

Description: Pre and Post Assessments are administered, planned or other than the NYS Standards for the subject area or to the NYS Common Core Standards. Assessments are not to be administered on the NYS assessments.

How administered: Administered in single or double periods during the first week of school. Test mods are provided to students in a differentiated setting.

How scores are reported: Scores are reported on the SLO data sheets that are shared with administrators. Scores may be placed on School Tool, our student management system.

How implemented: Assessments are implemented in accordance with the standards for the Examination Administration documents from NYSED. All exams are secured until administration day.

Please provide an overview of the student-level growth model or target setting model for SLOs for districts and how those scores are aggregated to the state teacher-level scores, and how those teacher-level scores are converted to New York State 5-20 targets.

At the beginning of the year, students are given an initial assessment which contains questions from the course. Targets are set for each student. Their targets are based on a variety of data points to include student's previous grades, NYSED test scores, attendance, and discipline history as baseline data. Teachers set growth targets for performance on end of course summative assessment. Targets for all growth targets are 10-12% (0-12) of students meet SLO target (18-20), Effective: 75%-89% of students meet SLO target (15-17), Developing: 60%-74% of students meet SLO target (13-14), ineffective 3-33% of students meet SLO target (0-12)

How Your State Must Incorporate Assessment Practices	
Please provide detail on how the pre-proposed summative state assessment and assessment are used with SLOs or other ends of the year summative assessments. Details include:	
Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	Aligned based on NYSED standards
Assessments Woven Tightly Into the Curriculum:	Reviewed by administrators to ensure alignment. Assessments are directly 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 goals of the teacher.
Performance Assessment:	Whenever possible, students are asked to perform authentic tasks. However, it is difficult to do this for all subjects based on limited resources and the regulations regarding scoring assessments.
Efficient Time-Saving Assessments:	Year-end performance based assessments assessments are administered in one period and double period.
Technology:	Examples used are air rights, Flipbooks, and using computers
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to summative assessments):	



**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION**

FORM 1

**APPLICANT CERTIFICATION OF ASSESSMENT STANDARDS 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 PER SET OF EACH APPLICANT CATEGORY. YOU SHOULD SUBMIT SEPARATE FORMS.

The Applicant makes the following assurance(s):

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 in the subject or subject/grade level, alignment to research-based learning standards.	<input checked="" type="checkbox"/>
To the extent practicable, the assessment meets the standards defined by the Standards of Educational and Psychological Testing.	<input checked="" type="checkbox"/>
The assessment can be used to measure one year's expected growth in individual students.	<input checked="" type="checkbox"/>
For K-2 assessments, the assessment is an individual standardized assessment as defined in Section 1.3 of this RFQ.	<input checked="" type="checkbox"/>
For assessments previously used in teacher/principal evaluation, if 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 based on other measures 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 such 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 such evidence to the Department upon request.	<input checked="" type="checkbox"/>

³ 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 the criteria for approval set forth in this RFQ.

To be completed by the Copyright Owner
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Liberty Center School District 1. Name of Organization	 (PLEASE USE BLUE INK)
Dr. William Silberstein 2. Name of Authorized Representative PRINT/TYPE	01/28/16 01/28/16
Superintendent of Schools 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE BLUE INK)
2. School Name (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of School Representative (PLEASE PRINT/TYPE)	