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

FORM *C*

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 in conjunction with this RFQ to allow districts and BOCES to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Information	
Name of Assessment Provider:	NOCTI
Assessment Provider Contact Information:	Heidi Speese
Name of Assessment:	See Attached List
Nature of Assessment:	☒ ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: ☐ GAIN SCORE MODEL ☐ GROWTH-TO-PROFICIENCY MODEL ☐ STUDENT GROWTH PERCENTILES ☐ PROJECTION MODELS ☐ VALUE-ADDED MODELS ☐ OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	11th and 12th grade students
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Technical skills related to the career technical education program
What are the technology requirements associated with the assessment?	NOCTI assessments are structured to be delivered in an online format on either a Windows-based or Macintosh platform. Technical specifications for both customer-based machines and network requirements can be found in Appendix B – Technical Specifications for Online Administration.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☒ YES ☐ NO

> **Please provide an overview of the assessment for districts and BOCES. Please include:**
> - **A description of the assessment;**
> - **A description of how the assessment is administered;**
> - **A description of how scores are reported (include links to sample reports as appropriate);**
> - **A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance (3 pages max).**

Description of Assessments:

NOCTI Job Ready assessments measure technical skills focused on the technical area and include items which gauge factual and theoretical knowledge. Job Ready assessments include both a written and performance component and can be used at the secondary and post-secondary level.

Description of Assessment Administration:

NOCTI offers two administration methods: online delivery and paper/pencil administration. Over 90% of assessments are administered through QuadNet, NOCTI's online delivery system.

For the written (multiple-choice) assessment, Job Ready assessments may be administered through the online system or in a paper/pencil-based format. NOCTI ships test booklets and evaluator guides for the performance (hands-on) assessments and sites have an option of entering the performance ratings through the online system or entering them on a Scantron sheet to be scored. If the written component is administered online, then the performance ratings must also be entered online. The site coordinator is responsible for recruiting qualified performance test evaluators, abiding by NOCTI's security policy.   Performance evaluators must be individuals (other than the instructor) skilled in the technical area that is being assessed. The Site Coordinator, the individual designated to oversee NOCTI testing, will collaborate with the evaluators and the instructor in reviewing the list of materials, supplies, and equipment needed for the performance test. The Site Coordinator must review and agree to the security policy and complete a testing agreement.

When tests are ordered for online administration, the designated NOCTI site coordinator at the testing site retrieves user codes and passwords for student login from an online NOCTI management site, the Client Services Center. The login credentials are provided to the test proctor prior to administration, which must occur in a proctored environment.

For the performance assessment, there is the option to enter student performance ratings online and through the traditional paper/pencil method with answer sheets. NOCTI ships student test booklets and evaluator guides to the testing site. For online rating entry, the ratings are entered into the Client Services Center by the site coordinator or his/her designee (again, not the instructor). For paper/pencil based administration, these ratings will be recorded on the student's Scantron answer sheet and then returned to NOCTI for scoring.

When paper/pencil administration is selected, assessment booklets are ordered and shipped to the testing location. For the multiple-choice assessment, each test taker receives a test booklet and a Scantron answer sheet. After test administration, the test proctor is required to collect all testing materials. Answer sheets are then reviewed by the Site Coordinator at the testing site and returned to NOCTI for scoring.

Description of How Scores Are Reported:

NOCTI's comprehensive score reports provide educators with the data needed to track student knowledge and make effective programming decisions. NOCTI offers much more than just a pass/fail indicator. The following reports are included in NOCTI's standard scoring package:

- **Individual Score Report**: Provides scores for each standard on the written component and each performance job as well as a total score and comparative data for the site, state, and nation. Pre- and post-test scores are provided for participants when both tests are administered.
- **Group Score Report**: Provides scores for a test group in a single report. Includes scores for each standard and performance job as well as a total score for each participant.
- **Analysis of Scores Report**: Provides useful comparative data for making preliminary conclusions about the assessment results. Group, site, state, and national averages are included for standards and performance jobs as well as for the overall assessment.
- **Competency Report**: Provides information and scoring data about the various competencies and jobs within the NOCTI assessment. For the multiple-choice assessments, information includes the number of items possible for each competency, the average correct by group, and the number of correct answers by student. For the performance assessment, the competency report provides the number of points possible for each job, the average points earned by the group and the number of points awarded by student.

An overview of the score reports can be found in Appendix C – Overview of Score Reports.

<u>Description of How Assessment Provider Supports Implementation</u>
NOCTI Job Ready assessments are used to meet third party end-of-program reliable and valid assessment requirements as specified under federal legislation. However, their primary use is typically instructional improvement, benchmarking, and student credentialing and recognition. In addition, many sites and states utilize the assessment to gauge improvement in student learning by administering both a pre- and a post-test.

NOCTI supports implementation by providing detailed administration guides for the site coordinator, test proctor, and test evaluator. These materials are located in Appendix D – Administration Guides. Site coordinator webinars are held monthly and include training on selecting, ordering, and administering assessments. Additional webinars are available as determined by NOCTI to support successful implementation.

NOCTI's customer service and technical support has received accolades from state-level administration, site coordinators, and instructors. Live technical support is provided via telephone, email, and online chat during regular business hours (8:00 a.m. to 5:00 p.m. Eastern Standard Time). These hours can be extended to accommodate the technical support requirements of the schools in New York. At various times throughout the year, customers are notified well in advance of changes in the technical support schedule due to holidays or planned system maintenance. Telephone numbers and email addresses to reach NOCTI's customer support team are published on all online systems for easy access. NOCTI offers a variety of support materials including administration guides, online tutorials, and webinars to assist in effective deployment and usage of the online systems. These tools are designed to cover 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 proportion on the 20-point scale is, therefore, 0.1795*20 = 3.59.
2. Crosswalk the gain score distribution to the 1-20 point HEDI scale for New York State (NY), following the example below:

Scenario	Hypothetical cut score *Percent at or above cut score*	Hypothetical NOCTI test percent gain score $\frac{Posttest - Pretest}{100 - Pretest}$	Hypothetical combined percent <u>% met cut + NOCTI %</u> 200	Value on 20 point HEDI code (proportion of 20-point scale)	HEDI Rating- NY State
Teacher starts with low performing students making small gains	30%	Mean pre score: 15 Mean post score: 20 Percent gain: 5.9	(30+5.9)/200=17.95	3.59	Ineffective
Teacher starts with high performing students making small gains but doing very well on test	90%	Mean pre score: 90 Mean post score: 95 Percent gain: 50.0	(90+50)/200=70	14	Developing
Teacher starts with low performing students making large gains obtaining a mean score of 95	85%	Mean pre score: 20 Mean post score: 95 Percent gain: 93.8	(85+93.8)/200=89.4	17.88	Highly Effective

Teacher starts with high performing students make modest gains.	95%	Mean pre score: 80 Mean post score: 95 Percent gain: 75.0	(95+75)/200=85	17	Effective
Teacher starts with middle of the range students who stay there.	60%	Mean pre score: 45 Mean post score: 55 Percent gain: 18.2	(60+18.2)/200=39.1	7.8	Ineffective

The following cut points for the HEDI scores were used:

HEDI Rating	HEDI Points – NY State
Ineffective	0-12
Developing	13-14
Effective	15-17
Highly Effective	18-20

Source: p. 8 of New York State Teacher and Principal Evaluation 2015-16 and thereafter Summary of regulations approved by the Board of Regents on June 16, 2015 to implement Education Law 3012-d

The following table illustrates the crosswalk between the combined percent scores and the HEDI scale:

NY Range of combined percent	Range on 20-point scale	HEDI Scale NY State
0-60.4	0-12	I
60.5-70.4	13 – 14	D
70.5-85.4	15 – 17	E
85.5-100	18-20	H

The percent values are rounded up to the next higher level according to the rules of rounding. Teachers whose combined percent falls on the border may apply the confidence interval to their value. Computing a combined percent with and without the confidence interval is suggested. Also, the confidence interval is calculated only for the gain score distribution.

Using the two different percentages (gains and cut-scores) helps compensate for a teacher who has students with strong entry-level knowledge. In other words, if the students score higher in a pretest, then they might not have as much gain, but they should have a high percentage of cut

score attainment. So if one percentage is lower, the other has a chance of being higher to balance the final ratings. Also, these computations are simple, which makes the process more transparent because it is easy to understand.

This formula can be seen to statistically penalize poor performing teachers, which is consistent with the ultimate aim. However, it may unfairly penalize teachers with students with some sort of pre-existing issue, so it is important to know, for example, if they have subgroups such as ELL or IEP students that may account for the score and make appropriate adjustments.

Note that to use this process, all applicable New York teachers *must* use both a pretest and a posttest, as this is the basis for the gain scores. When a test is new or revised, there is no cut score for the test's first year, so only the gain scores can be used to determine a teacher's HEDI value

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):	NA
Assessments Woven Tightly Into the Curriculum:	Assessments are woven into each Career-Technical Program curriculum by virtue of the NOCTI Blueprint, which details the standards and their component competencies that are assessed. Blueprints for all NOCTI credentials are available at http://www.nocti.org/blueprint.cfm. When the teacher selects the suitable assessment, he/she determines that the standards and competencies on the blueprint correspond to the program curriculum so that the students are being assessed on content that is in the curriculum. NOCTI uses research-based standards at multiple levels to construct the blueprints and then the assessments. When planning test development, NOCTI consults the national Classification of Instructional Programs published by the National Center for Education Statistics, the national Dictionary of Occupational Titles published by the United States Department of Labor, the Occupational Information Network (O*NET) and competency models published by the United States Department of Labor/Employment and Training Administration (USDOL/ETA). State standards, industry association standards, and individual industry standards, all validated by the experiences of Subject Matter Experts (SMEs) working within each occupation and representing geographically diverse regions of the United States may be included in the assessment blueprint which serves as a foundation for the assessment development process. NOCTI assessments measure the critical content of the technical area being assessed since an assessment cannot be all-

	inclusive. All NOCTI Job Ready assessments are cross-walked to the related O*NET standards and tasks. 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). NOCTI's work is cited and supported in research 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 association's curriculum and/or standards. Technical manuals for any new or revised assessments are located in Appendix E – Technical Manuals.
Performance Assessment:	Nearly every NOCTI Job Ready assessment includes a performance component.
Efficient Time-Saving Assessments:	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. Delivering assessments online is a time-saving administration method, eliminating the need to collect, check, and ship answer sheets back to NOCTI.
Technology:	Technology requirements for administering assessments through QuadNet can be found in Appendix B – Technical Specifications for Online Administration.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	NA

	STUDENT ASSESSMENTS FOR **TEACHER AND PRINCIPAL EVALUATION**	**FORM H**

APPLICANT CERTIFICATION FORM –ASSESSMENTS FOR USE WITH STUDENT LEARNING OBJECTIVES

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria.
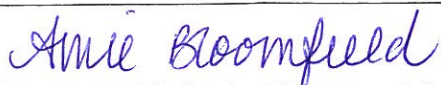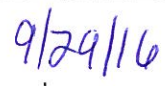
PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	☒
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☒
The assessment can be used to measure one year's expected growth for individual students.	☒
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	☒
For assessments previously used under Education Law §3012-c, the assessment results in differentiated student-level performance. If the assessment has not produced differentiated results in prior school years, the applicant assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	☒
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.	☒
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request.[2]	☒

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[2] Please note, pursuant to Section 2.3 of this RFQ, an assessment may be removed from the approved list if such assessment does not comply with one or more of the criteria for approval set forth in this RFQ

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

NOCTI 1. Name of Organization (PLEASE PRINT/TYPE)	*Amie Bloomfield* 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Amie Bloomfield 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	9/29/16 5. Date Signed
Executive Vice President 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **BLUE** INK)
2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of School Representative (PLEASE PRINT/TYPE)	

STUDENT ASSESSMENTS
AND ASSOCIATED GROWTH MODELS FOR
TEACHER AND PRINCIPAL EVALUATION

FORM *C*

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 in conjunction with this RFQ to allow districts and BOCES to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Information	
Name of Assessment Provider:	NOCTI
Assessment Provider Contact Information:	Heidi Speese
Name of Assessment:	See Attached List
Nature of Assessment:	☒ ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: ☐ GAIN SCORE MODEL ☐ GROWTH-TO-PROFICIENCY MODEL ☐ STUDENT GROWTH PERCENTILES ☐ PROJECTION MODELS ☐ VALUE-ADDED MODELS ☐ OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	11th and 12th grade students
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Technical skills related to the career technical education program
What are the technology requirements associated with the assessment?	NOCTI assessments are structured to be delivered in an online format on either a Windows-based or Macintosh platform. Technical specifications for both customer-based machines and network requirements can be found in Appendix B – Technical Specifications for Online Administration.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☒ YES ☐ NO

> **Please provide an overview of the assessment for districts and BOCES. Please include:**
> - **A description of the assessment;**
> - **A description of how the assessment is administered;**
> - **A description of how scores are reported (include links to sample reports as appropriate);**
> - **A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance (3 pages max).**

Description of Assessments:
NOCTI Job Ready assessments measure technical skills focused on the technical area and include items which gauge factual and theoretical knowledge. Job Ready assessments include both a written and performance component and can be used at the secondary and post-secondary level.

NOCTI Pathway assessments are broader in scope than NOCTI's Job Ready credentials, Pathway assessments measure the technical skills within a pathway or cluster as well as soft skills and academic skills contextualized to the occupation.

Description of Assessment Administration:
NOCTI offers two administration methods: online delivery and paper/pencil administration. For the 2014-15 school year, over 90% of assessments were administered through QuadNet, NOCTI's online delivery system.

For the written (multiple-choice) assessment, Job Ready assessments may be administered through the online system or in a paper/pencil-based format. The Pathway assessments are administered exclusively through the online system. NOCTI ships test booklets and evaluator guides for the performance (hands-on) assessments and sites have an option of entering the performance ratings through the online system or entering them on a Scantron sheet to be scored. If the written component is administered online, then the performance ratings must also be entered online. The site coordinator is responsible for recruiting qualified performance test evaluators, abiding by NOCTI's security policy.   Performance evaluators must be individuals (other than the instructor) skilled in the technical area that is being assessed. The Site Coordinator, the individual designated to oversee NOCTI testing, will collaborate with the evaluators and the instructor in reviewing the list of materials, supplies, and equipment needed for the performance test. The Site Coordinator must review and agree to the security policy and complete a testing agreement.

For online written test administration, once the tests are ordered, the designated site coordinator will retrieve the user codes and passwords from the Client Services Center and provide those credentials to the test proctor for the test administration, which must occur in a proctored environment.

For the performance assessment, for both online and paper/pencil administration, NOCTI ships student test booklets and evaluator guides to the testing site. For online administration, the ratings will be entered into the Client Services Center by the site coordinator or his/her designee (again, not the instructor). For paper/pencil based administration, these ratings will be recorded on the student's Scantron answer sheet and then returned to NOCTI for scoring.

In the paper/pencil administration method, assessment booklets are ordered and shipped to the testing location. For the written assessment, each test taker receives a test booklet and a Scantron answer sheet. After test administration, the test proctor is required to collect all testing materials. Answer sheets are then reviewed by the testing coordinator and returned to NOCTI for scoring.

Description of How Scores Are Reported:
NOCTI's comprehensive score reports provide educators with the data needed to track student knowledge and make effective programming decisions. NOCTI offers much more than just a pass/fail indicator. The following reports are included in NOCTI's standard scoring package

- **Individual Score Report**: Provides scores for each standard on the written component and each performance job as well as a total score and comparative data for the site, state, and nation. Pre- and post-test scores are provided for participants when both tests are administered.
- **Group Score Report**: Provides scores for a test group in a single report. Includes scores for each standard and performance job as well as a total score for each participant.
- **Analysis of Scores Report**: Provides useful comparative data for making preliminary conclusions about the assessment results. Group, site, state, and national averages are included for standards and performance jobs as well as for the overall assessment.
- **Competency Report**: Provides information and scoring data about the various competencies and jobs within the NOCTI assessment. For the multiple-choice assessments, information includes the number of items possible for each competency, the average correct by group, and the number of correct answers by student. For the performance assessment, the competency report provides the number of points possible for each job, the average points earned by the group and the number of points awarded by student.

An overview of the score reports can be found in Appendix C – Overview of Score Reports.

Description of How Assessment Provider Supports Implementation
NOCTI Job Ready and Pathway assessments are used to meet third party end-of-program reliable and valid assessment requirements as specified under federal legislation. However, their primary use is typically instructional improvement, benchmarking and student recognition. In addition, many sites and states utilize the assessment to gauge improvement in student learning by administering both a pre- and a post-test.

NOCTI supports implementation by providing detailed administration guides for the site coordinator, test proctor, and test evaluator. These materials are located in Appendix D – Administration Guides. Site coordinator webinars are held monthly and include training on selecting, ordering, and administering assessments. The Client Services Center which is used to manage the testing program is discussed in depth as well as the Online Testing System which is used to administer the majority of the assessments. The score reports (as identified above) are discussed in detail. Additional webinars are available as determined by NOCTI to support successful implementation.

NOCTI's customer service and technical support has received accolades from state-level administration, site coordinators, and instructors. Live technical support is provided via telephone, email, and online chat during regular business hours (8:00 a.m. to 5:00 p.m. Eastern Standard Time). These hours can be extended to accommodate the technical support requirements of the schools in New York. At various times throughout the year, customers are notified well in advance of changes in the technical support schedule due to holidays or planned system maintenance. Telephone numbers and email addresses to reach NOCTI's customer support team are published on all online systems for easy access. NOCTI offers a variety of support materials including administration guides, online tutorials, and webinars to assist in effective deployment and usage of the online systems. These tools are designed to cover

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 proportion on the 20-point scale is, therefore, 0.1795*20 = 3.59.
2.   Crosswalk the gain score distribution to the 1-20 point HEDI scale for New York State (NY), following the example below:

Scenario	Hypothetical cut score *Percent at or above cut score*	Hypothetical NOCTI test percent gain score	Hypothetical combined percent <u>% met cut + NOCTI %</u> 200	Value on 20 point HEDI code (proportion of 20-point scale)	HEDI Rating- NY State
Teacher starts with low performing students making small gains	30%	Mean pre score: 15 Mean post score: 20 Percent gain: 5.9	(30+5.9)/200=17.95	3.59	Ineffective
Teacher starts with high performing students making small gains but doing very well on test	90%	Mean pre score: 90 Mean post score: 95 Percent gain: 50.0	(90+50)/200=70	14	Developing
Teacher starts with low performing students making large gains obtaining a mean score of 95		Mean pre score: 20 Mean post score: 95 Percent gain: 93.8	(85+93.8)/200=89.4	17.88	Highly Effective

Teacher starts with high performing students make modest gains.		Mean pre score: 80 Mean post score: 95 Percent gain: 75.0	(95+75)/200=85	17	Effective
Teacher starts with middle of the range students who stay there.		Mean pre score: 45 Mean post score: 55 Percent gain: 18.2	(60+18.2)/200=39.1	7.8	Ineffective

The following cut points for the HEDI scores were used:

HEDI Rating	HEDI Points – NY State
Ineffective	0-12
Developing	13-14
Effective	15-17
Highly Effective	18-20

Source: p. 8 of New York State Teacher and Principal Evaluation 2015-16 and thereafter Summary of regulations approved by the Board of Regents on June 16, 2015 to implement Education Law 3012-d

The following table illustrates the crosswalk between the combined percent scores and the HEDI scale:

NY Range of combined percent	Range on 20-point scale	HEDI Scale NY State
0-60.4	0-12	I
60.5-70.4	13 – 14	D
70.5-85.4	15 – 17	E
85.5-100	18-20	H

The percent values are rounded up to the next higher level according to the rules of rounding. Teachers whose combined percent falls on the border may apply the confidence interval to their value. Computing a combined percent with and without the confidence interval is suggested. Also, the confidence interval is calculated only for the gain score distribution.

Using the two different percentages (gains and cut-scores) helps compensate for a teacher who has students with strong entry-level knowledge. In other words, if the students score higher in a pretest, then they might not have as much gain, but they should have a high percentage of cut

score attainment. So if one percentage is lower, the other has a chance of being higher to balance the final ratings. Also, these computations are simple, which makes the process more transparent because it is easy to understand.

This formula can be seen to statistically penalize poor performing teachers, which is consistent with the ultimate aim. However, it may unfairly penalize teachers with students with some sort of pre-existing issue, so it is important to know, for example, if they have subgroups such as ELL or IEP students that may account for the score and make appropriate adjustments.

Note that to use this process, all applicable New York teachers *must* use both a pretest and a posttest, as this is the basis for the gain scores. When a test is new or revised, there is no cut score for the test's first year, so only the gain scores can be used to determine a teacher's HEDI value

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):	NA
Assessments Woven Tightly Into the Curriculum:	Assessments are woven into each Career-Technical Program curriculum by virtue of the NOCTI Blueprint, which details the standards and their component competencies that are assessed. Blueprints for all NOCTI credentials are available at http://www.nocti.org/blueprint.cfm. When the teacher selects the suitable assessment, he/she determines that the standards and competencies on the blueprint correspond to the program curriculum so that the students are being assessed on content that is in the curriculum.

NOCTI uses research-based standards at multiple levels to construct the blueprints and then the assessments. When planning test development, NOCTI consults the national Classification of Instructional Programs published by the National Center for Education Statistics, the national Dictionary of Occupational Titles published by the United States Department of Labor, the Occupational Information Network (O*NET) and competency models published by the United States Department of Labor/Employment and Training Administration (USDOL/ETA). State standards, industry association standards, and individual industry standards, all validated by the experiences of Subject Matter Experts (SMEs) working within each occupation and representing geographically diverse regions of the United States may be included in the assessment blueprint which serves as a foundation for the assessment development process. NOCTI assessments measure the critical content of the technical area being assessed since an assessment cannot be all- |

	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). 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). NOCTI's work is cited and supported in research 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 association's curriculum and/or standards. 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.
Performance Assessment:	Nearly every NOCTI Job Ready assessment includes a performance component.
Efficient Time-Saving Assessments:	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.
Technology:	Technology requirements for administering assessments through QuadNet can be found in Appendix B – Technical Specifications for Online Administration.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	NA

STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION

FORM H

APPLICANT CERTIFICATION FORM –ASSESSMENTS FOR USE WITH STUDENT LEARNING OBJECTIVES

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria.

PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	☒
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☒
The assessment can be used to measure one year's expected growth for individual students.	☒
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	☒
For assessments previously used under Education Law §3012-c, the assessment results in differentiated student-level performance. If the assessment has not produced differentiated results in prior school years, the applicant assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	☒
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.	☒
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request.[2]	☒

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[2] Please note, pursuant to Section 2.3 of this RFQ, an assessment may be removed from the approved list if such assessment does not comply with one or more of the criteria for approval set forth in this RFQ

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

NOCTI 1. Name of Organization (PLEASE PRINT/TYPE)	*Amie Bloomfield* 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Amie Bloomfield 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 1/18/16
Executive Vice President 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **BLUE** INK)
2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of School Representative (PLEASE PRINT/TYPE)	