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OVERVIEW

Purpose of this Document

- Outline the key decisions to be made by the School Local Measures Committee and the principal in the School-Level Measures of Student Learning (MOSL) selection process.
- Support the School Local Measures Committee in reviewing available options and recommending Local Measures of Student Learning selections for each grade/subject in their school.
- Support the principal in making State Measures of Student Learning selections and finalizing Local Measures of Student Learning selections for each grade/subject in their school.
- Support the principal (or principal designee) in entering final school-level MOSL selections in the Advance Web Application.

Measures of Student Learning (MOSL) Implementation Timeline

**STAGE 1:** Preparing for SY 2015-16

- **By Sept. 28:**
  Schools make school-level MOSL selections that are aligned with student needs, instructional priorities, and strategic assessment plans.

**STAGE 2:** Starting smart

- **By Oct. 30:**
  (If baseline administration is selected) Schools administer, norm, and score all MOSL-eligible baseline assessments to determine student starting points.

- **By Nov. 6:**
  Schools make teacher-level MOSL selections that are aligned with student needs, instructional priorities, and strategic assessment plans.

- **By Nov. 13:**
  (If baseline administration is selected) Schools submit and review data from all baseline assessments.

- **By Nov. 16:**
  (If goal-setting is selected) Schools set goals for students or groups of students.

**STAGE 3:** Tracking progress

- **By March:**
  Schools revise teacher-level MOSL selections if roster changes necessitate.

- **Ongoing:**
  Schools use periodic and formative assessment to track student progress, inform instruction, and provide teachers with feedback and support on their practice.

**STAGE 4:** Finishing strong

- **By late May:**
  Teachers in Grades 4-8 ELA and math complete Roster Maintenance Verification (RMV) process. **Note:** All other teachers must complete this process by **end of June.**

- **By June 10:**
  Schools administer, norm, and score all end-of-year MOSL-eligible assessments to measure student growth.

- **By June 24:**
  Schools submit and review data from all end-of-year assessments.

- **By end of June:**
  Schools use end-of-year measures of student learning data to reflect on practice and plan for SY 2016-17.
Vision for Advance

We believe that students learn to think for themselves when teachers continuously learn and develop their classroom practices. Advance engages teachers in reflecting on both student learning data and meaningful feedback from school leaders, so they can learn, grow, and thrive as professionals.

Measures of Student Learning (MOSL)

Understanding how students are performing is crucial to recognizing outstanding teaching and encouraging meaningful improvements in teaching and learning. As part of their Advance Overall Rating, each teacher will receive one score and corresponding rating (Highly Effective, Effective, Developing or Ineffective) for their State Measures of Student Learning (20%) and Local Measures of Student Learning (20%). Taken together these measures account for 40% of a teacher’s Advance Overall Rating.

MOSL Selections Process

Each year, schools get the opportunity to re-select their Measures of Student Learning based on re-examining their strategic use of assessment and refining systems and structures to ensure assessment is used to drive improvements in practice and student learning. MOSL selections should be aligned with a school’s strategic assessment plan—which includes all assessments administered at a school for teacher evaluation and other instructional purposes. A well-designed assessment plan does not test for testing’s sake; rather assessments are used to gauge student learning to improve teacher practice.

SCHOOL-LEVEL SELECTIONS

With instructional vision in mind, principals and Committees first make State and Local Selections for each grade/subject offered at their school. Making selections at the school-level ensures that Measures of Student Learning are applied consistently and fairly across all teachers of similar programs at a school and that students in the same grade/subject at the school are assessed in comparable ways.

TEACHER-LEVEL SELECTIONS

Many teachers teach multiple grade/subjects throughout the day. During teacher-level selections, principals and Committees determine which grade/subjects will be included in each teacher’s individual selections.

For more information, please see the 2015-16 MOSL Teacher-Level Selections Guide (anticipated release September 2015).
School-Level Selections Roles and Responsibilities

SCHOOL LOCAL MEASURES COMMITTEE
The School Local Measures Committee will recommend Local Measures selections to the principal for each grade/subject in the school. The principal may accept the recommendations or opt for the Local Measures default (see Appendix C for information on the Local Measures default).

The School Local Measures Committee is composed of 8 members of the school community. The principal will select 4 members (either teachers or administrators) and the UFT chapter leader will select 4 members.

- The principal and chapter leader may be members of the Committee.
- In small schools (fewer than 30 classroom teachers), the principal and UFT chapter chair can jointly agree to form a Committee of only 6 members of the school community (3 selected by the principal and 3 selected by the chapter chair).
- Principals and chapter leaders are not obligated to select members who served on last year’s Committee.
- Because Local Measures options differ by grade and subject, the principal and UFT chapter leader should select Committee members who represent a diverse array of grades and subjects.
- The principal should discuss the expected State Measures selections with the Committee to ensure that State and Local Measures are complementary.

PRINCIPAL
Where there is choice, the principal will select State Measures for each grade/subject in the school. In many cases, the State Measures are pre-determined by the State. The principal is expected to work collaboratively with the School Local Measures Committee in making selections.

DECISIONS TO BE MADE
This guide is designed to support principals and School Local Measures Committees in making the decisions outlined below. Principals and School Local Measures Committees may follow the eight steps outlined in this document. For School Local Measures Committees, it is recommended that this step-by-step process take place over a series of meetings. The checklist at the beginning of each step in this Guide can serve as a meeting agenda.

Schools can use existing structures/time for committees to meet, or they can create additional time with per session compensation. Note that the UFT/NYCDOE Collective Bargaining Agreement allocates time at the beginning and end of the school year for educators to engage in MOSL-related activities. For more information see Appendix D: Additional MOSL Time for Educators.

<table>
<thead>
<tr>
<th>SCHOOL LOCAL MEASURES COMMITTEE</th>
<th>PRINCIPAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Recommend the assessment selection for Local Measures for each grade/subject.</td>
<td>✓ Make the assessment selection for State Measures for each grade/subject, where there is choice.</td>
</tr>
</tbody>
</table>
SY 2015-16 NOTABLE MOSL POLICY CHANGES

**BASELINE ASSESSMENTS:** It is best practice to review historical achievement data or baseline assessment data at the start of the year to gauge student starting points, group students for instruction, and identify students in need of targeted intervention. Students in kindergarten do not have historical data for teachers to review and for the NYCDOE to use when calculating a growth model. For this reason, the administration of baseline assessments is required for all kindergarten grade/subjects if a growth model is selected with an individual target population. Baseline assessments are still optional but strongly encouraged if goal-setting is selected instead and for other grade/subjects.

**ALTERNATE ASSESSMENT GROWTH MEASUREMENT:** Due the unique population of students taking alternate assessments, schools may only select goal-setting for NYSAA, SANDI/FAST, and WebABLLS assessments. Goal-setting is a more appropriate measure of growth for these students because it allows schools to account for information about each individual student.
STEP 1

PREPARE FOR DECISION MAKING

KEY OUTCOMES:

Prepare to make decisions that are aligned with your school’s student needs, instructional priorities, and strategic assessment plan.

PRINCIPAL & SCHOOL LOCAL MEASURES COMMITTEE CHECKLIST:

☐ Reflect on the successes and challenges associated with last year’s MOSL selections.

☐ Review last year’s assessment results for evidence of growth and gaps across subject areas, grade levels, and student groups.

☐ Discuss your school’s instructional focus and how it relates to MOSL options.

☐ Discuss school goals and structures for collaborative professional learning and how MOSL could be used to support these goals.

☐ Discuss how MOSL assessments will be integrated into your school’s strategic assessment plan, including your periodic assessment selections.
Schools can re-select their *Advance* MOSL selections each year based on their lessons learned, new options, and evolving student needs. This guidance is aligned to the *Framework for Great Schools* and connects to a set of questions at the end of each decision-making step (steps 2, 3, and 4). These guiding questions can help the School Local Measures Committee and principal work together to identify which considerations are relevant to their unique school context and make selections that are aligned to their students’ needs, instructional priorities, and strategic assessment plans.

**DECISION-MAKING GUIDANCE**

- **SUPPORTIVE ENVIRONMENT**
  - Review last year’s assessment data for evidence of growth and gaps across subject areas, grade levels, and student groups.
    - What strengths were identified for all students? Student subgroups?
    - What needs were identified for all students? Student subgroups?
    - What strategies were successful at addressing our students’ specific needs?
    - Do we want to target specific academic concepts, skills, and/or behaviors?

- **RIGOROUS INSTRUCTION**
  - Discuss how MOSL can support rigorous instruction in our classrooms.
    - What is our school’s instructional focus? How can our 2015-16 MOSL Selections reinforce this focus?
    - How could MOSL assessments be integrated into our strategic assessment plan to help gauge student progress and inform and support rigorous instruction?

- **COLLABORATIVE TEACHERS**
  - Discuss how MOSL can help build a culture of collaboration.
    - How can we collaborate with our school community to make selections that are aligned with student needs and instructional priorities?
    - How can our MOSL selections support our priorities and goals around individual accountability and collective responsibility?
    - What formal or informal structures (*e.g.*, vertical or grade-level teacher teams) exist for teachers across content areas to plan and work together?
    - How can we leverage these existing structures in our MOSL selections?

- **TRUST**
  - Discuss how MOSL selections’ decisions will be communicated to our school community.
    - How can we work to build trust and transparency throughout the MOSL selections process?
    - What questions do we anticipate our school community might have about this process and our selections? What is our plan to address these questions?
    - How can we ensure that teachers understand their MOSL selections and how MOSL selections will relate to their *Advance Overall Rating*?
KEY OUTCOMES:
Understand the different types of assessments that can be selected for State and Local Measures of Student Learning and the potential benefits and challenges of selecting each type.

PRINCIPAL & SCHOOL LOCAL MEASURES COMMITTEE CHECKLIST:

☐ Review the different assessment options available to your school.

☐ Use the decision-making guidance to identify and discuss key considerations that will influence your assessment decisions in step 5.

☐ Determine if your school should administer optional fall baseline assessments for MOSL purposes and/or instructional purposes. **NOTE:** For SY 2015-16, the administration of fall baseline assessments is required for all kindergarten grade/subjects if a growth model is selected with an individual target population.
## ASSESSMENT TYPES

There are three different types of assessments that principals and School Local Measures Committees can consider. All three types of assessments were created in partnership with teachers, subject-matter experts, and assessment experts. More information and the potential benefits and challenges associated with each type of assessment is laid out on the following pages. For a full list of Advance Assessment options see Appendix B.

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STATE ASSESSMENTS</strong></td>
<td>Assessments developed by NYSED to measure student learning (e.g., Regents Exams, State ELA, Math or Science tests, NYSAA, etc.).</td>
</tr>
<tr>
<td><strong>NYC PERFORMANCE ASSESSMENTS</strong></td>
<td>Performance assessments that require students to construct a response, create a product, or perform a task to demonstrate knowledge or skills (e.g., NYC Performance Tasks, Running Records, SANDI/FAST, etc.).</td>
</tr>
<tr>
<td><strong>3RD PARTY ASSESSMENTS</strong></td>
<td>Other approved assessments purchased from an assessment vendor (e.g., Performance Series, Advanced Placement Exams, etc.).</td>
</tr>
</tbody>
</table>

### PERIODIC ASSESSMENT (PA) SELECTIONS

NYC Performance Assessments and 3rd Party Assessments are part of the Periodic Assessment Portfolio. Schools may choose to administer these assessments for instructional purposes even if they choose not to submit the scores for MOSL purposes, if they support the school’s existing strategic assessment plan.

Schools will have the opportunity to adjust and align their Periodic Assessment (PA) selections in order to ensure selections are complementary and that the school’s assessment strategy best fits the needs of teachers and students.

### TESTING ACCOMMODATIONS

Note that students who are entitled to testing accommodations, such as students with IEPs, students with 504 Plans, English Language Learners (ELLs), and former ELLs must receive their appropriate testing accommodations during the administration of both baseline and end-of-year MOSL assessments. Testing accommodations support students in demonstrating their skills, knowledge, and abilities by minimizing the impact of their disabilities or English proficiency status. In all cases, the decision to provide certain accommodations for MOSL assessments must be made based on students’ individual needs and must directly address the student’s documented diagnosis, disability, or language need. Please see the Testing Accommodations FAQ for additional information on testing accommodations for students with IEPs, 504 Plans, and for ELLs.
State Assessments are developed by the New York State Education Department (NYSED) and are required to be administered to students throughout the State. State Assessments are required as the State Measure of Student Learning any grade/subjects that culminates in a State Assessment. These assessments are aligned to New York State’s Learning Standards and are intended to provide educators with a measure of student proficiency in the knowledge and skills students need to succeed in college and careers. State Assessments include the following:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Grades</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary and Middle School ELA and Math</td>
<td>Grades 3-8</td>
<td>These assessments are designed to measure the Common Core Learning Standards in ELA and Math. They contain both multiple-choice and open-response questions. For the most recent sample questions released by the State, see the EngageNY website here.</td>
</tr>
<tr>
<td>Elementary and Middle School Science</td>
<td>Grades 4, 8</td>
<td>These assessments are designed to measure the content and skills contained in the Science Core Curriculum based on the New York State Learning Standards for Mathematics, Science, and Technology. They contain both a written test (multiple-choice and open-response questions) and a performance test (hands-on tasks). Test samples can be found on the NYSED website here.</td>
</tr>
<tr>
<td>Regents Exams</td>
<td>Grades 7-12</td>
<td>These assessments are designed to measure students’ mastery of New York State Learning Standards and are available in Comprehensive English; English Language Arts; Algebra I; Geometry; Algebra 2/Trigonometry; Global History; US History; Chemistry; Earth Science; Living Environment; and Physics. Past examinations can be found on the NYSED Regents website here.</td>
</tr>
<tr>
<td>NYSESLAT</td>
<td>Grades K-12</td>
<td>The New York State English as a Second Language Achievement Test (NYSESLAT) is designed to assess the English proficiency of all English Language Learners enrolled in Grades K–12. Test samples can be found here.</td>
</tr>
<tr>
<td>NYSSA</td>
<td>Grades 3-12</td>
<td>This assessment is a datafolio-style assessment for students with severe cognitive disabilities and is designed to measure mastery of New York State Common Core Learning Standards in ELA and Math and New York State Learning Standards in Science and Social Studies. NOTE: Given the unique learning needs of alternately assessed students, goal-setting is the required growth measurement for the NYSSA assessment.</td>
</tr>
</tbody>
</table>
CONSIDERATIONS:

- If selected as Measures of Student Learning, State Assessments selected with a growth model do not introduce new assessments or additional work in schools.

- In some cases, teachers who teach a grade/subject that ends with a State Assessment must use that assessment as their State Measure. This is determined/identified for each teacher as part of the Teacher-Level MOSL Selections process.

- There may be State Assessments that are not selected as a State Measure that can be selected as the Local Measures. For example, the required State Measure selection for the “Science (4th Grade) Grade/Subject” is the Science State Assessment. The School Local Measures Committee could select the Grade 4 State ELA test as a linked Local Measure. Science classes are also focused on building content specific literacy skills. Thus, schools may wish to include an ELA measure in their science teachers’ MOSL selections.

- If a grade/subject does not end with a State Assessment, the school could select a grade, school, or linked target population with a State Assessment as the State or Local Measure. More information on target populations can be found in Step 3. These measures may support increased collaboration and accountability amongst staff if structures exist or are created for teachers across content areas to plan and work together.
New York City Performance Assessments are performance assessments that require students to construct a response, create a product, or perform a task to demonstrate knowledge or skills. The NYCDOE will provide support for costs associated with administering some assessments for MOSL purposes. More information on the process for paying for these assessments is forthcoming.

NYC Performance Assessments include the following:

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<thead>
<tr>
<th>NYC Performance Tasks: ELA(^1)</th>
<th>Grades K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYC Performance Tasks: Math(^2)</td>
<td>K-8, Algebra I, Geometry, Algebra II/Trigonometry</td>
</tr>
<tr>
<td>NYC Performance Tasks: Science</td>
<td>4, 6-8, Living Environment, Chemistry, Physics, Earth Science</td>
</tr>
<tr>
<td>NYC Performance Tasks: Social Studies</td>
<td>6-8, Global History I/II, Global History III/IV, US History, Economics/Government</td>
</tr>
</tbody>
</table>

Tasks (e.g., open-ended response) scored against a common rubric. These tasks were developed by the NYCDOE with input from NYC teachers, subject-matter experts, and assessment experts. For more information see previous years’ NYC Performance Tasks, which may be accessed on Schoolnet.

### Running Records (DRA2, F&P, and TCRWP)

<table>
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<tr>
<th>Grades K-5</th>
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</thead>
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Running Records of Literacy are on-demand, one-to-one assessments during which teachers observe and record students’ oral reading behaviors at increasing levels of complexity. Click on the links for more information:
- Developmental Reading Assessment 2nd Edition (DRA2)
- Fountas & Pinnell (F&P)
- Teachers College Reading and Writing Project (TCRWP)

### SANDI/FAST\(^3\)

<table>
<thead>
<tr>
<th>K-12 grade equivalent</th>
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</table>

SANDI/FAST is one of two NYC Performance Assessment options for students who take alternate assessments. The assessment is aligned to the Common Core Learning Standards and contains performance tasks with built-in accommodations. For more information see the [SANDI/FAST Assessment Webinar](#).

**NOTE:** Goal-setting is the required growth measurement for the SANDI/FAST assessment, given the unique learning needs of alternately assessed students.

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\(^1\) Where a State assessment is required to be used as the only State Measure (grades 3-8 ELA and math and high school grades/subjects that culminate in Regents Exams), NYCPTs can only be used for Local Measures.

\(^2\) See footnote 1.

\(^3\) Note that for MOSL purposes, the NYCDOE will only cover the cost of either SANDI/FAST or WebABLLS for each student.
<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Eligibility</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WebABLLS (online version of the ABLLS-R)(^1)</td>
<td>K-12 grade equivalent</td>
<td>WebABLLS is one of two NYC Performance Assessment options for students who take alternate assessments. This assessment includes an assessment tool, curriculum guide, and skills-tracking system used to help guide the instruction of language and critical learner skills for alternate assessment students. (\text{NOTE: Goal-setting is the required growth measurement for the WebABLLS assessment, given the unique learning needs of alternately assessed students.})</td>
</tr>
<tr>
<td>Language Other Than English (LOTE) Exams</td>
<td>High School students who have completed six LOTE course credits</td>
<td>These assessments are designed to assess students who have completed six LOTE course credits in a single language and are available in a 22 languages. For a full list of available LOTE exams see the Advance assessment list in Appendix B. (\text{NOTE: Goal-setting is the required growth measurement for LOTE exams because there is a lack of applicable historical achievement data to calculate a growth model.})</td>
</tr>
<tr>
<td>Second Language Proficiency (SLP) Exams</td>
<td>Students who have completed 2 LOTE courses in grades K-8 or 1 accelerated LOTE course in grade 8.</td>
<td>These assessments are offered in French, Italian, Latin, and Spanish are offered to students in schools that offer these courses and have met the course requirements in accordance with Checkpoint A learning standards for Second Language Proficiency. (\text{NOTE: Goal-setting is the required growth measurement for SLP exams because there is a lack of applicable historical achievement data to calculate a growth model.})</td>
</tr>
<tr>
<td>Arts Commencement Exams</td>
<td>For Dance, Theater and Visual Arts, courses with students who have achieved 6+ credits.</td>
<td>For Music, courses with students who have achieved 8+ credits. This two-part assessment is available in Music, Theater, Dance, and Visual Arts. This assessment is administered in the culminating arts commencement course at schools providing 10 or more credits of arts instruction in a given discipline. (\text{NOTE: These assessments are only available to schools that used the assessment in SY 2012-13, SY 2013-14, and/or SY 2014-15 AND goal-setting is the required growth measurement.})</td>
</tr>
</tbody>
</table>

\(^1\) Note that for MOSL purposes, the NYCDOE will only cover the cost of either SANDI/FAST or WebABLLS for each student.
CONSIDERATIONS:

- Performance Assessments may be especially valuable if already integrated into your school’s strategic assessment plan.
- Performance Assessments cannot be used as the State Measure in any grade/subject where the State Assessment is required to be used for the State Measure (grades 3-8 ELA and math and high school grades/subjects that culminate in Regents Exams).
- The rubrics, checklists, and fall baseline assessment results from Performance Assessments can be used to drive instruction and increase student learning throughout the year.
- For baselines (if schools opt to administer for MOSL purposes) and end-of-year assessments, schools must score these assessments at the school site and submit the results.
- The New York State teacher evaluation law prohibits teachers with a vested interest in a student’s results from scoring his or her final assessment. Schools that select NYC Performance Tasks or Running Records must establish structures for school-based distributed scoring of these assessments at the end of the year. This includes investing time in norming scoring practices, scoring assessments, and submitting student’s results in relevant data systems. As was the case last year, during the baseline and end-of-year assessment administration windows, teachers can dedicate the 75-minute block after the instructional day on Tuesdays to MOSL-related work. See Appendix D for more information.
- Assessment results must be submitted into the following systems:
  - NYC Performance Tasks in Schoolnet
  - DRA and F&P in STARS Classroom
  - TCRWP in AssessmentPro
  - SANDI/FAST in the SANDI/FAST Online Portal
- NYC Performance Tasks and SANDI/FAST require schools to print materials.
  - If schools selected NYC Performance Tasks in the Periodic Assessment Selections Tool by July 17, then NYC Performance Task student materials will be delivered to schools during the week of September 8.
  - If schools selected NYC Performance Tasks in the Periodic Assessment Selections Tool after July 17, but before September 11, then NYC Performance Task student materials will be delivered to schools during the week of September 28.
  - If selected after September 11, then schools will need to print NYC Performance Task materials and may need to order texts for K-2 NYC ELA Performance Tasks.
  - Teacher materials (e.g. rubrics, scoring guides) will be printed at the school site.
3rd Party Assessments are approved assessments provided by an assessment vendor. These assessments are developed by assessment experts and have been approved for use as a Measure of Student Learning by NYSED and the NYCDOE. Many of these assessments are already used in schools across NYC. The NYCDOE will provide support for costs associated with administering some assessments for MOSL purposes. More information on the process for paying for these assessments is forthcoming.

Current approved assessments include:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Grades</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Series: ELA</strong></td>
<td>Grades 3-11</td>
<td>Performance Series assessments are web-based, computer-adaptive assessments. For more information about these assessments, see the Performance Series website here.</td>
</tr>
<tr>
<td><strong>Performance Series: Math</strong></td>
<td>Grades 3-9,</td>
<td></td>
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<tr>
<td></td>
<td>Algebra, Geometry</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Placement Exams</strong></td>
<td>Grades 9-12</td>
<td>Advanced Placement (AP) Exams are assessments that combine multiple-choice questions with a free-response section either in essay or problem-solving format. For more information about Advanced Placement (AP) Exams see the College Board website here.</td>
</tr>
</tbody>
</table>
| **Career and Technical Education (CTE) Assessments: NOCTI & Certiport** | Grades 9-12 (full-year CTE courses only) | Find information about NOCTI assessments here.  
Find information about Certiport assessments here.  

**NOTES:**
- These assessments are only available to schools that have qualifying full-year CTE courses and that used the assessment in SY 2012-13, SY 2013-14 and/or SY 2014-15.  
- Goal-setting is the required growth measurement.  
- Due to State regulations, Certiport assessments are only available as a Local Measures selection.

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1 Where a State assessment is required to be used as the only State Measure (grades 3-8 ELA and math and high school grades/subjects that culminate in Regents Exams), 3rd Party Assessments can only be used for Local Measures.  
2 See footnote 1.
CONSIDERATIONS:

- 3rd Party Assessments may be especially valuable if already integrated into your school’s strategic assessment plan.

- 3rd Party Assessments cannot be used as the State Measure in any grade/subject where the State Assessment is required to be used for the State Measure (grades 3-8 ELA and math and high school grades/subjects that culminate in Regents Exams).

- All assessments are computer-based assessments and/or are scored by vendors and do not require schools to establish structures for school-based distributed scoring.

- Schools have to meet the technical requirements to administer computer-based assessments.

- Assessments selected for MOSL must align to the standards of the course in which the assessment will be administered. Due to the diversity of MOSL-eligible CTE assessments and courses, schools should ensure that the selected CTE assessments are appropriately aligned to the standards of the courses in which they will be administered.
BASELINE ASSESSMENTS

Many MOSL-eligible assessments have an accompanying fall baseline assessment that can be administered at the beginning of the year to determine students’ starting points. This information can be used to inform instruction and can be used to calculate student growth from the beginning to the end of the year.

In SY 2015-16, the baseline assessment administration window is September 9 – October 30\(^1\). All assessments’ scores must be submitted by November 13.

BASELINE ASSESSMENTS: GRADES K-2

It is best practice to review historical achievement data or baseline assessment data at the beginning of the year to gauge students’ starting points, group students for instruction, and identify students in need of targeted interventions. In the early grades there is limited historical student achievement data available for teachers to review. For this reason, the administration of baseline assessments in grades K-2 is strongly encouraged to help determine students’ starting points. Please note that the K-2 assessments that are MOSL-eligible are performance-based assessments, designed to authentically measure students’ abilities through tasks like Running Records, NYCPTs, reading inventories in kindergarten, and math inventories in grades K-1.

For kindergarten students, there is no historical student achievement data for teachers to review and the NYCDOE to use when calculating growth. For this reason, if the NYCDOE growth model is selected with an individual target population, the administration of baseline assessments is required for all kindergarten grade/subjects. If goal-setting is selected, administration of a fall baseline is strongly encouraged but not required.

BASELINE ASSESSMENTS: ALL OTHER GRADES

The administration of fall baseline assessments in all other grade/subjects is optional. For assessments that have an accompanying fall baselines, schools can select from the following options:

<table>
<thead>
<tr>
<th>OPTION 1</th>
<th>Administer the fall baseline assessment for instructional and MOSL purposes (i.e. to inform the calculation of student growth).&lt;br&gt;&lt;br&gt;Note: Decision must be indicated in the Advance Web Application before September 28.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPTION 2</td>
<td>Administer the fall baseline assessment for instructional purposes only.&lt;br&gt;&lt;br&gt;Note: Baseline assessment should not be selected in the Advance Web Application.</td>
</tr>
<tr>
<td>OPTION 3</td>
<td>Do not administer the fall baseline and review historical achievement data to gauge student starting points(^2) (see below for more information on historical achievement data will be used).&lt;br&gt;&lt;br&gt;Note: Baseline assessment should not be selected in the Advance Web Application.</td>
</tr>
</tbody>
</table>

For State Measures, the principal decides which baseline assessments, if any, will be administered for MOSL purposes. For Local Measures, the School Local Measures Committee recommends which baseline assessments, if any, will be administered for MOSL purposes. If the assessment is used for both the State and Local Measures, then the principal decides whether the baseline assessment will be administered for MOSL purposes. It is important for the principal and School Local Measures Committee to collaborate when determining which baseline assessments they want to administer as part of their strategic assessment plan.

\(^1\) SANDI/FAST and WEBABLLS baseline assessment administration window is September 9- November 6.

\(^2\) This is not an available option for the SANDI/FAST and WebABLLS assessments. Given the nature of these assessments, the SANDI assessment and the WebABLLS-R assessment must be administered at the beginning of the year.
GROWTH MODELS
If selected, fall baseline assessment results will be combined with applicable historical achievement data to determine a student’s starting point for growth model calculations. If the principal or School Local Measures Committee chooses NOT to administer baseline assessment for MOSL purposes, then teachers’ growth model results will be based on historical achievement data only.

NOTE: For kindergarten students there is no historical student achievement data for teachers to review and the NYCDOE to use when calculating growth. For this reason, the administration of baseline assessments is required for all kindergarten grade/subjects if a growth model is selected with an individual target population. Since historical achievement data is limited in grades K-2, administering baselines in these grades is strongly encouraged regardless of growth measurement and target population selected to help determine students’ starting points.

GOAL-SETTING
Teachers can use any baseline assessment results administered at their school to inform the goals they set for each student. NYCDOE-suggested goals will be based on historical achievement data only.

CONSIDERATIONS:
- Fall baselines are available for the following assessments:
  - All NYC Performance Tasks
  - Running Records (DRA2, F&P, and TCRWP)
  - SANDI/FAST
  - WebABLLS-R
  - Performance Series: ELA and Math
- Growth Models:
  - If the principal or School Local Measures Committee choose NOT to administer baseline assessments for MOSL purposes, then teachers’ growth model results will be based on historical achievement data only.
  - The administration of baseline assessments is required for all kindergarten grade/subjects if a growth model is selected with an individual target population.
- Goal-setting:
  - If the principal and/or School Local Measures Committee choose NOT to administer baseline assessments, then teachers will not have this data to inform their students’ goals.
  - Assessment is an integral tool to knowing your students’ strengths and supporting their growth. Baseline assessments can provide valuable information about where students are starting the year.
  - Assessment and baseline administration decisions should be aligned to your school’s instructional focus and strategic assessment plan.
  - Administering baseline and end-of-year NYC Performance Assessments requires the commitment of operational resources and teacher time for norming and scoring.

1 Given the nature of these assessments, the SANDI assessment and the WebABLLS-R assessment must be administered at the beginning of the year even if the results of these assessments are not used for MOSL purposes.
## STEP 2: GUIDING QUESTIONS

Use these guiding questions to identify and discuss **key considerations** that will influence your assessment selections in Step 5.

### SUPPORTIVE ENVIRONMENT
- What needs were identified for all students? Student subgroups?
- Does a specific assessment format help to promote the skills, and/or behaviors we are trying to build?
- What role should MOSL assessments play in our plan for the regular and authentic assessment of student strengths and needs?

### RIGOROUS INSTRUCTION
- How could MOSL assessments be used to advance our instructional goals and priorities in SY 2015-16?
- How could MOSL assessments or assessment tools (e.g., rubrics, checklists, etc.) be used to inform instruction?

### COLLABORATIVE TEACHERS
- Do we want to link teachers to assessments not administered in their grades/subject?
- If so, what knowledge, skills, and/or behaviors do we want teams of teachers to collaborate around?

### TRUST
- How do we plan to communicate the rationale behind our assessment selections to our school community?
- What steps will we take to ensure that teachers feel supported to administer, score, and use MOSL assessment data to reflect on and inform their instruction?

### OPERATIONAL NEEDS
- What capacity do we have to norm, score, and submit assessments?
- What capacity do we have to establish structures for school-based distributed scoring?
- What printing/materials capacity do we have that may influence assessment selections?
- Do we meet the technology requirements to administer computer-based assessments?
KEY OUTCOMES
Understand the different target populations you can select to determine which students will be included in State or Local Measures.

PRINCIPAL & SCHOOL LOCAL MEASURES COMMITTEE CHECKLIST:

- Review the different target population choices and discuss options available to your school.
- Use the decision-making guidance to identify and discuss key considerations that will influence your target population decisions in Step 5.
- School Local Measures Committees: Select your “subgroup of choice” and determine if you would like to customize subgroup selections.
TARGET POPULATIONS

Target population refers to the students who will be included in the measure. Principals will select a target population for each State Measure selection where the target population is not pre-determined by the State. School Local Measures Committees will recommend a target population for each Local Measure selection. Principals and Committees can choose from the following four options listed below. Some target populations are not available for specific assessments. Review the menu of available options in the [Elementary School](#), [Middle School](#), [High School](#), or [Alternate Assessment](#) Supplement OR the [Advance Web Application](#) for specific target population restrictions.

| INDIVIDUAL | Includes the teacher’s own students taking the assessment in their own course (e.g., 9th grade ELA teachers are evaluated based on the growth of their own students on the 9th grade NYC Performance Task - ELA). |
| SCHOOL | Includes all students in the school taking the assessment (e.g., K-5 Music teachers are evaluated based on the growth of all students in the school on all State ELA Assessments). |
| GRADE | Includes all the students in the grade taking the assessment (e.g., 7th grade Science teachers are evaluated based on the growth of all 7th grade students on the 7th grade Math NYC Performance Task). |
| LINKED | Includes the teacher’s own students who take an assessment administered in a different teacher’s course (e.g., HS Theater teachers are evaluated based on the growth of only their own students taking the 9th and 10th grade ELA NYC Performance Tasks administered in the Grade 9 and 10 English courses). |
The individual target population includes all the teacher’s students who take the assessment in the teacher’s course (e.g., 9th grade ELA teachers are evaluated based on the growth of their own students on the 9th grade NYC Performance Task - ELA).

Note that the individual target population can only be assigned to an assessment if the assessment will be administered in the grade/subject for which it was selected. See below for an example of how to select and how not to select an individual target population to a particular grade/subject.

**CONSIDERATIONS:**

- Teachers are only held accountable for the growth of students that they teach directly on assessments administered in the subject they teach.
- In some grade/subjects, the individual target population is the required target population for the State Measure.
The grade target population includes all the students who take the assessment in the grade (e.g., 7th grade Science teachers are evaluated based on the growth of all 7th grade students on the 7th grade Math NYC Performance Task).

Note that the grade target population can only be selected for an assessment if that assessment is also selected with an individual target population for the grade/subject itself and/or another grade/subject.

**CONSIDERATIONS:**

- May reduce assessment burden because teachers can be evaluated based on the growth of students on assessments administered by other teachers.
- Provides more MOSL options for grade/subjects that have limited options.
- Helps to build a culture of collective responsibility for the outcomes of groups of students. May support increased collaboration across grades and subjects if structures exist for teachers to plan and work together.
- Teachers may prefer to be held accountable for the performance of only their students, if possible, instead of students they do not teach directly.
- Can only be selected for grade specific assessments (e.g., 5th Grade NYC Performance Task - ELA). For this reason, the grade target population cannot be selected in conjunction with any High School assessments.
- Teachers can only be connected to assessments that are administered at their school (i.e., they must also have been selected at the individual target population for a grade/subject).
The school target population includes all students in the school who take the assessment in the school *(e.g., K-5 Music teachers are evaluated based on the growth of all students in the school on all State Math Assessments).*

Note that the **school target population** can only be selected for an assessment if that assessment is also selected with an **individual target population** for another grade/subject.

**CONSIDERATIONS:**

- Reduces assessment burden because teachers can be evaluated based on the growth of students on assessments administered by other teachers.
- Provides more MOSL options for grade/subjects that have limited options.
- Helps to build a culture of collective responsibility for the outcomes of groups of students. May support increased collaboration across grades and subjects if structures exist for teachers to plan and work together.
- Teachers may prefer to be held accountable for the performance of only their students, if possible, instead of students they do not teach directly.
- Teachers can only be connected to assessments that are administered at their school *(i.e., they must have been selected at the individual target population for another grade/subject).*
The linked target population includes all students in a teacher’s course who take an assessment administered in a different teacher’s course.

For example, the School Local Measures Committee could recommend the NYC Performance Tasks - ELA with a linked target population for the Art – Theater (High School) grade/subject. Then all High School Theater teachers in the building will be “linked” to their own students taking the NYC Performance Tasks – ELA in other teachers’ course(s) (see image below).

Note that the linked target population can only be selected for an assessment if that assessment is also selected with an individual target population for another grade/subject.

**ASSESSMENT BUNDLES**

Principals and School Local Measures Committee may either choose to assign a linked target population to a single assessment or they may choose to assign a linked target population to a bundle of assessments.

If the principal or Committee chooses to assign a linked target population to a single assessment, then teachers in that grade/subject will be evaluated based on their own students’ growth on the selected assessment, even though these teachers do not administer the assessment.

If the principal or Committee chooses to assign a linked target population to a bundle of assessments, then teachers will be evaluated based on their own students’ growth on all of the assessments in the bundle, even though these teachers do not administer any of the assessments in the bundle.

**For Local Measures, bundle choices include:**
- All ELA assessments
- All Math assessments
- All Science assessments
- All Social Studies assessments

**For State Measures, bundle choices include:**
- All State ELA assessments
- All State Math assessments
- All State Science assessments
- All State Social Studies assessments
- All State assessments
GROWTH MEASUREMENT

Principals and School Local Measures Committees **will not select a growth measurement** with Linked Measures. Instead, the Linked Measure will “inherit” the growth measurement that has already been selected for this assessment in the grade/subject(s) with an Individual Measure.

In the Local Measures example above, the High School PE teacher would “inherit” the growth measurement associated with the Grade 9 NYC Performance Assessment - ELA selection and the Grade 10 NYC Performance Assessment - ELA selection.

**CONSIDERATIONS:**

- Reduces assessment burden because teachers can be linked to assessments administered by other teachers.
- Provides an option for teachers to be tied to their own students even though there are limited or no MOSL-eligible subject-specific assessments for their course.
- Helps to build a culture of collective responsibility for the outcomes of groups of students. May support increased collaboration across grades and subjects if structures exist for teachers to plan and work together.
- Teachers may prefer to be held accountable for the performance of only their students in grade/subjects they teach, if possible, instead of grade/subjects they do not teach.
- Teachers can only be linked to assessments that are administered at their school (*i.e.*, they must have been selected at the individual target population for another grade/subject).
<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>INDIVIDUAL</th>
<th>GRADE</th>
<th>SCHOOL</th>
<th>LINKED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Assessments</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>State Math &amp; ELA Assessments (Grades 3-8)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>State Science Assessments (Grades 4, 8)</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>NYSAA</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>NYSESLAT</td>
<td>✔️</td>
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<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Regents Exams</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td><strong>NYC Performance Assessments</strong></td>
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<td></td>
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<tr>
<td>NYC Performance Assessments (Grades K-8 except SANDI/FAST, and WebABLLS)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>NYC Performance Assessments (SANDI/FAST, WebABLLS, and High School)</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td><strong>3rd Party Assessments</strong></td>
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<tr>
<td>3rd Party Assessments (Grades K-8)</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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</tr>
<tr>
<td>3rd Party Assessments (High School)</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

1 For schools with Grade 3, a school target population will not include the results of the grade 3 State ELA or Math exams.
2 For Regents Exams administered in Middle School, the school target population can only be used with a single Regents Exam grade/subject. For Regents Exams administered in High School, the school target population can be used with either all Regents Exams taken at the school, or for a single Regents Exams grade/subject.
SUBGROUP SELECTION (*School Local Measures Committees only*)

The intent of having both State and Local Measures of Student Learning is to provide a more robust picture of teacher performance, giving teachers multiple sources of feedback. For this reason, the selections for State and Local Measures cannot be exactly the same.

In cases where the School Local Measures Committee does select the same assessment, target population, and growth measurement as the predetermined or principal-selected State Measure, then the growth of a subgroup of students will be used for the Local Measure.¹

- School Local Measures Committees can choose their “subgroup of choice” to apply in all cases where the same assessment, target population and growth measurement are selected for both State and Local Measures.
- School Local Measures Committees can also choose to “customize” subgroup selections by selecting different subgroups from the list for specific grade/subjects.

**Subgroup choices:**
- Lowest performing third of students
- English Language Learners
- Students with Disabilities
- Overage/under-credited students
- Black/Latino males

**NOTE:** Subgroups should not be selected if the subgroup reflects the entire population of students in the grade/subject or is likely to reflect the entire population of students in an individual teacher’s classroom (e.g., if all students in 1st Grade ELA are English Language Learners, the Committee should not select the English Language Learner subgroup for that grade/subject; for alternate assessment students, the Committee should not select the students with disabilities subgroup).

In the event that schools select the same assessment and same target population for State and Local Measures, but the School Local Measures Committees does not select a “subgroup of choice” OR the school selects the Local Measures default, then the lowest performing third of students will be used.

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¹ The Local Measures Committee should recommend a subgroup selection as described above, but should understand that the subgroup selection will only be applied in cases where the same assessment and target population are selected for State Measures and Local Measures.
Use these guiding questions to identify and discuss **key considerations** that will influence your target population selections in Step 5.

<table>
<thead>
<tr>
<th>SUPPORTIVE ENVIRONMENT</th>
<th>RIGOROUS INSTRUCTION</th>
<th>COLLABORATIVE TEACHERS</th>
<th>TRUST</th>
<th>OPERATIONAL NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Do we want to focus on the needs of specific groups of students?</td>
<td>• How could MOSL target populations be used to advance instructional goals and priorities in SY 2015-16?</td>
<td>• Do we want to use Measures of Student Learning to build a culture of individual accountability for student results? Or collective responsibility for the outcomes of groups of students <em>(i.e., where there is choice available, do we prefer to be held accountable for school-wide outcomes or do we prefer individual teacher outcomes)?</em></td>
<td>• How will we communicate the rationales behind our target population selections to our school community?</td>
<td>• Do we have the capacity to administer, norm, score, and submit all assessments needed for teachers to be linked to individual measures?</td>
</tr>
<tr>
<td>• In cases where we select the same assessment and target population as the State-determined or principal-selected State Measures, what subgroup of students would we recommend?</td>
<td>• Are there specific assessments we would like to link multiple teachers to because they are aligned with our instructional focus?</td>
<td>• For teachers with group measures or linked measures, how can we establish structures to encourage teacher collaboration and sharing of best practices? What structures already exist to support this?</td>
<td>• How will we work together to ensure teachers understand which students will be included in the calculation of their MOSL rating?</td>
<td></td>
</tr>
</tbody>
</table>
KEY OUTCOMES:
Understand the difference between goal-setting and growth models and the potential benefits and challenges of selecting each growth measurement.

PRINCIPAL & SCHOOL LOCAL MEASURES COMMITTEE CHECKLIST:

☐ Review the different growth measurements (growth models and goal-setting).

☐ Use the decision-making guidance to identify and discuss key considerations that will influence your growth measurement decisions in Step 5.

☐ School Local Measures Committees: (If selecting goal-setting with a grade or school target population for Local Measures) Determine if you will recommend that the Committee set goals for any assessments paired with a grade or school target population.
GROWTH MEASUREMENTS

Principals and School Local Measures Committees will choose between one of the two growth measurements below for each assessment and target population selected. It will be important for principals and School Local Measures Committees to consider which growth measurement aligns with the school’s beliefs about student learning, student population, and assessment recommendations. More information and key considerations for each growth measurement are laid out on the following pages.

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GROWTH MODELS

Measure the growth of students over the course of the year compared to growth of similar students across the city or across the State (depending on the assessment).

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GOAL-SETTING

For goal-setting measures, teachers and principals/ School Local Measures Committees set performance goals for how their students will perform on the end-of-year assessment based on any baseline assessments the school chooses to administer, any other information about the students’ performance, and other student characteristics. For some assessments the NYCDOE will provide teachers and principals with suggested goals based on students’ historical achievement and demographic characteristics.
If growth models are selected, either the NYSED Growth Model or the NYCDOE Growth Model will be used to measure average student growth.

The NYSED Growth Model will be applied to State Assessments in Grades 4-8 ELA & Math and measures the growth of students over the course of the year compared to growth of similar students across the State.

If selected, the NYCDOE Growth Model will be applied to all other eligible assessments. The NYCDOE Growth Model measures the growth of students over the course of the year compared to growth of similar students across the city.

Both growth models use similar methodology and do not require significant action on the part of schools or teachers, with the exception of administering assessments for MOSL purposes and performing Roster Maintenance and Verification (RMV). Each student’s growth from the beginning of the year to the end of the year is compared to similar students (similar academic history, special education status, English Language Learner status and economic disadvantage status) to calculate their Student Growth Percentile (SGP).

The Student Growth Percentiles are then weighted by enrollment duration and school attendance to account for the time the student spent in the teacher’s class. Next, the weighted Student Growth Percentiles are averaged together to obtain the teacher’s Mean Growth Percentile (MGP). The measure is then assigned a point value based upon how well the teacher’s students did compared to similar students (see chart below).

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Results are well above the average for similar students</th>
<th>18-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Results are average for similar students</td>
<td>15-17</td>
</tr>
<tr>
<td>Developing</td>
<td>Results are below average for similar students</td>
<td>13-14</td>
</tr>
<tr>
<td>Ineffective</td>
<td>Results are well below average for similar students</td>
<td>0-12</td>
</tr>
</tbody>
</table>

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1 Some assessments must be used with goal-setting.
MINIMUM NUMBER OF STUDENTS

There is a minimum number of students for State and Local Measures that use growth models.

For ELA and math State Assessments in Grades 4-8, NYSED will calculate the growth scores for a teacher if the teacher has at least 16 student scores across all aforementioned grade/subjects. If there are fewer than 16 student scores available, the NYCDOE will calculate a local version of this growth score if the teacher has at least 6 student scores within any one of the aforementioned grade/subjects. The NYCDOE will not calculate growth scores for teachers if they have fewer than 6 student scores.

For all other assessments except NYSESLAT, the NYCDOE will calculate growth scores for teachers if they have at least 6 students within a grade/subject who took the same assessment. For NYSESLAT, the NYCDOE will calculate growth scores for teachers if they have at least 6 students who took the assessment, regardless of grade.

There is no minimum number of students required for goal-setting.

CONSIDERATIONS:

- Does not introduce additional work in schools. Requires significantly less investment of teacher and principal time than goal-setting.
- Gives teachers credit for the degree to which students exceed the growth of similar students (goal-setting calculates teachers' ratings based on the percent of students who met or exceeded their target).
- Better able to account for unexpected outcomes resulting from unfamiliar, new assessments.
- Growth model results are not available to teachers until after final ratings have been calculated and the school year has concluded (by September 1, 2016). Growth model results may not facilitate brainstorming and discussion about individual student performance and goals.
- Student growth is compared to the performance of similar students (i.e., similar incoming achievement and demographics).
- The mechanics of growth models and growth model results may be more difficult to explain to teachers. Schools may have to address misconceptions about how growth models are calculated.
- There is a minimum number of students for State and Local Measures that use growth models. There is no minimum number of students for goal-setting.
- Growth models only account for the characteristics included in the model.
Goal-setting requires teachers and principals/ School Local Measures Committees to set performance goals for how their students will perform on the end-of-year assessment based on any baseline assessments the school chooses to administer, any other information about the students’ performance, and other student characteristics.

**ASSESSMENTS THAT REQUIRE GOAL-SETTING**
Goal-setting is required for students who take alternate assessments and for assessments that, due to small sample sizes or a lack of applicable historical achievement data, the NYCDOE cannot calculate a growth model. Thus, for the following assessments, **schools must use goal-setting** as the growth measurement:

- Languages other than English (LOTE) exams
- Second Language Proficiency (SLP) Exams
- Career and Technical Education (CTE) Exams (both NOCTI and Certiport assessments)
- Arts Commencement Exams
- Advanced Placement Foreign Languages and Arts Exams
- NYSAA
- SANDI/FAST
- WebABLLs

**GOAL-SETTING FOR ALTERNATE ASSESSMENT STUDENTS**
For teachers of alternately assessed students, selecting State and Local Measures is sometimes more complex than for general education grade/subjects:

- The population of alternately assessed students can be highly cognitively diverse and non-standard.
- The administration of available assessments (NYSAA, SANDI/FAST, WebABBLs) is intended to be specific to each student.
- Teacher: student ratios are often much smaller than in general education classrooms.

The measurement approach used for Measures of Student Learning for these teachers should accommodate these unique circumstances. For this reason, **goal-setting is the only allowable measurement approach for alternate assessments for the 2015-16 school year**.

Within the goal-setting process, teachers and school leaders can consider relevant characteristics of students that cannot always be reflected in NYCDOE system data when setting goals. Furthermore, goal-setting should already be an integral part of teachers’ practice as it is the core of Individualized Educational Programs (IEPs). Engaging in this process in the context of Measures of Student Learning thus creates alignment with existing practices.

**NYCDOE-SUGGESTED GOALS**
For most assessments, the NYCDOE will provide teachers and principals with suggested goals based on students’ historical achievement and demographic characteristics. Schools are expected to review the NYCDOE-suggested goals and other relevant assessment data to set appropriate student goals.

Due to a lack of historical achievement data, the NYCDOE will not provide suggested goals for NOCTI, Certiport, and Arts Commencement Exams. Therefore schools should create goals using other relevant baseline assessments and historical data at their disposal.

**MINIMUM NUMBER OF STUDENTS**
There is no minimum number of students for Measures that use goal-setting.
MEASURES WITH AN INDIVIDUAL TARGET POPULATION
For assessments that are paired with an individual target population, if goal-setting is selected:

1. Teachers will:
   - Determine if NYCDOE-suggested goals are provided for their assessments.
     - If so, review NYCDOE-suggested goals, and adjust goals based on any additional information about their students (including fall baseline assessment results, if administered).
     - If not, use any information about students available including any historical achievement data or fall baseline assessment results.
   - Submit student goals to principal by October 15, 2015.

2. Principals will:
   - Finalize and approve teachers’ goals by November 16, 2015.

MEASURES WITH A GRADE OR SCHOOL TARGET POPULATION
For assessments that are paired with a grade or school target population, if goal-setting is selected:

1. Principals will:
   - Determine if NYCDOE-suggested goals are provided for the assessment.
     - If so, review NYCDOE-suggested goals, and adjust goals based on any additional information about their students (including fall baseline assessment results, if administered).
     - If not, use any available information about students, including any historical achievement data or fall baseline assessment results, to set goals.
   - Submit student goals to be approved by superintendent by October 15, 2015.

2. Superintendents will:
   - Approve goals by November 16, 2015.
LOCAL MEASURES GOAL-SETTING PROCESS

MEASURES WITH AN INDIVIDUAL TARGET POPULATION

For assessments that are paired with an individual target population, if goal-setting is selected:

Teachers will:

1. Determine if NYCDOE-suggested goals are provided for their assessments.
   - **IF SO**, review NYCDOE-suggested goals, and adjust goals based on any additional information about their students (including fall baseline assessment results, if administered)
   - **IF NOT** use any available information about students, including any historical achievement data or fall baseline assessment results, to set goals.

2. Submit student goals to **principal by October 15, 2015**.

Principals will:

3. Finalize and approve teachers’ goals by **November 16, 2015**.

MEASURES WITH A GRADE OR SCHOOL TARGET POPULATION

For assessments that are paired with a grade or school target population, if goal-setting is selected:

**Determine who will set goals:** For Local Measures, the School Local Measures Committee may recommend that the Committee set goals for any assessments paired with a grade or school target population. The School Local Measures Committee will recommend this option to the principal at the same time they make the recommendations for Local Measures selections. As with all other recommendations made by the School Local Measures Committee, the principal may choose to accept this recommendation or choose the Local Measures Default. For information about the Local Measures Default option see **Appendix C: Local Measures Default Selections**.

If the **School Local Measures Committee** is the responsible party, they will:

1. Review NYCDOE-suggested goals, if available, and adjust them based on any additional information about their students (including fall baseline assessment results if administered)

2. Submit their student goals to be approved by the **principal by November 16, 2015.**

3. If the School Local Measures Committee is unable to agree on these goals, then the principal will set the goals and submit them to the superintendent for approval.

If the **Principal** is the responsible party, he/she will:

1. Review NYCDOE-suggested goals, if available, and adjust them based on any additional information about their students (including fall baseline assessment results if administered)

2. Finalize and submit student goals to be approved by their **superintendent by October 15.**

3. Superintendents will approve goals by **November 16, 2015.**
HEDI POINTS AND RATINGS

Ratings will be based on the percentage of students that meet or exceed their goals. The NYCDOE will use the following state scoring chart to determine the teacher’s HEDI points and rating:

<table>
<thead>
<tr>
<th>% Students Met or Exceeded Goal</th>
<th>HEDI Points</th>
<th>HEDI Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>85%-100%</td>
<td>18-20</td>
<td>Highly Effective</td>
</tr>
<tr>
<td>55%-84%</td>
<td>15-17</td>
<td>Effective</td>
</tr>
<tr>
<td>30%-54%</td>
<td>13-14</td>
<td>Developing</td>
</tr>
<tr>
<td>0%-29%</td>
<td>0-12</td>
<td>Ineffective</td>
</tr>
</tbody>
</table>

CONSIDERATIONS:

- Goal-setting is valuable for teachers/schools with unique student populations because the process allows teachers and principals to take into account a broader range of information about each individual student.

- Goal-setting is valuable for teachers/schools with high mobility because goals can be set when students enter the classroom late in the year.

- Goal-setting requires significantly more investment of teacher and principal time than growth models.

- A teacher’s rating is based on the percentage of students who meet their goal but does not consider the degree to which students fall below or exceed their goal.

- Goal-setting may be challenging for educators who are not familiar with the assessment(s). Educators may need to use student performance information from one assessment to set goals for students’ end-of-year performance on a different assessment.

- Goal-setting may or may not complement existing school processes for setting student goals.

- Note the speed with which schools finalize course schedules at the beginning of the term directly impacts the timeline for the goal-setting process. In future years, schools may need to set goals for non-annualized course assessments on an accelerated timeline. The NYCDOE and UFT will work with schools in SY 2015-16 to encourage and better understand how to support finalizing schedules as soon as possible.
## STEP 4: GUIDING QUESTIONS

Use these guiding questions to identify and discuss **key considerations** that will influence your growth measurement selections in Step 5.

### SUPPORTIVE ENVIRONMENT
- Do we have a unique student population where it would be important for us to take into account a broader range of qualitative information about our students?
- Do we have high mobility at our school?

### RIGOROUS INSTRUCTION
- How did your SY 2013-14 growth measurement choices support your instructional focus?
- How could MOSL growth measurements be used to advance instructional goals and priorities in SY 2014-15?
- Which method best aligns with our beliefs about student learning, our student population, and our assessment preferences?

### COLLABORATIVE TEACHERS
- How do we currently set goals for student progress? In what ways may the MOSL goal-setting process complement this process?
- How can we provide teachers opportunities to discuss students’ progress towards goals throughout the year?

### TRUST
- How will we communicate growth model selections to our school community?
- How can we ensure that teachers understand their growth measurement selections and how student growth will be measured/calculated?
- What misconceptions might our school community have about growth models? If selected, how can we address these misconceptions?

### OPERATIONAL NEEDS
- Do we have the capacity to set and record student goals early in the school year?
- Are there grade/subjects where it may be difficult for teachers to meet the minimum number of students required to calculate a growth score?
**STEP 5**

MAKE LOCAL MEASURE SELECTIONS BY GRADE/SUBJECT

**KEY OUTCOMES:**

Schools Local Measures Committee reviews the menu of available options and determines their recommended Local Measures selections for each grade/subject in their school. The selections outlined in this guide (e.g., assessments, target populations, growth measurements, and baseline administration) are all interrelated decisions. School Local Measures Committees should make selections in the order that makes the most sense for their school. The principal should discuss the expected State Measures selections with the Committee to ensure that State and Local Measures are complementary.

There is no limit to the number of Local Measures that the School Local Measures Committee can recommend for a particular grade/subject.

For example, a school may choose to make the following Local Measures for their ELA Grade 6 Grade/Subject:

**State Measure**
(Pre-determined by the state)
- Assessment: State Test- ELA (6th Grade)
- Target Population: Individual
- Growth Measurement: Growth Model

**Local Measure 1**
- Assessment: 6th Grade NYC Performance Task – ELA
- Target Population: Individual
- Growth Measurement: Growth Model

**Local Measure 2**
- Assessment: State Test- ELA (6th Grade)
- Target Population: Grade
- Growth Measurement: Growth Model

**SCHOOL LOCAL MEASURES COMMITTEE CHECKLIST:**

- Review the available assessment, target population, growth measurement, and baseline assessment options for each grade/subject at your school using the Elementary School, Middle School, High School, and/or Alternate Assessment Supplements. School Local Measures Committee may also review these options in the Advance Web Application by requesting access from their principal.

- Recommend the Local Measures assessment(s) for each grade/subject at your school.

- Recommend the Local Measures target population(s) for each grade/subject at your school.

- Recommend the Local Measures growth measurement(s) for each grade/subjects at your school.

- Recommend which fall baseline assessments the school will administer and submit for each grade/subject (Step 2).

- Recommend the schools’ “subgroup of choice” (Step 3). The Committee may also recommend customized subgroup selections for each grade/subject.

- Recommend that either the School Local Measures Committee or the principal set goals for assessments with grade or school target populations, if applicable (Step 4).
PRESENT LOCAL MEASURE SELECTIONS TO THE PRINCIPAL

KEY OUTCOMES:
The School Local Measures Committees recommends Local Measures selections for each grade/subject to the principal.

SCHOOL LOCAL MEASURES COMMITTEE CHECKLIST:

☐ If the principal is not on the Committee, decide which member(s) of the Committee will present recommended selections to the principal.

☐ Present recommended selections and rationale to the principal.

☐ Discuss with the principal when approval decision will be made.
  - The principal may accept the recommendation or opt for the default Local Measures of Student Learning (see Appendix C for default selections).
    o Note that the principal must choose to accept either all of the Committee’s recommendations or none of the Committee’s recommendations.
    o If the Committee makes recommendations for Local Measures in only some grade/subjects, the principal may accept those recommendations and the Local Measures default would apply for the grade/subjects for which there was no recommendation.

☐ BEST PRACTICE Agree on protocol for presenting final selections and rationale to the school community.
  - If introducing new assessments or processes (e.g., goal-setting), work with the principal to establish a process for answering teachers’ questions.

BEST PRACTICE: The School Local Measures Committee members can serve as Measures of Student Learning experts throughout the year to answer teachers’ questions. Since Committee members are equipped with the rationale for Local Measures selections and may have a detailed knowledge of assessments, target populations, and growth measurements, they can support teachers in understanding these selections.
KEY OUTCOMES:
The principal must finalize State and Local Measures selections for each grade/subject by September 28. The principal or designee enters State and Local Measures selections in the Advance Web Application.

PRINCIPAL CHECKLIST:

☐ Review the available assessment, target population, growth measurement, and baseline assessment options for each grade/subject at your school using the Elementary School, Middle School, High School, and/or Alternate Assessment Supplements found in Appendix A. You may also review these options in the Advance Web Application.

☐ Select the State Measures assessment(s) for each grade/subject at your school, where there is a choice.

☐ Select the State Measures target population(s) for each grade/subject at your school, where there is a choice.

☐ Select the State Measures growth measurement(s) for each grade/subject at your school, where there is a choice.

☐ Select which fall baseline assessments, if any, the school will administer and submit for each grade/subject, where available.

☐ Select which fall baseline assessments, if any, the school will administer and submit for each grade/subject for MOSL purposes. Reminder: Fall baselines are required selections for kindergarten grade/subjects if the individual target population and growth models are selected.

☐ Accept all Local Measures selections recommended by the School Local Measures Committee or opt for the Local Measures default (see Appendix C) by September 28.

☐ Work with School Local Measures Committee to communicate selections to your school community.
STEP 8
ENTER FINAL MOSL SELECTIONS FOR EACH GRADE/SUBJECT IN THE ADVANCE WEB APP

KEY OUTCOMES: Principal or principal designee enters final State and Local MOSL selections for each grade/subject into the Advance Web Application. The deadline to enter final school-level MOSL selections is September 28.

NOTE: Principals can designate a member of the School Local Measures Committee as a MOSL designee in the Advance Web Application using the manage users and roles page. The Committee member can then enter the Local Measures selections for each grade/subject (if accepted by the principal in Step 7) directly into the Advance Web Application. For more information on how to designate a MOSL designee, see the Manage Users and Roles section of the Advance Web Application Support Guide.

PRINCIPAL (OR MOSL DESIGNEE) CHECKLIST:

- Log on to the Advance Web Application
- Navigate to the MOSL Selections page
- Enter State and Local Measure selections for each grade/subject in your school
- Review the MOSL Selections Summary to confirm selections have been entered accurately
- (If applicable) Keep a record at your school of who will set goals for grade- and school-level goal-setting (Principal or School Local Measures Committee)
Log on to the *Advance Web Application*

Click [here](#) to navigate to the *Advance Web Application* welcome screen to log on.

Sign-in requires an active NYCDOE username and password. The NYCDOE username is the portion of a person’s NYCDOE email address before the ‘@’ symbol (e.g., if John Smith’s email address is *jsmith5@schools.nyc.gov*, then his username in ‘jsmith5’).

- Enter your username in the *Username* field
- Enter your password in the *Password* field
- Click the green “Sign In” button

**NOTE:** If you do not know your NYCDOE username and/or password, you can click “*Forget your username or password?*” link to retrieve or reset your information. To do this you will need your last name, employee ID number, and the last 4 digits of your social security number.
Navigate to the MOSL Selections Page

After signing in and accepting the NYCDOE Security Policy the application will take you to the *Advance* Home screen. This is the main screen from which you can navigate to all other *Advance* functions.

The colored Quick Link buttons highlight the key functions that users will most frequently use. Select the “School Level MOSL Selections” Quick Link button to navigate directly to that screen.

Principals can also select access School Level MOSL Selections from the dropdown menu at the top of the page.
Both of these options will bring you to the School Level MOSL Selections page.

New for 2015-16: Copy last year’s School-Level MOSL Selections
NEW FOR 2015-16! COPY LAST YEAR’S MOSL SELECTIONS (OPTIONAL)

This year, schools can copy their last year’s (SY 2014-15) School-Level MOSL Selections by clicking “Copy Last Year’s MOSL Selections” at the bottom of the page. This will populate all School-Level MOSL Selections from the previous year. After copying, if schools would like to make adjustments to their selections from last year, they can use the “edit” or “delete” functions. See below for instructions on how to edit and delete school-level MOSL selections.

If schools do not wish to copy their selections, then principals should follow the directions in this guide and enter selections into the drop-down menu as recommended by the School Local Measures Committee and accepted by the principal.

Enter “Subgroup of Choice” (Optional)

Before entering MOSL selections for each grade/subject there is one entry that is made at the school-level – the school’s “subgroup of choice” (Lowest performing third of students; English Language Learners (ELL); Students with Disabilities; Overage/under-credited students; OR Black/Latino males).

The School Local Measures Committee recommended their “subgroup of choice” to apply in any cases where the same assessment and target population are selected for both State and Local Measures.

If the principal accepted ALL of the School Local Measures Committee recommendations then he/she should select the recommended subgroup of choice from the dropdown menu at the top of the MOSL Selections screen.

If the principal did not accept the School Local Measures Committee recommendations, and instead opted for the Local Measures Default, then he/she should select “Lowest performing third of students” from the dropdown menu.

If this field is left blank the “Lowest performing third of students” will be automatically applied in any case where the same assessment and target population are selected for both State and Local Measures for any grade/subject.

NOTE: Subgroups should not be selected if the subgroup reflects the entire population of students in the grade/subject or is likely to reflect the entire population of students in an individual teacher’s classroom (e.g., if all students in 1st Grade ELA are English Language Learners, the Committee should not select the English Language Learner subgroup).
Enter State and Local MOSL Selections for Each Grade/Subject

Next the principal or principal designee will enter the State and Local Measure\(^{13}\) selections for each grade/subject in their school (finalized in Step 7).

**Principals or designees should enter selections for grade/subjects that have individual target populations first.** This will allow those same assessments to be selected for other grade/subjects with linked, school, and grade target populations.

To add each measure, follow the steps below:

- Select the **Grade/Subject** for which you are adding a measure from the first dropdown menu:

\(^{13}\) There is no limit to the number of Local Measures that can be added for each grade/subject.
Select the Type of measure you are adding – State or Local:

Select the Target Population:

Once you have selected a target population, the “Assessment” dropdown menu will populate with only the assessments that are available for the target population selected. If you selected school, grade, or linked for the target population then the dropdown menu will only populate with the assessments you have already selected with an individual target population for another grade/subject. **For this reason, you should enter all selections with an individual target population first in the Advance Web Application.**

(Local Measures only) If applicable, enter the customized Sub-Group selection:

The School Local Measures Committee may have chosen a different subgroup than the “subgroup of choice” for some grade/subjects. If the principal accepted all of the School Local Measures Committee’s recommendations, then he/she should enter the subgroup for this grade/subject at this point. If the principal did not accept the Committee’s recommendations, and instead opted for the Local Measures Default, then no subgroup customization is necessary because the lowest performing third of students will automatically be applied.
Select the **Assessment**:

If the assessment selected by the principal or School Local Measures Committee for this grade/subject does not appear in the drop down menu, then:

1. Confirm that you have correctly selected the grade/subject, whether it is a state or local measure and the target population.
2. If you have chosen a linked, grade, or school target population, confirm that you have already selected this assessment as an individual measure for a grade/subject. If you have not yet entered this assessment as an individual measure, you must do this before you enter it as a linked, grade, or school measure.
3. Refer to the MOSL Supplement for your school’s grade level, found in Appendix A, and confirm that the assessment that you would like to select is allowable for the grade/subject you are entering.

(If applicable) Indicate if you will administer the **Baseline** assessment for MOSL purposes *(Yes or No)*
**Note:** This selection is only available for the assessments listed below. For these assessments, principals and School Local Measures Committees can choose to administer baseline assessments for MOSL purposes (Note: the results of the baseline assessments will be included in the calculation of growth models):

- All NYC Performance Tasks
- Running Records (DRA2, F&P, and TCRWP)
- SANDI/FAST
- WebABLLS-R
- Performance Series: ELA
- Performance Series: Math

If you select “No,” the baseline assessments associated can still be administered, scored, and used by teachers for formative purposes. However, these scores will not be used to calculate growth models.

➢ Select the growth **Measurement**:

Note: Some assessments are available with goal-setting only. Please see Step 4 for additional information.

➢ Click “Add” to save your selection. This will add the measure to your MOSL Selections Summary at the bottom of the screen.

The **Advance Web Application will not auto-save any changes you make.** You must select the “Add” button to save the Measure and add it to the MOSL Selections Summary at the bottom of the screen.
LOCAL MEASURES DEFAULT

If the principal chose NOT to accept the School Local Measures Committee’s recommendations, and opted for the Local Measures Default, or the School Local Measures Committee recommended the Local Measures Default for all grade/subjects, then the principal (or designee) can select the “No Decision – All Grade/Subjects – Local” button at the top right hand side of the MOSL Selections screen. This button will populate “No Decision” as the Local Measure selection for each grade/subject available to your school type (Elementary, Middle, High or Other) in the MOSL Selections Summary. The “No Decision” indicates that the Local Measures Default will be the Local Measure selection for these grade/subjects.

Alternatively, the Committee may have recommended “No Decision” as the Local Measures selection for some (but not all) grade/subject(s). If the principal accepts all of the Committee’s recommendations, then the Local Measures default will apply to those grade/subjects where “No Decision” was selected. To indicate this selection, the principal or principal designee can select the Grade/Subject, select the Type (Local), select “No Decision” on the right hand side of the screen, and then click “Add.” This will populate “No Decision” as the Local Measure selection for the grade/subject in the MOSL Selections Summary. The “No Decision” indicates that the Local Measures Default will be applied.
Review MOSL Selections Summary

After the principal or principal designee has added each State and Local Measure, the selections will populate in the **MOSL Selections Summary** at the bottom of the screen. The principal or principal designee should review this summary to ensure that the school’s State and Local MOSL selections have been added correctly.

### HOW TO EDIT A MEASURE OF STUDENT LEARNING (MOSL)

While reviewing the **MOSL Selections Summary**, if the principal or principal designee identifies that a State or Local Measure has been added incorrectly they can click the “Edit” button to edit the Measure.

When you click the “Edit” button the current selections will populate back into the top of the screen for editing. The **Grade/Subject**, **Type**, and **Target Population** fields will not be editable. If any of those values need to be changed, the record must be deleted and re-entered.
HOW TO DELETE A MEASURE OF STUDENT LEARNING (MOSL)

While reviewing the MOSL Selections Summary, if the principal or principal designee identifies that a State or Local Measure, including the Grade/Subject or Target Population, has been added that should not have been added he/she can click the “Delete” button to delete the Measure.

<table>
<thead>
<tr>
<th>Grade/Subject</th>
<th>Type</th>
<th>Target Population</th>
<th>Sub-Group (if appl.)</th>
<th>Assessment</th>
<th>Baseline (if appl.)</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies - 9th - 12th Grades (Regents) - US History</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>Edit Delete</td>
</tr>
<tr>
<td>Science - 9th - 12th Grades (Regents) - Physics</td>
<td>LOCAL</td>
<td>No Decision</td>
<td>No Decision</td>
<td>No Decision</td>
<td>No Decision</td>
<td>Edit Delete</td>
</tr>
<tr>
<td>Science - 9th - 12th Grades (Regents) - Physics Lab</td>
<td>LOCAL</td>
<td>No Decision</td>
<td>No Decision</td>
<td>No Decision</td>
<td>No Decision</td>
<td>Edit Delete</td>
</tr>
<tr>
<td>Science - 9th - 12th Grades (Regents) - Chemistry Lab</td>
<td>LOCAL</td>
<td>No Decision</td>
<td>No Decision</td>
<td>No Decision</td>
<td>No Decision</td>
<td>Edit Delete</td>
</tr>
<tr>
<td>Science - 9th - 12th Grades (Regents) - Earth Science</td>
<td>LOCAL</td>
<td>No Decision</td>
<td>No Decision</td>
<td>No Decision</td>
<td>No Decision</td>
<td>Edit Delete</td>
</tr>
</tbody>
</table>

NOTE: If you delete a measure with an individual target population, then you will also delete any grade, school, or linked measures tied to that assessment. If you attempt to delete an individual measure that another grade, school, or linked measure is tied to, a pop-up box will display asking you to confirm the action.

HOW TO PRINT MOSL SELECTIONS SUMMARY

By clicking on the “Export to Excel” button on the top right hand side of the MOSL Selections Summary, the principal or principal designee can print the MOSL Selections Summary to review, keep a record of, and share final State and Local Measures of Student Learning selections.
Alternatively, you may also generate the same report, in multiple formats, from the “Reports” screen:

It is strongly recommended that the principal or principal designee save and print a copy of their MOSL Selections Summary to share final State and Local Measures of Student Learning with the school community. **Final School-Level MOSL selections must be shared with teachers by October 13.**
(If applicable) Keep a Record at your School of Who Will Set Goals for Grade- and School-Level Goal-Setting

For Local Measures, the School Local Measures Committee may have recommended that the Committee set goals for any assessments paired with a grade or school target population.

If the principal accepted ALL of the School Local Measures Committee recommendations then he/she should record the Committee’s preference for who will set goals for grade- and school-level goal-setting.

If the principal did not accept the School Local Measures Committee recommendations, then the Local Measures Default will be the selection for all grade/subjects and no grade- or school-level goal-setting is required for Local Measures.

Although schools do not have to enter this decision in the Advance Web Application, it is important that schools keep a record at their school of who will set goals for grade- and school-level goal-setting. Schools can choose to record this decision on the MOSL Selections Guide Supplement (available for Elementary, Middle, High School and Alternate Assessments in Appendix A).

![DECISION MAKING WORKSHEET](image)

This decision can be recorded on page 2 of the MOSL Selections Guide Supplement.
Below are links to the MOSL Selections Supplements for Elementary School, Middle School, High School, and Alternate Assessment. These resources provide decision making worksheets for the principal and/or the School Local Measures Committee to record the grade/subject selections prior to entering them in the Advance Web Application. Each resource summarizes the decisions that need to be made by the principal and the School Local Measures Committee, provides answers to Frequently Asked Questions, and outlines assessment selection options available for each grade/subject.

## MOSL Supplements

<table>
<thead>
<tr>
<th>Supplement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary School Supplement</strong></td>
<td>Contains information for grades/subjects that are most commonly represented in Elementary Schools (Grades K-5)</td>
</tr>
<tr>
<td><strong>Middle School Supplement</strong></td>
<td>Contains information for grades/subjects that are most commonly represented in Middle Schools (Grades 6-8)</td>
</tr>
<tr>
<td><strong>High School Supplement</strong></td>
<td>Contains information for grades/subjects that are most commonly represented in High Schools (Grades 9-12)</td>
</tr>
<tr>
<td><strong>Alternate Assessment Supplement</strong></td>
<td>Contains information to support schools in making selections for Alternate Assessment grades/subjects (Grades K-12)</td>
</tr>
</tbody>
</table>
## Advance Assessment List

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary and Middle School</td>
<td>ELA</td>
<td>3-8</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>4, 8</td>
</tr>
<tr>
<td>NYSAA</td>
<td>Alternate Assessment Students</td>
<td>Grade equivalents 3-8 and High School</td>
</tr>
<tr>
<td>NYSESLAT</td>
<td>ESL</td>
<td>K-12</td>
</tr>
<tr>
<td>Regents</td>
<td>Global History</td>
<td>7-12</td>
</tr>
<tr>
<td></td>
<td>US History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Algebra I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Earth Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Living Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehensive English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Language Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Algebra 2/Trigonometry</td>
<td>9-12</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td>Subject</td>
<td>Grade</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>NYC Performance Tasks</td>
<td>ELA – Writing Prompt</td>
<td>K-8</td>
</tr>
<tr>
<td></td>
<td>ELA</td>
<td>9-12</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>K-8</td>
</tr>
<tr>
<td></td>
<td>Algebra I</td>
<td>Regents Year</td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
<td>Regents Year</td>
</tr>
<tr>
<td></td>
<td>Algebra II/Trig</td>
<td>Regents Year</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>6-8</td>
</tr>
<tr>
<td></td>
<td>Global History I/II</td>
<td>9-12</td>
</tr>
<tr>
<td></td>
<td>Global History III/IV</td>
<td>Regents Year</td>
</tr>
<tr>
<td></td>
<td>US History</td>
<td>Regents Year</td>
</tr>
<tr>
<td></td>
<td>Economics/Government</td>
<td>9-12</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>4, 6-8</td>
</tr>
<tr>
<td></td>
<td>Living Environment</td>
<td>Regents Year</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>Regents Year</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>Regents Year</td>
</tr>
<tr>
<td></td>
<td>Earth Science</td>
<td>Regents Year</td>
</tr>
<tr>
<td></td>
<td>DRA2</td>
<td>K-5</td>
</tr>
<tr>
<td></td>
<td>Fountas &amp; Pinnell</td>
<td>K-5</td>
</tr>
<tr>
<td></td>
<td>TCRWP</td>
<td>K-5</td>
</tr>
<tr>
<td>Running Records of Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts Commencement</td>
<td>Music</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Theater</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Arts</td>
<td></td>
</tr>
<tr>
<td>Test Type</td>
<td>Available in:</td>
<td>Grade Level</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>LOTE</td>
<td>Spanish, French, German, Italian, Latin, Albanian, Arabic, Bengali, Chinese-simplified, Chinese-traditional, Greek, Haitian Creole, Hebrew, Hindi, Japanese, Korean, Polish, Punjabi, Russian, Urdu, Vietnamese</td>
<td>High School students who have completed six LOTE course credits</td>
</tr>
<tr>
<td>Second Language Proficiency Exams</td>
<td>Spanish, Italian, French and German</td>
<td>8</td>
</tr>
<tr>
<td>SANDI/FAST</td>
<td>Alternate Assessment Students</td>
<td>K-12 grade equivalent</td>
</tr>
<tr>
<td>WebABLLS</td>
<td>Alternate Assessment Students</td>
<td>K-12 grade equivalent</td>
</tr>
</tbody>
</table>
## 3rd Party Assessments

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement (AP) Exams</td>
<td>Arts – all</td>
<td>9-12</td>
</tr>
<tr>
<td></td>
<td>English – all</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language other than English – all</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math – all</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science – all</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies – all</td>
<td></td>
</tr>
<tr>
<td>CTE – Certiport Assessments</td>
<td>Available in:</td>
<td>9-12 (full-year CTE courses only)</td>
</tr>
<tr>
<td>CTE – NOCTI Assessments</td>
<td>For a full list of all approved subject areas click <a href="#">here</a>.</td>
<td>9-12 (full-year CTE courses only)</td>
</tr>
<tr>
<td>Performance Series</td>
<td>ELA</td>
<td>3-11</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>3-9, Algebra, Geometry</td>
</tr>
</tbody>
</table>
The Local Measures Committee is responsible for making the following recommendations for each grade/subject at the school. The principal should discuss the expected State Measures selections with the Committee to ensure that State and Local Measures are complementary.

### School Local Measures Committees SY 2015-16 Recommendations

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Recommend the <strong>assessment</strong> used in the Local Measures for each grade/subject.</td>
<td>✓ Recommend a <strong>preferred subgroup</strong> option to apply where assessment and target population are the same across State and Local Measures. See <a href="#">page 29</a> for more information.</td>
</tr>
<tr>
<td>✓ Recommend the <strong>target population</strong> used in the Local Measures for each grade/subject.</td>
<td>✓ Recommend “<strong>customized subgroups</strong>” to apply to particular grade/subjects.</td>
</tr>
<tr>
<td>✓ Recommend the <strong>growth measurement</strong> used in the Local Measures for each grade/subject.</td>
<td>✓ If selected, recommend that goals for grade or school-level goal-setting be set by Committee or by principal.</td>
</tr>
<tr>
<td>✓ Recommend which <strong>fall baseline assessments</strong> the school will administer and submit for each grade/subject.</td>
<td></td>
</tr>
</tbody>
</table>

The Committee may also recommend “**No Decision**” for any grade/subject.

The principal must choose to accept either a) all of the Committee’s recommendations or b) none of the Committee’s recommendations and opt for the **Local Measures default**. If the principal accepts all of the Committee’s recommendations, then the Local Measures default will apply only in those grade/subjects where “**No Decision**” was selected.

### Local Measures Default for SY 2015-16

<table>
<thead>
<tr>
<th>ASSESSMENT:</th>
<th>All assessments administered at the school used for State Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>TARGET POPULATION:</td>
<td>School</td>
</tr>
<tr>
<td>MEASUREMENT:</td>
<td>Inherited from School’s State MOSL Selections</td>
</tr>
<tr>
<td>BASELINE ASSESSMENTS:</td>
<td>Inherited from School’s State MOSL Selections</td>
</tr>
<tr>
<td>SUBGROUP (if applicable):</td>
<td>Lowest third of performing students</td>
</tr>
</tbody>
</table>

“Inherited” in this scenario indicates that selections made for the grade/subject’s State Measures will apply to the Local Measure as well.

There is no State Measures default. Principals are required to make decisions for State Measures for all applicable grades/subjects in their school by the September 28 deadline. If principals do not make State Measures decisions by the deadline, then the superintendent will make State Measures decisions.
To provide educators with more time to implement Measures of Student Learning and make MOSL decisions, time has been allocated at the beginning and end of the school year for educators to engage in MOSL-related activities.

During the baseline assessment administration window (September 9 – November 13) and end-of-year assessment administration window (May 2 – June 24), teachers can dedicate the 75-minute parent engagement block after the regular instructional day on Tuesdays to MOSL-related work.

Consider using this 75-minute blocks to:

- Review MOSL guidance documents
- Norm scoring practices
- Score baseline or end-of-year MOSL assessments
- Submit assessment data
- Individually analyze MOSL assessment data and student work to inform planning and instruction
- Collaboratively analyze MOSL assessment data and student work to inform planning and instruction
- Perform roster maintenance and verification
- Set student goals (individual goal-setting only)