

STUDENT ASSESSMENT
AND ASSOCIATED GROWTH MODELS FOR
TEACHER AND PRINCIPAL EVALUATION

PURPOSE

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 to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Information	
Name of Assessment Provider:	Fishers Island Union Free School District
Assessment Provider Contact Information:	78 Greenwood Fishers Island, New York 06269
Name of Assessment:	
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR CORE 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 PERCENTILES <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 K-2, 6-12 Grades K-2 FLA and Math Combined Score Grades 6-12 for courses that do not culminate in a state exam, checked and listed on Form B
What are the subject area(s) for which the assessment will be used to generate a 0-20 APPR score?	All subject areas and all other non Regents courses
What are the technology requirements associated with the assessment?	Calculators for math and 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 (and include links to sample reports as appropriate);
- A description of how the assessment provider supports implementation of the assessment.

- **Description:** Assessments are directly linked to either NYS Standards for the subject area or NYS Common Core Standards. Assessments mirror models provided in the assessments.
- **How administered:** Each assessment is administered in a one or two day window at the beginning of the school year. Year end assessments are administered in either a two or three hour window over one day at the end of the school year.
- **How scores are reported:** Scores are reported through our student information system.
- **How implemented:** All assessments are implemented using the same criteria as outlined in the Examination Administration Documents that accompany the assessments. All Regents exams. All exams are kept secure until the day of administration.

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

At the beginning of the year students are given a pre-assessment which is a shortened version of the year-end assessment. Targets are set for each student to achieve a target score on the exam. The percentage of students that met their targets are calculated to calculate teacher scores. At least 65% of the students are expected to have met the target change between the pre-assessment and the year-end assessment. Historical assessment data will be used to adjust the 65% and historical academic data will be used to set targets for students in relation to attendance, SWD, ENL and economically disadvantaged. Teachers with percentages from 85-100 are 18-20 points, 75-84 are 17 points, 65-84 are 15 points and below 50 are 1 (0-12 points)

New York State Next Generation Assessment Priorities

Please provide detail on how the proposed supplemental assessment or assessments to be used with SLOs address 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>Good ELA and Math assessments are directly tied to the NYS Common Core Standards. They mirror many of the exemplars found in the modules and lessons on Engage NY.</p>
<p>Assessments Woven Tightly Into the Curriculum:</p>	<p>Assessments are woven into the curriculum by imbedding both formative and summative throughout the year or semester. Assessments can be very informal in nature such as using running records or observing student reading or through sprints and fluencies.</p>
<p>Performance Assessment:</p>	<p>Performance assessments are strongly encouraged in all areas where both the process and final products are valued equally. These 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 easy through logs and observations.</p>
<p>Technology:</p>	<p>Technology can be used depending upon the course outline and requirements.</p>
<p>Degree to which the growth model must differentiate across New York State's four levels of</p>	

teacher effectiveness (only
assessments)

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**APPLICANT CERTIFICATION FORM – ASSESSMENTS FOR USE WITH
LEARNING OBJECTIVES**

Please read each section of this form and check the corresponding box in the column to the right.

PLEASE PRINT IN ALL CAPS.
SEPARATE FORMS.

The applicant certifies that:

Assurances	Yes	No
The assessment is grounded in standards or in instructional practices that apply to a subject/grade level aligned to research-based learning standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To the extent practicable, the assessment complies with the Standards of Educational and Psychological Testing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The assessment can be used to measure ongoing or expected growth for individual students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For K-2 assessments, the assessment is not a Test of Basic Skills as defined in Sections 110 of this title.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For assessments previously used under 501, the applicant has differentiated student level performance. If the assessment was previously used, results 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"/>	<input type="checkbox"/>
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student level performance available by the end of each school year.	<input checked="" type="checkbox"/>	<input 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 such evidence to the Department.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

⁴ Please note, pursuant to Section 501(b)(3)(D), an assessment used for evaluation purposes must be approved by the Department. If such assessment does not comply with one or more of the criteria for approval set forth in

To be completed by the

Fishers Island Union Free School District 1. Name of LEA (PLEASE USE BLUE INK)	V. J. ... PLEASE USE BLUE INK
Karen Lois Marie Goodwin 2. Name of Authorized Person (PLEASE PRINT/TYPE)	10/20/15
Superintendent 3. Title of Authorized Person (PLEASE PRINT/TYPE)	

Fishers Island Union Free School District 1. Name of LEA (PLEASE USE BLUE INK)	V. J. ...
Karen Lois Marie Goodwin 2. School Representative's Name (PLEASE PRINT/TYPE)	10/20/15
Superintendent 3. Title of School Representative (PLEASE PRINT/TYPE)	