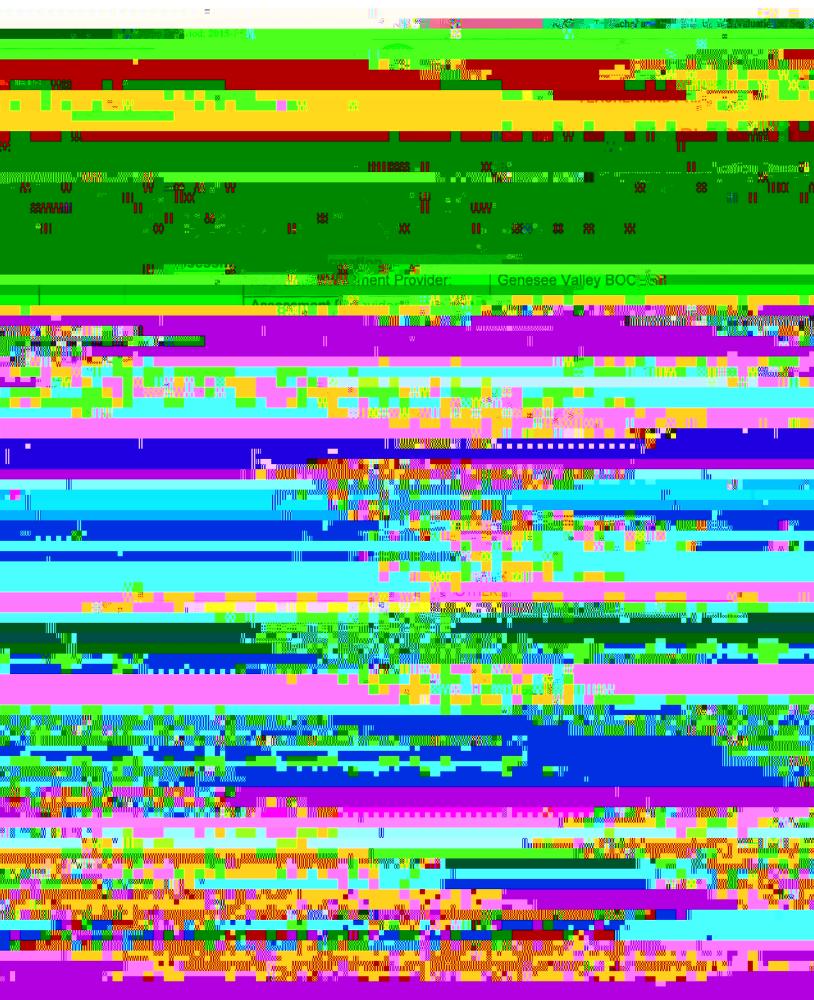


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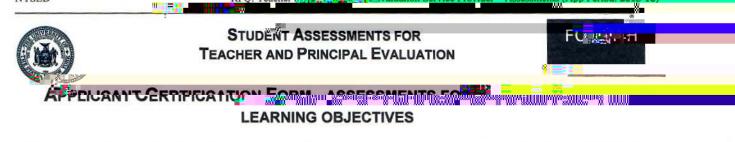


A description state accessment
The K-2 Handhause regional duminance residence in measuring statements
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including: cold uted representation constructed representations and performance
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including: selectic ted-response items, constructed-response items, and performance assessments T and Algebraic Thinking, Number and Operations in Base Ten, and measure items and gate, as
and Algebraic Thinking, Number and Operations in base Ten, and weasthement and pata, as
well as key Mathematica. The Produces appears on the entified nature of the Statesessments are summative, they are intended to denity learning the sowever, they are diagnostic enough to provide districts with data that gas haved to promote installing the
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provide districts www.n.ata.that.caa.ne.used to promote instruction
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instruction as the indicate relating to the pace.
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administered in a whole-group set with the performance assessment with with a whole-group set with the performance assessment with a whole-group set with the performance assessment.
to-one setting where the teacher evaluate, solach studen A are dividualing Student responses are
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to be scanned use a bootrina, an online curriculum and assessment and assessment and a statement and a
tool. (Link: www.edoctrina.org).
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The Assessment Pro & Alider (to be known as: Gene
abbreviate with enceforth as GVEP) is the host of the assessments in eDoctrina. With that,
GVEP staff provide a memo with menucitors for preparation and apprendice and apprendice of the
administrative support and score representing the areland available to put people in touch with eDoctrina directly for technical support when the cossary.
eDoctrina directly for technical support when a facessary.
Please provide a v provid Ut at backing warth words at berstar of time of the
SLOs for districted and BOGHES, along with how the second state of a second state of
aggregated to the create teacher-level scores, and how those teacher-level
Converte Mite New York State's P-20 metric
The target setting model for SLOs involves the teacher and administrator working collaboratively to analyze pre-assessment data, 1
collaboratively to analyze pre-assessment data, the similar and size sessment data, and/or
other pertinent student and its reflective of course disptent search for discomingin transmission in
appropriate target. Other factors that are considered as part of this in the second state of the second st
designations such as stucting and the second s
previous performance and trend data for each student Och Colling ansessment in the south with the
administered and Watered with vested interest being controlled, the data water analyzed for the

administered and "" Fored. With vested interest being controlled, the data we " = if be analyzed for the percentage of student the the terration the percentage will be placed into the NXS. 3012-d SLO scale to be converted into the terration of the percentage will be placed into the NXS.

Next Generation Assessment Prioritie

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PLEASE SUBMIT ONE "FORM H" FOR FACH ADDITIONIT OF ADDITIONITE SHOULD SUBMIT

The Applicant makes the following assurances:

Assurance	each box:
The assessment in group gorous, meaning triat it as slighted to the New York State is	
standards or. in instal offer, where there are no such learning standards that analy	
standards or, in instances and there are no such terming standards that and a subject/ആദ്വേദ്യം si, alignment to research-based learning standards	
To the extent practicable, the assessment must be baild and included as denned by u	
Stand Test	X I
The assetissment can be used to measure one year's expected growth for individ	28.5 D.8
students.	X
For K-2 assessments, the assessment is not a raditional Standardized As	
For K-2 assessments, the assessment is not a Traditional Standardized As	
For assessments previously used under Education Law §3012	
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results in prior school years, the application assures that the lack of different during is in	stified
by equivalently consistent of plant require healing of the second s	
For assessments not previously in teacher/principal evaluations of the second read	at at na rat
plan for collecting evidence of differentiated ta an indent. results, such that the avidence	willhe
available by the and the second s	
At the end of each ระกับอา year, และ ลมุชักเวลาราฟัการอาเยป็น อาแอร์	
assessment has producted differentiated student-level resultation will provide such exit	
to the Department upon request. ⁴	X

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School Representative's No. 100		
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