



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

PUBLICLY AVAILABLE SERVICE

This form will be posted on the New York State Education Department's Website and distributed through the RFQ to all districts and BOCES contracting for assessment providers and/or potential further procurements.

Assessment Provider Information	
Name of Assessment Provider	
Address of Assessment Provider Contact Information	1 Lon Eccleston
Name of Assessment	Great City Schools GLO Assessments (GLO) attach
Name of Assessment	<p>LEARNING OBJECTIVES WITH A TARGET MODEL: 3P</p> <p><input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL:</p> <p><input type="checkbox"/> GAIN SCORE</p> <p><input type="checkbox"/> GROWTH-TO-COMPETENCY MODEL</p> <p><input type="checkbox"/> STUDENT GROWTH PERCENTILES</p> <p><input type="checkbox"/> PRODUCTION MODELS</p> <p><input type="checkbox"/> VALUE-BASED MODEL</p> <p><input type="checkbox"/> OTHER:</p>
What are the grades for which this assessment can be used to generate a 0-20 APPR score?	
What are the subject areas for which this assessment can be used to generate a 0-20 APPR score?	
What are the technical requirements associated with the assessment?	
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input type="checkbox"/> YES

Please provide the following information:

- A description of the assessment
- A description of how the assessment is scored (include links to sample reports if applicable)
- A description of the assessment's alignment with the state standards

UCSD SLO Assessment Overview

All UCSD SLO Assessments have been developed using the [UCSD SLO Assessment](#) where applicable. State of the Nation Assessment (SNA) is not yet available. These assessments are vertical and measure an academic skill or concept. All assessments are short constructivist.

Performance tasks have been developed to allow students an understanding of certain concepts, especially in the Arts, LOTE, Physical Education, and

course provider. All accommodations requirements. Detailed test instructions are provided to the course provider as well as for students. The assessments are periodic in familiar classroom assessment.

teacher that has no vested interest in the course or scores. The SLO Reports are generated online and are available to administrators and course providers. These scores are entered by lead evaluators and entered into the NYSED web-based teacher appraisal evaluation management system. The scores are reported to NYSED for AEP.

Administration of UCSD SLO Assessments is managed by school administrators, district-wide staff developers and includes annual administrative and

Please provide an overview of the current data system used for large-scale testing model for SLOs for districts and BOCES, along with how student-level growth scores are aggregated to create teacher-level scores, and how those scores are converted to New York State's HEDI rating.

SLO Target Setting

The vertical alignment of the UCSD SLO Assessment system allows for the use of historical student data over time. Teachers are provided with historical student assessment data and student population profiles. Once all teachers have received all of their student assessment data for the current school year, individual departments and grade levels begin the target setting process. Working with district-wide support staff, each teacher is responsible for setting a target for their SLO and entering the target into the SLO building tool on SchoolTool. School-level administrators review all targets and give final approval of the SLO targets.

Following the completion of UCSD SLO Assessment scoring in the spring, scores are entered into SchoolTool SLO system by a data entry staff. These scores are then converted to the HEDI rating according to the NYSED chart. Building-level administrators upload the scores into StaffPro.

New York State Next Generation Assessment Priorities

Please provide a list of the current assessments used with SLOs addresses each of the Next Generation Assessment Priorities.

Characteristics of Good LTA and Math Assessments (only applicable to ELA and math assessments):

All UCSD SLO Assessments have been developed using the Advance the Core Assessment Evaluation Tool. The assessments meet the 2014 Next Generation Learning Standards for ELA and Math. All UCSD SLO Assessments are aligned to the Common Core Standards where applicable. State and National standards were used where Common Core Standards are not yet available. These assessments are vertically aligned to the learning objectives that measure academic content for time across all academic disciplines that measure critical thinking, problem solving, and communication. Performance-based selected response and short constructed and extended response questions are included in these assessments.

Assessments Woven Tightly Into the Curriculum:

UCSD is committed to weaving the assessments into the curriculum so that the most important standards are assessed at appropriate times. Our curriculum is designed into units of study across the school year utilizing NYSED Common Core Modules. Units are implemented over several weeks and incorporate all components of reading and writing along with the requisite mathematical content as defined in the Common Core State Standards. Planning and implementation support is provided to teachers from our locally selected district-wide curriculum teams. Our current summative assessment that measures the acquisition

	<p>of knowledge of the critical learning standards based on the content and skills defined by the course.</p>
<p>Performance Assessment:</p>	<p>and Math, K-12 Art, Music, and Physical Education. Students are given clear directions and guidelines for the required tasks and receive relevant, actionable feedback from teachers. Using engaging, meaningful, and authentic problem-solving tasks, the assessment provides a clear path for each student's growth.</p>
<p>Efficient Assessment:</p>	<p>analyzing and gathering data for grade</p>
<p>Technology:</p>	<p>UCSD is currently under contract with OHM EDUCES to add the SLO Assessments to the current platform used to deliver instruction to students. Scoring, data analysis, and metrics will be provided to teachers and students.</p>
<p>Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessment).</p>	<p>TNA</p>



STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION

FORM
PART 156

APPLICANT CERTIFICATE OF
LEARNING OBJECTIVES

Please refer to the
technical criteria

PLEASE SUBMIT
SEPARATE FORMS

The Applicant makes the following assurance:

Assurance	Check each box:
The assessment is aligned to the state standards or, in the case of subject grade level, alignment to recognized learning standards	<input type="checkbox"/>
To the extent practical, the assessment is aligned to the state standards	<input type="checkbox"/>
The assessment can be used to measure growth for individual students	<input type="checkbox"/>
For K-2 assessments, the assessment is aligned to the standards defined in Section 1.3 of this RFQ.	<input type="checkbox"/>
For assessments used to measure assessment results in differentiated student-level performance, if the assessment has been used in prior school years, the results are consistent with other measures of student performance.	<input type="checkbox"/>
For assessments not previously used in teacher/principal evaluation, the applicant plan for collecting evidence of differentiated student results such that the evidence will be available by the time of the evaluation.	<input type="checkbox"/>
At the end of each school year, the applicant has produced a report to the Department upon request. ⁴	<input checked="" type="checkbox"/>

⁴ Please note that Section 1.3 of this RFQ requires that any assessment be removed from the approved list if such assessment does not comply with the criteria.

To be completed by the provider of the program being proposed and, where necessary,

<p>1. Name of the program (PLEASE USE BLUE INK)</p>	<p>(PLEASE USE BLUE INK)</p>
<p>2. Name of the provider (PLEASE PRINT/TYPE)</p>	
<p>3. Title of the program (PLEASE PRINT/TYPE)</p>	
<p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p>Utica City School District</p>
<p>2. Name of the provider (PLEASE PRINT/TYPE)</p>	<p>Lori Eccleston</p>
<p>3. Title of the provider (PLEASE PRINT/TYPE)</p>	<p>Administrative Instruction, K-12</p>