FORM *C*

STUDENT ASSESSMENTS
FOR
TEACHER AND PRINCIPAL EVALUATION

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 LEAs to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Information	
NAME OF ASSESSMENT PROVIDER:	Orange-Ulster BOCES
ASSESSMENT PROVIDER CONTACT INFORMATION:	James Higgins, Ed.D. (james.higgins@ouboces.org)
NAME OF ASSESSMENT:	Orange-Ulster BOCES K-12 SLO Assessments

NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	☒ REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS])
	 ☐ OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT
	     PLEASE SPECIFY:
	     ☐ A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT
	     ☐ A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL
	     ☐ A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO
	     ☐ A PERFORMANCE INDEX
	     ☐ AN ACHIEVEMENT BENCHMARK
	     ☐ ANY OTHER COLLECTIVELY BARGAINED MEASURE OF STUDENT GROWTH OR ACHIEVEMENT
	     PLEASE SPECIFY:

WHAT IS THE GRADE(S) AND SUBJECT AREA(S) FOR WHICH THE ASSESSMENT CAN BE USED TO GENERATE A 0-20 STUDENT PERFORMANCE SCORE?	K-12. English Language Arts, Math, Science, Social Studies, Arts, Foreign Language (Spanish and French 9-12), Computer Information Technology, Music, Physical Education, Alternate Assessment Grades K-Ungraded.
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	Internet, laptop or Chromebook
IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAS IN NEW YORK STATE?	☒ YES ☐ NO

PLEASE PROVIDE AN OVERVIEW OF THE ASSESSMENT FOR LEAS. (3 PAGES MAX) 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.

The Orange-Ulster BOCES K-12 Students Learning Objective Assessments were developed for classroom teachers to use as a tool in determining individual growth targets for individual learning. These assessments were developed through a system of local collaboration. The process that was followed allowed teachers and administrator to identify the standards critical for students' long-term success and the final SLO Assessments ware fully aligned to the New York State Next Generation Learning Standards.

The K-12 assessments have been developed to assess a variety of skills, in a manner that is consistent with high-quality pedagogy. Efforts were made to provide a personalized learning and assessment experience for each child by providing the assessment in a small group, with a teacher immediately available for scaffolding. OU BOCES employs an expert panel of educators that are up-to-date in national and state standards for teaching and learning. This panel guided and supervised the development of the assessments that make up the regional assessment collection. A range of support and assistance has been and continues to be provided. Supports include subject-area support meetings held on a regular basis; staff-development; a catalog of regularly scheduled professional development opportunities; and individual and academy support, as required.

Each district establishes their own administration and scoring policy and procedures. At Orange-Ulster BOCES these assessments are administered to students on an electronic device (laptop or Chromebook) by a certified teacher. These assessments are administered the students twice a year. The first time the students take the assessment is in the beginning of the school, this provides a baseline score for the student. The student then takes the exam at the end of year and it serves as the post-test. The multiple choice questions are scored using Google Forms and short and extended responses questions are scored by a scoring team made up of highly qualified individuals in each certification area.

HOW IS THE SELECTED ASSESSMENT ALREADY BEING INTEGRATED/GOING TO BE INTEGRATED INTO THE CURRICULUM OF THE GRADE LEVEL/COURSE? HOW DOES THE SELECTED ASSESSMENT SUPPORT THE DAY-TO-DAY ACADEMIC GOALS OF THE EDUCATOR?

The SLO assessments are integrated into the curriculum through their development by the educators who teach the course. These educators ensure that the assessments align with both the curriculum and Next Generation standards and reflect a deep understanding of the daily academic objectives. By designing with these goals in mind, the assessments support the day-to-day teaching and learning process, allowing for a consistent and targeted approach to evaluating student progress in relation to the curriculum's aims.

HOW DO YOU ENSURE THAT THE ASSESSMENT ACCURATELY CAPTURES IF STUDENTS HAVE MASTERED THE KEY CONCEPTS FOR THE GRADE LEVEL/COURSE? HOW IS THE ASSESSMENT ALIGNED WITH THE GRADE LEVEL/COURSE-RELEVANT LEARNING STANDARDS/NEXT GENERATION ASSESSMENT PRIORITIES?

To ensure that the assessment accurately captures whether students have mastered key concepts for the grade level or course, students initially take a pre-test. The pre-test is scored on a scale of 0%-100%. This assessment is then reviewed by the teacher to identify specific areas of weakness, which are then targeted throughout the school year. The effectiveness of this approach is evaluated during the post-test administration of the SLO assessments, which allows for formal reassessment of the identified weaknesses. The post-test assessments are scored the same as the pre-test assessment, on a scale from 0%-100%.

Furthermore, during the development of the assessments, teachers meticulously aligned them with the grade-level Next Generation learning standards. This alignment ensures that the assessments are directly relevant to the learning objectives and priorities for the course accurately reflect students' mastery of key concepts.

After the administration and scoring of the pre-assessments, the exams results are shared with the teacher who will then have an opportunity to assess areas of weakness. This will allow the teacher to make sound instructional decisions throughout the year in an effort to have all students show mastery on the content/learning standards at the time of the post-test administration.

HOW IS THE SELECTED ASSESSMENT SCORED? HOW ARE THE ASSESSMENT RESULTS EFFECTIVELY COMMUNICATED TO RELEVANT STAKEHOLDERS (STUDENTS, PARENTS, TEACHERS, ADMINISTRATORS, ETC.)? WHAT ARE THE ASSESSMENT SCORES THAT REFLECT THAT A STUDENT IS:
1. BELOW PROFICIENCY
2. APPROACHING PROFICIENCY
3. MEETING PROFICIENCY
4. DEMONSTRATING MASTERY

Scoring teams created of teachers who are certified in that content and grade area, are assembled to score the assessments. Once scored, the results are shared with the teachers who then in turn share the results with the student's family.

The pre-test score sets the baseline for the students. The post-test which is given at the end of the year, will allow for students to show proficiency if they score at or above their pre-test score.

IF THE SELECTED ASSESSMENT(S) ARE NOT STANDARDIZED, PLEASE DESCRIBE HOW THE ASSESSMENT PROCESS IS COMPARABLE ACROSS GRADE LEVELS/COURSE-ALIKE CLASSROOMS?

These assessments are created and aligned to match the current Next Generation Standards. Because of that the questions on the assessments build upon each other in the same manner the Next Generation learning standards do.

HOW IS THE SELECTED ASSESSMENT ABLE TO MAXIMIZE THE EFFICIENCY WITH WHICH STUDENT PERFORMANCE DATA IS GATHERED TO ALLOW FOR MORE CLASSROOM INSTRUCTIONAL TIME?

Google Forms can automatically score multiple-choice questions, which means that the scoring team only needs to focus on evaluating short-answer and extended-response questions. This functionality streamlines the scoring process, significantly reducing the time required for assessment and minimizing the teacher's time away from the classroom, thereby maintaining instructional time.

IF APPLICABLE, HOW WILL TECHNOLOGY BE UTILIZED DURING THE ADMINISTRATION OF THE SELECTED ASSESSMENT TO PROVIDE TIMELY AND ACTIONABLE INFORMATION?
Google Forms is able to score multiple choice questions. In addition, Google Forms allows the student performance data to seamlessly be collected onto a spreadsheet.

PLEASE PROVIDE ANY ADDITIONAL INFORMATION THAT MAY BE USEFUL WHEN REVIEWING YOUR APPLICATION:

Please complete the following section if the selected assessment is being used for the Required Student Performance subcomponent (SLOs) and/or is being used with Optional Student Performance subcomponent as an SLO:

Process for Measuring Student Growth:

Consistent with Department regulations and guidance, an SLO is an instructional planning tool developed at the start of an educator's course or building principal's school year that includes expectations for student growth. It should represent the most important learning aligned to national or state standards, as well as any other school and LEA priorities. The goals included in the SLO must be specific and measurable, based on available prior student learning data. Before setting targets for expected growth, educators will determine students' levels of preparedness at the start of the course by reviewing relevant baseline data. This baseline data may come from a variety of sources which include, but are not limited to, a student's prior academic history, pre-tests, or end of course assessments from the prior year.

SLOs are developed and approved through locally-determined processes consistent with the Commissioner's goal-setting process. SLOs should be based on the best available student data and should be ambitious and rigorous for all students. Superintendents must certify that all individual growth targets used for SLOs represent, at a minimum, one year of expected growth.

WHAT MEASURE(S) OF BASELINE DATA ARE USED IN CONJUNCTION WITH THE SELECTED ASSESSMENT TO MEASURE STUDENT GROWTH (SELECT ALL THAT APPLY):

☐ HISTORICAL DATA

   ☐ CURRENT COHORT   ☐ PREVIOUS COHORT(S)

   DESCRIBE HOW THE HISTORICAL DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:

☐ EARLY COURSE FORMATIVE ASSESSMENT AND/OR OBSERVATIONAL DATA

   DESCRIBE HOW THE EARLY COURSE FORMATIVE ASSESSMENT AND/OR OBSERVATIONAL DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:

☒ PRE-ASSESSMENT

   DESCRIBE HOW THE PRE-ASSESSMENT INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH: THE PRE-ASSESSMENT IS GIVEN AT THE BEGINNING OF THE COURSE. THIS PRE-ASSESSMENT IS BASED ON THE LEARNING GOALS STANDARDS THAT WILL BE TAUGHT DURING THE YEAR. THE RESULTS OF THE PRE-ASSESSMENT WILL ALLOW THE TEACHER THE OPPORTUNITY TO MAKE INFORMED INSTRUCTIONAL DECISIONS REGARDING STUDENT PROGRESS

☐ OTHER

   PLEASE SPECIFY:

   DESCRIBE HOW THIS BASELINE DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:

PLEASE EXPLAIN HOW GROWTH TARGETS FOR EACH STUDENT ARE SET FOR THE SELECTED ASSESSMENT AND METHOD OF COLLECTING STUDENT LEVEL BASELINE DATA, INCLUDING HOW TARGETS ARE DIFFERENTIATED, AS NECESSARY, BASED ON THE INFORMATION PROVIDED BY THE BASELINE DATA. IN PARTICULAR, PLEASE EXPLAIN HOW THE ASSESSMENT IS USED WITH STUDENTS WHOSE PREPAREDNESS FOR THE COURSE/GRADE LEVEL IS VARIED:

Growth targets for each student are set using the Orange-Ulster BOCES K-12 SLO Assessments. The process begins with collecting baseline data on each student's performance, which provides a starting point for setting individualized growth targets. These targets are tailored based on the student's initial performance level on the pre-assessment, ensuring they are challenging yet achievable.

The teacher assigns differentiated targets according to the baseline data, taking into account each student's unique starting point and preparedness for the course or grade level. For students with varying levels of readiness, the assessment allows for customized targets that reflect their individual needs and capabilities. This differentiation ensures that all students have appropriate and attainable goals that promote meaningful growth throughout the academic period.

The assessments themselves, were created to align with the content and standards that are taught throughout the year. With that said, questions on these assessments represent the different units throughout the year so that when the students take the post-test assessment they have learned content on the exam throughout the year.

FORM *G*

STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION

APPLICANT CERTIFICATION FORM

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

PLEASE SUBMIT ONE "FORM G" FOR EACH APPLICANT.

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.	☒
If used with a Student Learning Objective, 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, Education Law §3012-d under RFQ #15-001, or for purposes other than educator evaluation, 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.[4]	☒

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[4] Please note, pursuant to Section 2.2 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:

Orange-Ulster BOCES 1. Name of Organization (PLEASE PRINT/TYPE)	*[signature]* 4. Signature of Authorized Representative
Dr. James Higgins 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	10/16/2024 5. Date Signed
Director of Special Education 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

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