

F. 3rd Party and District, Regional, or BOCES Developed Assessments for Growth and Locally-selected

Rigor and Comparability

- F1. Please define “rigorous and comparable” in the context of locally developed district, regional, or BOCES-developed assessments and for SLOs?**

Rigorous means that the locally-selected measure 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, evidence of alignment to research-based learning standards and, to the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.

Locally-comparable across classrooms means that the same locally-selected measures of student achievement or growth are used across all classrooms in the same grade/subject in the district or BOCES. A district may use more than one type of locally-selected measure for different groups of teachers within a grade/subject if the district/BOCES verifies comparability in accordance with the Standards of Educational and Psychological testing. For principals, the same locally-selected measure(s) must be used for all principals in the same or similar program or grade configuration in that school district or BOCES.

- F2. If a district or BOCES develops assessments, what are best practices for determining the rigor?**

Rigor can be established by assuring that the assessments are appropriate to the grade level and subject for which the assessment will be used and that assessments are aligned to the New York State Learning Standards, including the Common Core Standards, as appropriate, or in instances where there are no such standards that apply to a subject/grade level, evidence of alignment to research-based learning standards. Assessments must be valid and reliable as defined by the Standards of Educational and Psychological Testing, to the extent practicable. NYSED encourages districts and BOCES to look to their professional associations or other assessment experts for assistance.

District, Regional, BOCES Developed Assessments

- F3. If a district or BOCES develops its own assessments, do the assessments have to be reviewed by the state for inclusion on the Approved Assessment List?**

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No, district-, regional-, or BOCES-developed assessments will not be reviewed by the State. Instead, a district or BOCES that develops its own assessments will be required to include in its APPR plan a certification that the district- or BOCES-developed assessment is rigorous and comparable across classrooms, in accordance with the Commissioner's Regulations.

F4. If districts hired a provider who currently provides commercially available assessments on the State's 3rd party list, but asks the provider to develop new assessments for the district or BOCES, do those assessments have to be submitted for inclusion in the state *Approved Assessment List*?

No, if a school district or BOCES contracts with a third-party provider to develop a new assessment for the district or BOCES, this would be considered a district- or BOCES-developed assessment. Therefore, a district/BOCES could use the assessment for the locally-selected measures subcomponent or for the State assessment or other comparable measures subcomponent to the extent permitted by the regulation. The district/BOCES would need to provide assurances, in its APPR plan, that the district- or BOCES-developed assessment is rigorous and comparable across classrooms in accordance with the Commissioner's Regulations.

F5. We want to use locally-developed performance tasks for a variety of grades and subjects that would be assessed using a rubric. Is that allowable?

Subject to local negotiation, locally-developed performance tasks scored by a rubric could be used as a district, regional, or BOCES developed assessment wherever locally-developed assessments are allowed as either a comparable growth measure or a locally-selected measure provided that such assessments are rigorous and comparable as described above.

F6. Can we use the assessments we have developed for Data-Driven Instruction (DDI) cycles as our district developed assessments for use with SLOs?

Assessments developed for, and used for, DDI are intended to provide formative information to teachers and schools for instructional decision-making. Assessments used in SLOs will provide summative information that will be incorporated into teacher and principal evaluations. Typically, therefore, the assessments will be different for these purposes and will be administered and scored under different conditions. It should be noted that both forms of assessment can and often do co-exist in any instructional program.

State-Approved 3rd Party Assessments

F7. What is the process and timeline for the Department to review and approve 3rd-party-developed assessments for use in teacher and principal evaluation?

The Department issues a Request for Qualification (RFQ) for Student Assessments to be used by New York State Districts and BOCES for a portion of Teachers' and Principals' Evaluations at least yearly, soliciting applications for assessments that will be used as measures of student achievement or growth (<http://usny.nysed.gov/rttt/rfq/assessment.html>). Submitted assessments that meet the criteria in the Commissioner's regulations and the RFQ are periodically added to the State's *Approved Assessment List* at <http://usny.nysed.gov/rttt/teachers-leaders/assessments/>, with the most recent update occurring on April 4, 2012.

Another RFQ will be issued in late Spring 2012 in order to update the list prior to the 2012-13 school year. The Department will update the *Approved Assessment List* at least annually.

Before selecting an assessment from the State-approved list, we urge districts/BOCES to contact providers directly before negotiating an assessment from the State-approved list to determine what the exact costs are and any possible restrictions on use.

F8. Are the assessments on the State's approved 3rd party list aligned with the NY State learning standards, including the Common Core?

Assessments included on the *Approved Assessment List* are required by regulation to be aligned to the New York State Learning Standards or, in instances where there are no such standards that apply to a subject/grade level, evidence of alignment to research-based learning standards. Beginning in the 2012-13 school year, student achievement expectations in ELA and mathematics for grades 3-8 will be based on the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy and Mathematics. Prior to the 2012-13 school year, assessments in ELA and mathematics for grades 3-8 had to be aligned to the 2005 New York State Learning Standards for ELA and mathematics. Vendors who have assessments on the Department's *Approved Assessment List* for school year 2011-12 were required in early 2012 to submit alignment charts (if they had not done so already) that show the assessment is aligned to the standards that are in effect for the applicable grade/subject for the 2012-13 school year (including the Common Core for ELA and Mathematics grades 3-8). These alignment charts for ELA and Mathematics assessments for

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grades 3-8 are all located in the “Service Summary” PDFs on the Assessment RFQ website: <http://usny.nysed.gov/rttt/teachers-leaders/assessments/>. The Department’s *Approved Assessment List* will be updated annually to reflect each assessment’s status regarding alignment with the P-12 Common Core Learning Standards.

F9. Is there a variance process to use a 3rd party assessment that is not on the Approved Assessment List?

There is no variance process in place to use a non-Approved 3rd party assessment for the purposes of APPR. If a district or BOCES would like to use a 3rd party assessment that is not on the *Approved Assessment List*, please contact the vendor and ask that they apply during our next RFQ review period. A 3rd party assessment that is not on the SED approved list may not be used for the purposes of APPR even if a District is willing to certify to its comparability and rigor.

F10. If a third party assessment is used as part of an SLO is there a required number of times that it must be administered?

All SLOs must measure two points in time for the same students; the SLO must have a baseline (starting point) and a final, summative rating. Please check with your assessment provider for specifics as to how the vendor’s assessment should be administered.

F11. If an approved 3rd party assessment program also has interim assessments built into it, can the interim assessment data be used for SLOs?

No. Interim assessments are not the same as the SLO; interim assessments are part of good instructional practice. The SLO will use the 3rd party assessment as evidence of student learning during the interval of instruction time for purposes of the SLO.

I. Scoring and Rating of Evaluations

Scoring Bands and HEDI Ratings

I1. How is each teacher and principal rated? What is “HEDI”?

Each classroom teacher and building principal must receive an overall rating of Highly Effective, Effective, Developing, or Ineffective (HEDI) based on a single composite effectiveness score that is calculated based on the scores received by the teacher or principal in each of the three subcomponents.

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