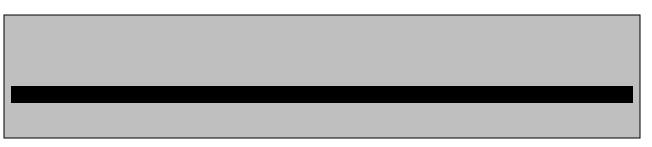


## STUDENT ASSESSMENTS AND ASSOCIATED GROWTH MODELS M



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 the create teacher -level scores, and how those teacher -level scores are converted to New York State's 0 -20 metric.

TARGET-SETTING MODEL- Teachers will upload rosters into SLO rosters into the SLO form and note baseline data points to set targets. The targets will be converted into point values (0-20) according to the NYS metric of 3012-d.

New York State Next Gene ration 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	Aligned to Common Core Learning Standards	
Math Assessments (only		
applicable to ELA and math		
assessments) :		
Assessments Woven Tightly Into	Common formative assessments aligned to goals, and	
the Curriculum:	objectives	
Performance Assessment:	Assessments geared to students demonstrating their	
	knowledge of curriculum in multiple formats and the depth	
	of understanding (performance, projects, portfolio, paper	
	and electronic)	
Efficient Time -Saving	Performance and project-based assessments provide	
Assessments:	students with an opportunity to demonstrate learning;	
Technology	more instructional time is provided for deeper learning	
Technology :	Use of technology supports differentiating learning, skills and is more time efficient	
Degree to which the growth		
model must differentiate across	n/a ( all for SLO's)	
New York State's four levels of		
teacher effectiveness (only		
applicable to supplemental		
assessments):		
accoccinomo	1	