





,QGLYLGXDO 6FRUH 5HLSRHWVFRUHV IRU HDFK VWDQGDUG RQ  
DQG HDFK SHUIRUPDQFH MRE DV ZHOO DV D WRWDO VFRUH D  
VWDWH DQG QDWLRQ 3UH DQG SRVW WHVW VFRUHV DUH S  
WHVWV DUH DGPLQLVWHUHG  
\*URXS 6FRUH 5HLSRHWVFRUHV IRU D WHVW JURXS LQ D V  
VFRUH IRU HDFK VWDQGDUG DQG SHUIRUPDQFH MRE DV ZH  
SDUWLFLSDQW  
\$QDO\VLV RI 6FRUH 5HLSRHWVFRUHV IRU XPHIXO FRPSDUDWLYH GDWD IR  
FRQFOXVLRQV DERXW WKH DVVHVPHQW UHVXOWV \*URXS  
LQFOXGHG IRU VWDQGDUGV DQG SHUIRUPDQFH MREV DV ZH  
&RPSHWHQF\ 5HLSRHWVFRUHV LQIRUPDWLRQ DQG VFRULQJ GDWD  
FRPSHWHQFLHV DQG EPĐĐ • 5J EPŌ@`°L@ WJ DP•1D™€@`CEPŌ F`





VFRUH DWDDLQPHQW 6R LI RQH SHUFHQWDJH LV ORZHU WKH R  
EDODQFH WKH ILQDO UDWLQJV \$OVR WKHVH FRPSXWDWLRQV DU  
WUDQVSDUHQW EHFDXVH LW LV HDV\ WR XQGHUVWDQG

7KLV IRUPXOD FDQ EH VHHQ WR VWDWLWVWLFDOO\ SHQDOL]H SRR  
ZLWK WKH XOWLPDWH DLP +RZHYHU LW PD\ XQIDLUO\ SHQDOL]  
RI SUH H[LVWLQJ LVVXH VR LW LV LPSRUWDQW WR NQRZ IRU H[  
(// RU ,(3 VWXGHQWV WKDW PD\ DFFRXQW IRU WKH VFRUH DQG P

1RWH WKDW WR XVH WKLW SURFHVV ~~DOX DIS SERLFD EDO SIU HZHVRU D~~  
SRVWWHVW DV WKLW LV WKH EDVLV IRU WKH JDLQ VFRUHV :KHO  
VFRUH IRU WKH WHVW V ILUVW \HDU VR RQO\ WKH JDLQ VFRUHV  
YDOXH

1HZ <RUN 6WDWHDWLRQ* \$OHHVVPHQW 3ULRU 3OHDVH SURYLGH GHWDLOV RRG RZHQND \$FRUGDUGV XVHG ZLW DGGZHVHV HDFK RI WKH 1H[W *HQHUDWLRQ \$	
&KDUDFWHULVWL\$VDQ 0DWS\ VHVVPHQW DSSOLFDEOH WR (/ \$ DVVHVVPHQWV	1\$
\$VVHVVPHQWV :RYH ,QWR WKH &XUULFX	\$VVHVVPHQWV DUH ZRYHOHLFQRFFH 3URJUDP FXUULFXOXP E\ YLUWXH ZKLFK GHWDLOV WKH VWDQGDUGV FRPSHWQFLHV WKDW DUH DVVHVV FUHGHQWLDQV DUH DYDLODEOH D\ <u>KWWS_ZZZ_QRFL_R:KHOXKISULQ</u> VHOHFWV WKH VXLWDEOH DVVHVVI WKH VWDQGDUGV DQG FRPSHWQF FRUHVSRQG WR WKH SURJUDP FX VWXGHQWV DW HVVHQJRQ FRQWHQ



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3OHDVH UHDG HDFK RI WKH LWHPV EHORZ DQG FKHFN WKH FRUUHVSR  
WHFKQLFDO FULWHULD

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7KH \$SSOLFDQW PDNHV WKH IROORZLQJ DVVXUDQFHV

\$VVXUDQFH	&KHFN HDFK E
7KH DVVHVVPHQW LV ULJRURXV PHDQLQJ WKDW LW VWDQGDUGLQVWDQGLQHV ZKHUH WKHUH DUH QR VXFK O VXEMHFW JUDGH OHYHO EDVLH QPHQW QLRJ WWHDDUGFKUG	—
7R WKH H[WHQW SUDFWLFDEOH WKH DVVHVVPHQW P 6WDQGDUGV RIDQ&FWERROJLFDO 7HVWLQJ	—

7KH DVVHVVPHQW FDQ EH XVHG WR PHDVXUH RQH \



The Conv... Owner/Assessment Representative of the assess...

1. Name

2. Title

3. Organization

4. Signature

PLEASE PRINT

4. Signature of Authorized Representative

(PLEASE USE BLUE INK)

PLEASE PRINT

5. Date Signed

PRINT/TYPE

DECLARATION OF AUTHORITY

1. Name

2. Title

3. Organization

4. Signature

5. Date

DECLARATION OF AUTHORITY

1. Name

2. Title

3. Organization

4. Signature

5. Date

DECLARATION OF AUTHORITY

Assessment Provider Information	
Name of Assessment Provider:	NOI
Assessment Provider:	Hdi Speese
Name of Assessment:	See Attached List
Nature of Assessment:	<input type="checkbox"/> ASSESSMENT FOR STATE WITH STUDENT EARNING BCS WITH TARGET SETTING DEL ; <input type="checkbox"/> SPPEENTIALASSESSMENT MAN ASSISTED MODEL <input type="checkbox"/> AN SEE DEL <input type="checkbox"/>





activities that occur before, during, and after testing and include demonstrations of the online management and administration systems.

**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 create teacher-level scores, and how those teacher-level scores are converted to the New York State's 0-20 metric.**

1. Calculate the proportion of the 20-point scale represented by the combined percent. For example, the second row of the table below has a combined percent of 17.95%. The





	<p>inclusive. All NOCTI Job Ready assessments are cross-walked to the related O*NET standards and tasks. The NOCTI Pathway assessments are based on the knowledge and skill statements determined by the National Association of State Directors of Career and Technical Education consortium (NASDCTEc).</p> <p>Regardless of the origin of the content standards, NOCTI follows quality test construction standards from the American Psychological Association (APA), American Educational Research Association (AERA), and the National Council on Measurement in Education (NCME).</p> <p>published by the National Center for Career and Technical Education (NRCCTE), the Southern Region Education Board (SREB), and the National College Credit Recommendation Service (NCCRS). Various industry associations, numerous states, and industries themselves have recognized the importance of NOCTI assessments through their support statements and contribution of SMEs. These support statements indicate an alignment between the NOCTI assessment content and the</p> <p>NOCTI has already provided technical manuals for assessments that appeared on the NYSED List of Approved Student Assessments (those are indicated in Appendix A List of Assessments). Technical manuals for any new or revised assessments are located in Appendix E Technical Manuals.</p>
<p><b>Performance Assessment:</b></p>	<p>Nearly every NOCTI Job Ready assessment includes a performance component.</p>
<p><b>Efficient Time-Saving Assessments:</b></p>	<p>NOCTI Job Ready assessments are structured to be given in a three-hour timeframe. These assessments can be given in one administration or divided into two or three sessions. NOCTI Pathway assessments are typically allowed two hours for administration, which can also be given in one sitting or administered in multiple sessions. Delivering assessments online is a time-saving administration method, eliminating the need to collect, check, and ship answer sheets back to NOCTI.</p>
<p><b>Technology:</b></p>	<p>Technology requirements for administering assessments through QuadNet can be found in Appendix B Technical Specifications for Online Administration.</p>

**Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness**



**STUDENT**

To be completed by the Copyright Owner/Assessment Content Representative

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