STUDENT ASSESSMENTS
AND ASSOCIATED GROWTH MODELS M

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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.

TARGET-SETTING MODEL- Teachers will upload rosters into SLO rosters into the SLO form and note baseline data points to set targets. The targets will be converted into point values (0-20) according to the NYS metric of 3012-d.

New York State Next Gene ration Assessment Priorities
Please provide detail on how the proposed supplemental assessment l 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) :	Aligned to Common Core Learning Standards
Assessments Woven Tightly Into the Curriculum:	Common formative assessments aligned to goals, and objectives
Performance Assessment:	Assessments geared to students demonstrating their knowledge of curriculum in multiple formats and the depth of understanding (performance, projects, portfolio, paper and electronic)
Efficient Time -Saving Assessments:	Performance and project-based assessments provide students with an opportunity to demonstrate learning; more instructional time is provided for deeper learning
Technology :	Use of technology supports differentiating learning, skills and is more time efficient
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 (all for SLO's)