



**STUDENT ASSESSMENTS
AND ASSOCIATED GROWTH MODELS FOR
TEACHER AND PRINCIPAL EVALUATION**

FORM 3.0

PUBLICLY AVAILABLE SERVICES SUMMARY

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 by the State Education Department and approved by the State Office of General Services. It is the responsibility of the applicant to contact Assessment Providers regarding potential future procurements.

Assessment Provider Information	
Name of Assessment Provider:	Hauppauge School District
Assessment Provider Contact Information:	455 Hoffman Lane Hauppauge, NY, 11788
Name of Assessment:	Hauppauge School District developed course specific assessment
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH 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-12; for courses that do not culminate in a state assessment
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	All subject areas
What are the technology requirements associated with the assessment?	Calculators for math exams and some science exams
Is the assessment available, either for free or through purchase or other means, to all schools in New York State?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Please provide an overview of the assessment of math districts and BOCES. Suggest a timeline.

- A description of the assessment.
 - A description of how the assessment is administered;
 - A description of how scores are reported (if applicable, include how scores are reported to the appropriate);
 - A description of how the Assessment Provider supports implementation of the assessment, including any technical capabilities (2 pages max)
- Description: Assessments are linked to either NYS Standards for the subject area or NYS Common Core Standards. Assessments mirror standards provided in NYSED Assessments.
 - How administered: Post assessments are administered at the end of the school year, within a time frame that is developmentally appropriate to assess on the grade level.
 - How scores are reported: Scores will be collated through a database kept by the office of the Assistant Superintendent of Curriculum, Instruction and Technology. Scores are reported through the web-based OASYS software program.
 - How implemented: assessments are implemented using the same criteria found in the NYS examination administration documents. All exams are securely kept by district administrators.

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

At the beginning of the year, teachers access individual data in various ways (for example, example: previous year's scores, current year's scores, growth scores, etc.). HEDI points are distributed based on student growth. For example, a 75-79% growth score is a D (15-17), 60-74% is a C (13-14) and 0-59% is a B (11-12) per the regulations.



New York State Next Generation Assessment Priorities

Please provide detail on how the proposed supplemental assessment (or assessment to be used with SI OS) addresses 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 aligned with the NYS Common Core Standards and exemplars found in the modules and lessons found on the state website – www.engageny.org.</p>
<p>Assessments Woven Tightly into the Curriculum:</p>	<p>Formative assessments and summative assessments are woven tightly into the curriculum. The information gleaned from assessments is extremely valuable. Teachers use these instruments to check students' understanding and plan subsequent instruction.</p>
<p>Performance Assessment:</p>	<p>Performance assessments are used to provide authentic experiences for students. Teachers are encouraged to use these assessments to provide performance tasks that are meaningful and engaging to students.</p>
<p>Efficient Time-Saving Assessments:</p>	<p>The goal is to seamlessly integrate assessments in teacher practice. Software tools are utilized to provide efficient assessments whenever possible, so that students engage in timely, focused assessment items.</p>
<p>Technology:</p>	<p>Technology tools are used to participate in the course to provide quick, efficient assessments, with the ability to generate actionable data for the teacher.</p>

Denver
model
New
teacher effectiveness
application to
assessments

To be completed by the Copyright Owner or Assessment Publisher
being requested

Hauppauge 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature (PLEASE USE BLUE INK)
Dr. D. D. [unclear] 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	 5. Date of Signature
Assistant Superintendent for Curriculum and Learning 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name	(PLEASE PRINT)
2. School Representative's Name (PLEASE PRINT/TYPE)	6. Date Signed
3. Title of School Representative (PLEASE PRINT/TYPE)	