



Assessment Description

The Adapted Physical Education Assessment is administered to students while they are observed by an (& % K \ V L F D O (G X F D W L R Z L O D D E K M H V Z W R K H V W X G H Q W \ V S H U I R by the E2CCB Adapted Physical Education Teacher. Students will complete the assessment by performing and executing four performance tasks. Tasks for this assessments resulted from collaborative efforts of Erie 2 BOCES Teachers and Erie 2 Integrated Education Services employees.

The assessment fulfills the following:

Physical Education Learning Standards

A Safe and Healthy Environment Standard 2

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: Students will:

- x demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.
- x be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Administration

7 K H D V V H V V P H D Q M Z L O D D E K M H V Z W R K H V W X G H Q W \ V U H J X O D U O \ V F alternative schedule. Special arrangements will be made to accommodate for make-up sessions if needed. Students may require prompting of directions. This may include:

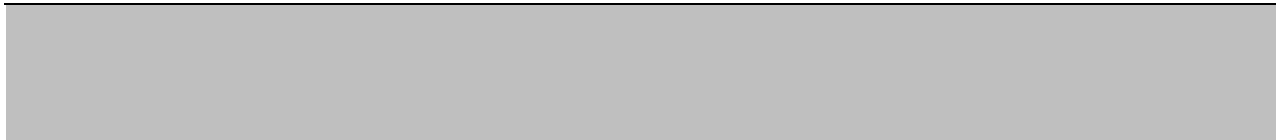
- x Physical Assistance
- x Modeling
- x Gestures (Signing)
- x Verbal Cues
- x Visual Cues
- x And/or a combination of prompts

Para-3 U R I H V V L R Q D Q G \$ X G H V V W K D W D U H D V V L J Q H G S H U W K H V V Program) are to assist students.


Any personal communication device (i.e. Dynovox), picture program, visual schedules, eye gaze to indicate given choice, and iPads used for communication, can be used.

Individual/ Classroom behavior programs will be followed.

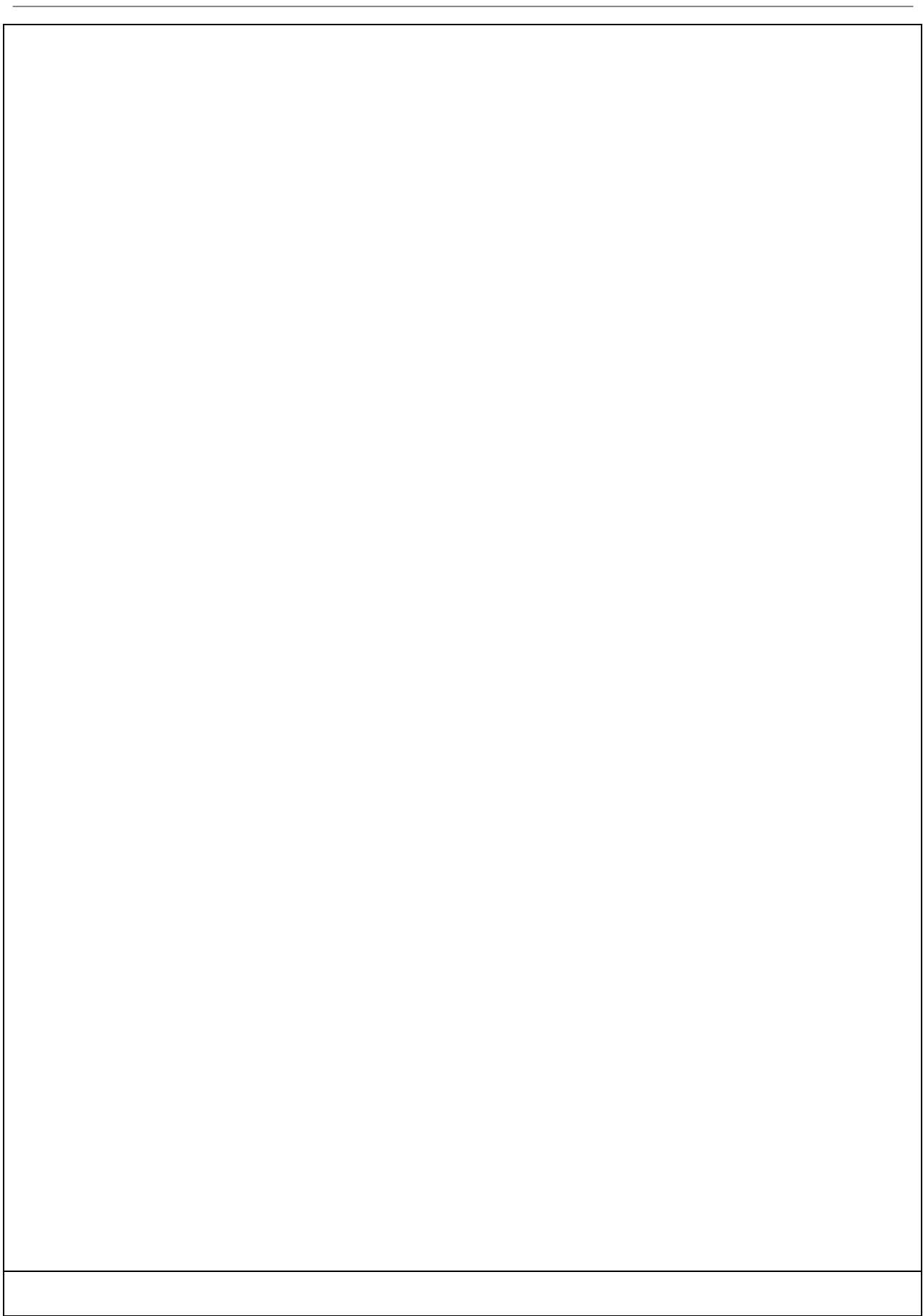
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NYS ED RFD Assessment Principal Evaluation Service Private Provider of Choice





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.


The target setting model for SLO involves the teacher and administrator working collaboratively to analyze pre-assessment data and other available data for the student and pertinent to the course. Other factors that are considered as part of this process include factors such as special education, ELL designation and past performance to set targets for each student. Once the assessment is scored by someone other than the teacher being evaluated, the data is analyzed for the percentage of students who met their target and the percentage is then placed in the NYS 3012-d SLO scale to be converted to 0 ± 20 then HEDI rating.

New York State Next Generation Assessment Priorities
 Please provide detail on how the proposed supplemental assessment I or assessment to be used with SLOs addresses each of the Next Generation Assessment Priorities below.

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	N/A
Assessments Woven Tightly Into the Curriculum:	The Art Assessment allows for seamless administration in conjunction with regular classroom instruction in support of the day to day academic goals of the teacher. The Art Assessment directly aligns with Performance Indicators and Visual Arts Standards that receive instructional scaffolding throughout the course of the school year based on ongoing formative assessment practices.
Performance Assessment:	The Art Assessment allows for students to answer question that are based on authentic tasks to show understanding of visual arts. Part 2 of this examination consists of Drawing and Color Application selections.
Efficient Time-Saving Assessments:	The Proficiency Examination is administered outside of the final examination schedule for Regents.
Technology:	n/a
Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness (only applicable to supplemental assessments):	n/a

To be completed by the Copyright Owner/Assessment Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

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


Erie 2 Chautauqua- Cattaraugus BOCES 1. Name of LEA (PLEASE PRINT/TYPE)	 School Representative (PLEASE USE BLUE INK)
Theresa Gray 2. ERROBSUHVHQWDWLYHY1DPH (PLEASE PRINT/TYPE)	5/6/16 5. Date Signed
Integrated Education Services, Coordinator 3. Title of School Representative (PLEASE PRINT/TYPE)	

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

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Assessment Description

The purpose of this project is to provide teachers with a structure for supporting and extending learner-centered practices in their classrooms. More than just an assessment given at mandated times during the year, this project seeks to collect evidence of student learning in ways that supports students as they tell the story of their time in early elementary school. In addition, this project is a way to collect evidence that traditional, standardized measures cannot.

Administration

It should be noted that this portfolio was conceptualized as an early childhood portfolio that will follow the students from kindergarten to second grade. As a result, the tasks are linked between grade levels by common standards.

ELA

Student proficiency with reading, writing, and speaking and listening standards is assessed through engagement in a variety of tasks within the Early Childhood Learning Portfolio Project.

K.RI.1, K.RF.4, K.W.2, K.W.5, K.SL.1, K.SL.4, K.SL.6

1.RI.1, 1.RF.4, 1.W.2, 1.W.5, 1.SL.1, 1.SL.4, 1.SL.6

2.RI.1, 2.RF.4, 2.W.2, 2.W.5, 2.SL.1, 2.SL.4, 2.SL.6

Math

Student proficiency with mathematical standards and practices is assessed through engagement in a variety of tasks and student interviews within the Early Childhood Learning Portfolio Project.

K.G.1, K.G.2, K.CC.1, K.CC.2, K.CC.4, K.CC.4a, K.CC.6, MP3

1.OA.1, 1.NBT.1, MP3

2.NBT.1, 2.NBT.3, 2.NBT.5, 2.OA.1, MP1

Scores Reported

The portfolio referenced in this project provides an organizational structure and set of rubrics for teachers to collect evidence of learning to support that storytelling. Rubrics are aligned with Common Core Learning Standards and each task is scored holistically DV 36 W X G H Q W V W U X J J O H V Z L W K W K H W D V N 36 W X G H [F H H G V H [S H F W D W L R Q V Z L W K W K H W D V N I R T U K M V S R Student Learning Objectives with a Target Setting Model. All assessments are scored by teachers other than those being evaluated by the results.

The Portfolio Project and accompanied rubrics were created by a group of designers including kindergarten, first and second grade teachers, special educators, staff developers and district leadership who worked through a series of decision points around the design of the project. These included reviewing literature of portfolio design to establish perimeters for this project, analyzing the Common Core Learning Standards and Mathematic V D Q G / L M R H U S F R Z H U V W D Q G D U G V L second grade. Tasks were piloted in k-2 classrooms and underwent multiple rounds of feedback.

Early Childhood Learning Portfolio Project guidance document includes an overview of the portfolio components and structure, teacher and student directions and scoring materials. Each task is tagged with the appropriate standards that are being assessed. Tasks are intended to be administered during the first and final marking period of the school year.

Technical Assistance





STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION

FORM H

APPLICANT CERTIFICATION FORM ~~A~~ ASSESSMENTS FOR USE WITH STUDENT
LEARNING OBJECTIVES

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