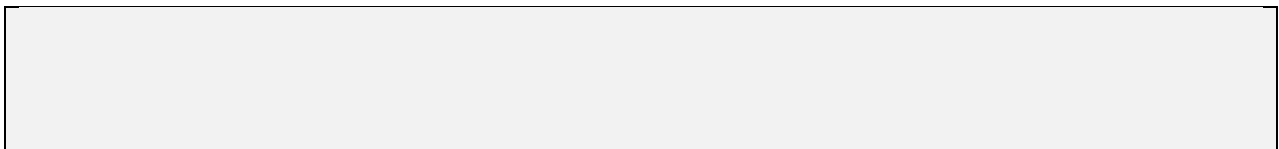
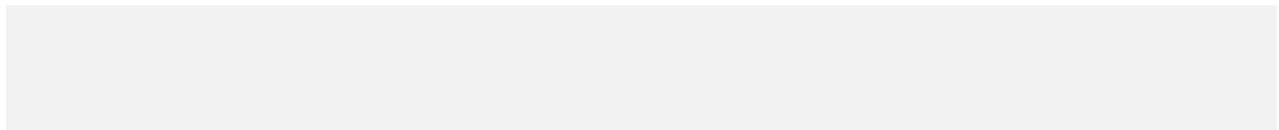
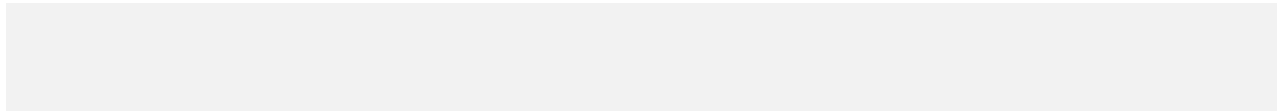
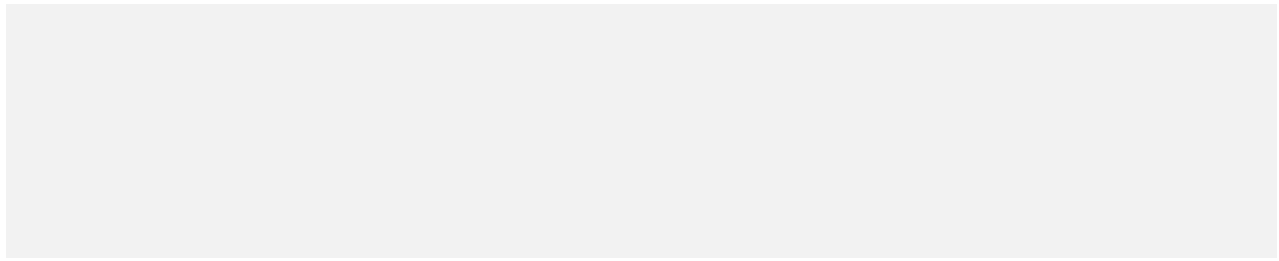
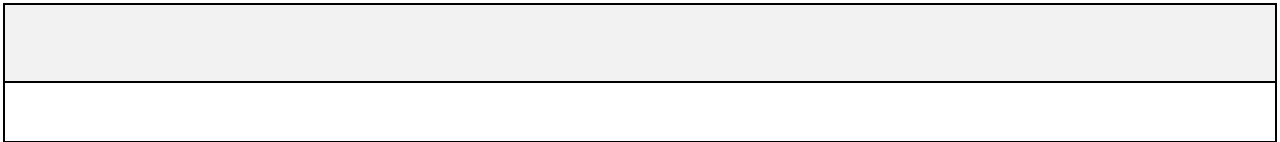
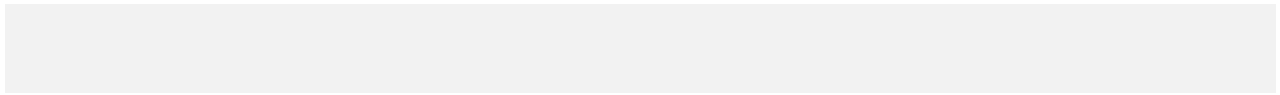
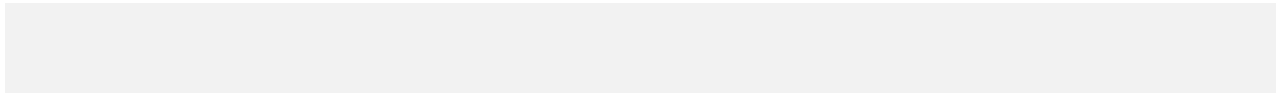


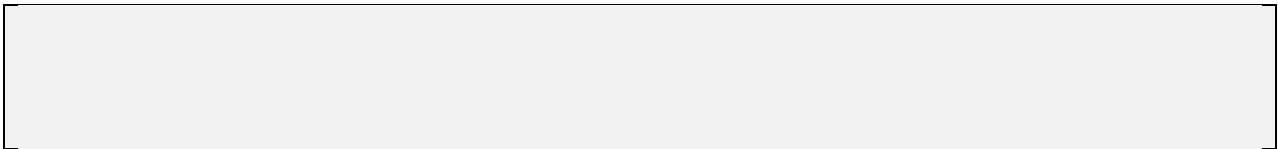
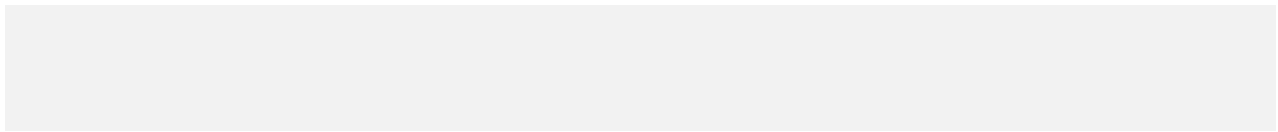
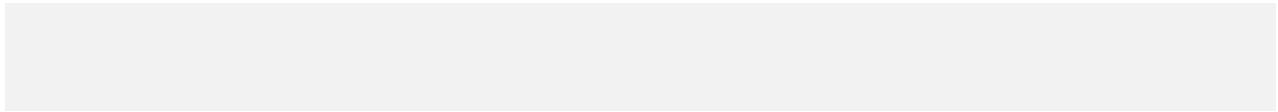
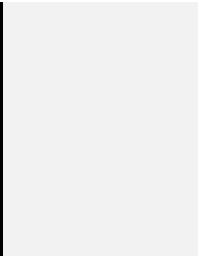
	New York State Association of World Language Administrators
ASSESSMENT PROVIDER CONTACT INFORMATION:	https://nysawla.org/ vgraham@nysawla.org
NAME OF ASSESSMENT:	FLACS Checkpoint A Spanish, French, Italian, Chinese, ASL
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	<input checked="" type="checkbox"/> REQUIRED STUDENT PERFORMANCE SUBCOMPONENT <input type="checkbox"/> LEARNING OBJECTIVES [SLOS] <input type="checkbox"/> OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT PLEASE SPECIFY: <input type="checkbox"/> A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT <input type="checkbox"/> A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL <input type="checkbox"/> A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO <input type="checkbox"/> A

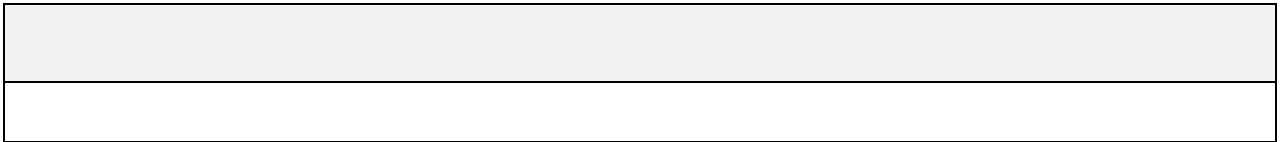
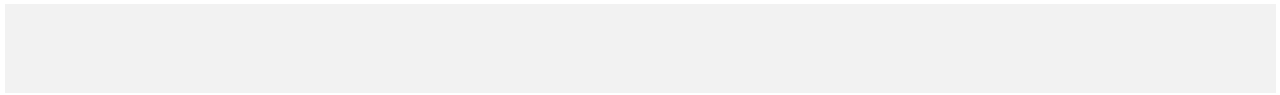
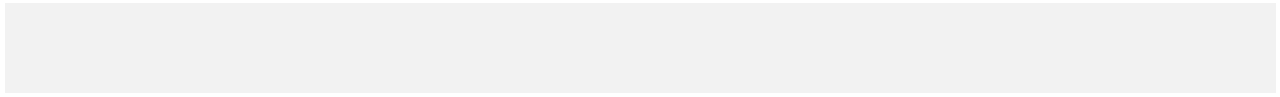




PLEASE EXPLAIN HOW GROWTH TARGETS FOR EACH STUDENT ARE SET FOR THE STATE ASSESSMENT METHOD OF COLLECTING STUDENT LEVEL BASELINE DATA, INCLUDING HOW TARGETS ARE DIFFERENTIATED AS NECESSARY BASED ON THE INFORMATION PROVIDED BY THE BASELINE DATA. IN PARTICULAR, PLEASE EXPLAIN HOW ASSESSMENT IS DONE WITH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

Student Learning Objectives are established by administration at the beginning of each year. A score of 65 on the assessment is the minimum expectation to demonstrate sufficient growth for each SLO. This score was selected because students achieving this score historically have been at least minimally prepared to successfully complete the next course in the sequence.





state standards, as well as any other school and LEA goals included in the SLO. SLOs must be specific and measurable, based on available prior student learning data. Before setting targets for SLOs, reviewing relevant baseline data. This baseline data may come from a variety of sources, but are not limited to, pretests, or end of course assessments from the prior year. At the beginning of each school year, teachers engage students in review of previous learned material to assess. This will provide an opportunity to measure growth and check for understanding.

SLOs are developed and approved through locally determined processes consistent with the 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 WERE USED IN CONJUNCTION WITH THE SELECTED ASSESSMENT TO MEASURE STUDENT GROWTH (SELECT ALL THAT APPLY) <input checked="" type="checkbox"/> HISTORICAL <input type="checkbox"/> CLIPSPAN BMC

PLEASE EXPLAIN HOW GROWTH TARGETS FOR EACH STUDENT ARE SET FOR THE CEEB ASSESSMENT METHOD OF COLLECTING STUDENT LEVEL-BASELINE DATA INCLUDING HOW TARGETS ARE DIFFERENTIATED AS NECESSARY BASED ON THE INFORMATION PROVIDED TO THEM AS NECESSARY

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FORM C

STUDENT ASSESSMENTS FOR TEACHER AND PRINCIPAL EVALUATION

APPLICANT QUALIFICATION 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 C" FOR EACH APPLICANT.


The Applicant makes the following assurance:

<p>The assessment is rigorous, meaning that it is aligned to the Missouri State Learning Standards in instances where there are no such learning standards that apply to a subject area, alignment to research-based learning standards.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>To the extent practicable, the assessment must be valid and reliable as defined in the Manual of Educational and Psychological Testing.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If used with Missouri's State Learning Objectives, the assessment will be used to measure one year's expected growth for individual students.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.0 of this RFQ. <i>(This is not a traditional assessment)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>For assessments previously used under Education Law 95012-2, Education Law 95012-3, #15-001, or for purposes of a non-annual evaluation, the assessment has been used in a student-level periodic assessment in the assessment has not produced differentiated results in prior school years. <i>the applicant certifies that the lack of differentiated results is justified by equivalent consistent student results based on other measures of student achievement.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>For assessments not previously used under Education Law 95012-2, Education Law 95012-3, #15-001, or for purposes of a non-annual evaluation, the applicant has collected evidence of differentiated student results at the end of each school year.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student results and submit the evidence to the Department upon request.¹</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

¹ 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.

NYC Department of Social Services
Office of Child Welfare

1. Name of Organization (PLEASE PRINT)	
2. Name of Executive Director	
3. Title	
4. Address	
5. City	
6. State	
7. Zip	
8. Telephone	
9. Fax	
10. E-mail	

Half Hollow Hills	
1. Name of Organization (PLEASE PRINT)	
2. Name of Executive Director	
3. Title	
4. Address	
5. City	
6. State	
7. Zip	
8. Telephone	
9. Fax	
10. E-mail	