p>

Degrees to which  
models must align with  
New York State  
teacher standards  
applicable to supplemental  
assessments



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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 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 level, alignment to research-based learning standards.	<input checked="" type="checkbox"/>
To the extent practicable, the assessment must be aligned to the 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 type="checkbox"/>
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" defined in Section 1.3 of this RFQ.	<input checked="" type="checkbox"/>
For assessments previously used in Education Law § 3020a, the assessment has produced 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 inconsistent student results based on a measure of student achievement.	<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 that the evidence will be available by the end of each school year.	<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 will provide evidence to the Department upon request.	<input checked="" type="checkbox"/>

<sup>3</sup> Please note that any assessment that does not comply with one or more of the criteria for approval set forth in this RFQ 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.

To be completed by the Copyright Owner/Assessment Representative of the...  
being presented...

Eastern Suffolk BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	 (PLEASE PRINT/TYPE)
Leah Arnold 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	 (PLEASE PRINT/TYPE)
Director, Career, Technical and Adult Education 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	4 Gilpin St, Suffolk, VA 23434 (540) 624-2111
2. School Name (PLEASE PRINT/TYPE)	
3. Title of School Representative (PLEASE PRINT/TYPE)	