

STUDENT ASSESSMENTS
FOR
TEACHER AND SCHOOL PERFORMANCE

This form will be posted on the New York State Education Department website through other means for all applicable assessment providers. The purpose of this form is to understand the assessment provider's perspective on the assessment and its potential further use.

Assessment Provider Information	
NAME OF ASSESSMENT PROVIDER	Me... ..
ASSESSMENT PROVIDER CONTACT INFORMATION:	Dr. Marjorie... 3599 Big Ridge Road... Spencerport, NY 14620 mpearson@... (585) 225-7400
NAME OF ASSESSMENT	Math... ..
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	<input checked="" type="checkbox"/> REQUIRED STUDENT PERFORMANCE SUBCOMPONENT <input type="checkbox"/> ... <input type="checkbox"/> ...
	PLEASE SPECIFY: <input type="checkbox"/> A SECOND SLO, PROVIDED THAT THIS SLO IS HIGHER THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT <input checked="" type="checkbox"/> A GROWTH MEASURE <input type="checkbox"/> A MEASURE OF STUDENT GROWTH OTHER THAN AN AFT50 <input type="checkbox"/> A PERFORMANCE INDEX <input type="checkbox"/> AN ACHIEVEMENT BENCHMARK <input checked="" type="checkbox"/> AN OTHER COLLECTIBLE GROWTH MEASURE OR MEASURE OF STUDENT GROWTH OR ACHIEVEMENT PLEASE SPECIFY:
WHAT IS THE GRADE(S) AND SUBJECT AREA(S) FOR WHICH THE ASSESSMENT IS USED TO GENERATE A 1-20 STUDENT PERFORMANCE SCORE?	K, 1, 2, 3, 4, 5
WHAT ARE THE TECHNOLOGY TOOLS ASSOCIATED WITH THE ASSESSMENT (CALCULATORS, ETC., IF APPLICABLE)?	1. None

All of the K-12 Literacy Assessments are integrated into all curriculum areas and are the primary curriculum documents. The assessments are aligned to the philosophy that all teachers are teachers of reading and writing and skills/practices are explicitly taught in all content areas at all grade levels. Our assessments are grounded in NYSED standards, and are aligned to the national standards for student growth. Teachers are expected to review standards, skills and practices on a regular basis in their daily lesson plans and that they follow the Monroe 2-Orleans BOCES NYSED assessment standards and curriculum.

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 DOCUMENTS?

We ensure that the assessment accurately captures if students mastered key concepts for the grade and course by using rubrics that are research-based, and based upon test specs, assessment blueprints. The rubrics are based on national NYSED writing traits that are modified to better meet the academic needs of our students. The rubrics have been aligned to the K-12 Next Generation Learning Standards so as to have an accurate assessment of students' skills and understanding. The assessments used throughout the year are aligned to effectively measure student success on the assessments and ensure attainment of mastery of the standards.

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 EXCELLENCE

Monroe 2-Orleans BOCES has a well-articulated assessment plan and is communicated to all stakeholders in writing to begin the year and at the end of the year. The assessment scores are provided. The K-2 rubric assessment scores are: 0-Below Proficiency; 1-Approaching Proficiency; 2-Developing; 3-Developing; 4-Capable; 5-Exceeds Proficiency; and 6-Exceptional. The levels of performance are based upon NYSED writing standards and traits. The 3-12 rubric writing assessment scores are: 1-Below Proficiency; 2-Approaching Proficiency; 3-Meeting Proficiency; and 4-Exceeds Proficiency. The levels of performance are based upon the NYS NGLS for ELA (specific to writing and responding to reading) and understood by all. Trainings have been provided to all teachers to ensure that all are scoring.

IF THE SELECTED ASSESSMENT(S) ARE NOT STANDARDIZED, PLEASE DESCRIBE HOW THEY ARE MADE COMPARABLE ACROSS GRADE LEVELS, COURSE-LEVEL CLASSROOMS?

The Literacy Tasks and Rubrics used to score are all consistent for grade bands across our internal programs at Monroe 2-Orleans BOCES. All teachers are trained in the rubric scoring process for each band and we ensure a teacher does not score the same student's papers. This ensures consistency of scoring across departments. All rubrics are research-based and are aligned to the standards.

HOW IS THE SELECTED ASSESSMENT ABLE TO MAXIMIZE THE EFFICIENCY OF THE ASSESSMENT PROCESS AND GATHERED TO ALLOW FOR EFFICIENT USE OF TIME?

The assessments maximize efficiency by being used as a teaching tool to set targets for enrichment for low-student-achievement on the assessments. The assessments are administered in a manner that is growth-producing and targeted to skills and practices.

IF APPLICABLE, HOW WILL TECHNOLOGY BE USED TO ENHANCE THE ASSESSMENT PROCESS AND PROVIDE THE MOST EFFECTIVE AND EFFICIENT IMPLEMENTATION?

These assessments are not done on a computer. The results to be used for instruction.

PLEASE PROVIDE ANY ADDITIONAL INFORMATION THAT MAY BE USEFUL WHEN REVIEWING YOUR RESPONSES.

The literacy skills assessments have been the use across all content areas. We are trying to be career ready. We have multiple ways of measuring from compliance of the law to accept the law. The goal is an student's

Please complete the following:
 Performance Standard (SLO) for each of the performance standards subcomponent as an SLO.

Process for Measuring Student Growth:

Consistent with Department regulations and guidelines developed at the start of any school year, a course of learning expectations for students should be established that aligns with state standards, as well as any other relevant and applicable specific and measurable learning objectives. To ensure expected growth, educators will determine students' levels of preparedness at the start of the school year by reviewing relevant baseline data. This data may include, but is not limited to, students' prior academic history, pre-tests, or end-of-course assessments from the prior year.

SLOs are developed and approved through locally determined processes. The Commissioner's guidance requires SLOs should be used to be ambitious and high for all students. Supervisors and principals must ensure that the targets used for SLOs represent a minimum annual growth.

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

STUDENT ASSESSMENTS OR
TEACHER AND PRINCIPAL EVALUATION

APPLICANT'S EXPERIENCE

Please read each of the items below and check the appropriate response to the criteria:

PLEASE SUBMIT ONE "FORM C" FOR EACH APPLICANT

The Applicant makes the following assurance:

Assurance	Yes/No/NA
The assessment is rigorously aligned with the relevant state or national standards in instances where there are any curricular or content alignment to assessment standards.	[]
To the extent possible, the assessment must be valid and reliable as defined by the State of Education and/or applicable standards.	[]
If used with a Student Learning Objective, the assessment can be used to measure expected growth in the objective.	[]
For K-2 assessment, the assessment is aligned with the State of Education Section 1.5 of the P-20.	[]
For assessments previously used in a school or district, the assessment is used for #15-001 or for purposes outlined in the educator evaluation tool as a student-level performance indicator. Assessments that have not been used in a school, district, or region are assessed with the index of differentiation is justified by equivalent consistent student results based on other measures of student achievement.	[]
For assessments that are not previously used in a school or district, the assessment is collecting evidence of differentiated student results and the results will be available to the educator.	[]
At the end of each school year, the applicant will ensure the assessment has produced differentiated data.	[]

⁴ Please note that if an assessment does not comply with the standards listed above, the applicant should not submit a response.

