

**2018-2019**  
**Measures of Student Learning**  
**Selections Guide**

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# INTRODUCTION

This **Measures of Student Learning (MOSL) Selections Guide** is designed to support schools in making thoughtful 2018-19 MOSL selections that are aligned to their student needs, instructional priorities, and strategic assessment plan to drive improvements in student learning.

For principals and School-based MOSL Committees, it is recommended that the steps within the guide take place over a series of meetings. Schools can use existing structures/time for committees to meet, or they can create additional time with per session compensation. Note that the New York City Department of Education (NYCDOE) and United Federation of Teachers (UFT) Collective Bargaining Agreement allocates time at the beginning and end of the school year for educators to engage in MOSL-related activities. In school year 2018-19, this window extends from September 5 through November 9 and May 6 through June 21.

We will continue to provide critical updates and reminders about *Advance in Principals' Weekly* and on the [NYCDOE Infohub](#). For general information about *Advance* and system-wide changes, please refer to the [2018-19 Advance Guide for Educators](#). For questions, please contact the *Advance* Support Team at [advancesupport@schools.nyc.gov](mailto:advancesupport@schools.nyc.gov).

## Measures of Student Learning

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 only one MOSL score and corresponding MOSL rating – Highly Effective, Effective, Developing, or Ineffective.

Each year, schools review and select their measures for all grades and subjects offered at their school, except where a State assessment and/or growth measurement selection is mandated. This gives schools the opportunity to think about how assessments can be used strategically, and to refine the systems and structures they use around assessment in order to drive improvements in practice and student learning.

**School-Level MOSL Selections Process:** Before schools make teacher-level decisions, they decide the measures at the school-level for each grade and subject. 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. To assist with the School-Level MOSL Selections process, a series of MOSL selection worksheets are provided in [Appendix C](#).

**Teacher-Level MOSL Selections Process:** Individual teachers may teach multiple grade/subjects, making it possible for teachers to have multiple measures. During **Teacher-Level MOSL Selections**, schools determine which of these grade/subjects should be included in their measures. For additional considerations of teachers with special circumstances, see [Appendix A](#).

**Sharing MOSL Selections with the School Community:** Once selections are finalized, create a plan to share them with your teachers. For assistance with the process of sharing selections, please see the detailed suggestions in [Appendix B](#).

**IMPORTANT NOTE:** The *Advance* Web Application uses STARS course and enrollment data to assign grade/subjects for teacher-level MOSL selections. Schools should review this system throughout the year to ensure that teachers are accurately connected to courses and students, which will allow schools to better identify the services and support that will best meet students' needs. In addition, teachers should participate in the Roster Maintenance and Verification (RMV) process in the spring to review and correct class roster information, as needed. More information is forthcoming.

### **Notable changes and helpful resources for 2018-2019 MOSL Selections**

- Administrators no longer need to select “Not Applicable” if a grade/subject is not taught at their school. This option was often confused with “No Decision” and has been removed for the 2018-2019 school year.

To determine which grade/subjects are applicable for their school and require MOSL selections, administrators can click on the name of a grade/subject in School-Level MOSL Selections to see a list of teachers scheduled for its associated courses. If no teachers are scheduled in a grade/subject, a MOSL selection does not need to be made.

- New resources are available to help schools share MOSL selections with their school community. [Appendix B](#) features [sample agendas](#) for meeting with teachers to share selections, [sample memos](#) for directing teachers through the process of finding their selections in the AWA, and general assistance with effectively communicating MOSL choices.

# OVERVIEW

## Key actions to be made by the School-based Measures of Student Learning (MOSL) Committee and Principal in the MOSL selection process:

- School-based MOSL Committee reviews available options and recommends selections for each grade and subject in their school.
- Principal reviews recommendations made by School-based MOSL committee and finalizes selections by entering School-Level MOSL selections.
- School-based MOSL Committee recommends which grade/subjects will be included in each teacher's Teacher-Level MOSL selection, based on results of the 50% rule and additional grade/subject measures, if applicable.
- Principal reviews and confirms teacher-level selections in the *Advance Web Application*, based on accepting or rejecting the School-based MOSL Committee's recommended selections.
- Share selections with school community and let teachers know how they can access their selections in the *Advance Web Application*.

## MOSL Implementation Timeline for 2018-19

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**By October 5<sup>th</sup>:** Schools make school-level MOSL selections (SLMS) that are aligned with student needs, instructional priorities, and strategic assessment plans.

**By October 31<sup>st</sup>:** Schools make teacher-level MOSL selections (TLMS) and, if baseline administration is selected, administer, norm, and score all MOSL-eligible baseline assessments to determine student starting points.

**By November 9<sup>th</sup>:** If baseline administration is selected, schools complete review, resolve scanning/scoring errors, and submit final baseline scores.

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

**By early May:** All teachers complete the Roster Maintenance Verification (RMV) process (this is essential to ensuring roster information is correct for MOSL calculations).

**By June 7<sup>th</sup>:** Schools administer, norm, and score all end-of-year MOSL-eligible assessments.

**By June 21<sup>st</sup>:** Schools complete review, resolve scanning/scoring errors, and submit final scores.

# School-Level Selections

**School-Level MOSL Selections Process:** Before schools make teacher-level decisions, they decide the measures at the school-level for each grade and subject. 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.

## STEP 1

# PREPARE FOR DECISION MAKING

## What are the school-level selections roles and responsibilities?

### SCHOOL-BASED MOSL COMMITTEE WILL:

Recommend selections to the principal for each grade/subject in the school except where there is a required State assessment.

### PRINCIPAL WILL:

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

## Who is the School-Based MOSL Committee comprised of?

The School-based MOSL Committee is comprised of **eight (8) members** of the school community. The **principal will select four (4) members** (either teachers or administrators) and the **UFT chapter leader will select four (4) members**.

- The principal and chapter leader may be members of the Committee.
- In small schools (fewer than 30 teachers), the principal and UFT chapter leader can jointly agree to form a Committee of only six (6) members of the school community (3 selected by the principal and 3 selected by the chapter leader).
- Principals and chapter leaders are not obligated to select members who served on last year's Committee, but they may do so.
- Because 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.

## STEP 2

# REVIEW ASSESSMENT, TARGET POPULATION, AND GROWTH MEASUREMENT OPTIONS

### What is a MOSL selection comprised of?

A MOSL selection must be made for each grade/subject a school offers. For each MOSL selection, schools will have to choose an assessment, target population, and growth measurement. Each of these pieces will be explained further in the following sections.

### What are my school's assessment options?



## STATE ASSESSMENTS

State assessments are developed by the New York State Education Department (NYSED) and are required to be administered to students throughout the State. **They are also required as the Measure of Student Learning for any grade/subject that culminates in a State assessment.**

While schools must continue to administer all State assessments (including grades 3-8 ELA and math assessments), results from grades 3-8 ELA and math State assessments will not be used for teacher evaluations or employment decisions from 2015-16 through the 2018-19 school year. Instead, School-based MOSL Committees will need to recommend other selections for these impacted grades and subjects, within allowable selection options. For this reason, this guide will not reference grades 3-8 ELA and math State assessments as allowable selections for grades 3-8 ELA and math measures.

**State assessments are required to be used for MOSL purposes in the following grades/subjects:**

*Elementary  
and Middle  
School  
Science*

Grades 4, 8

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](#).



|                      |                   |   |
|----------------------|-------------------|---|
| <i>Regents Exams</i> | Grades 7-12       | 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 II; Global History; US History; Chemistry; Earth Science; Living Environment; and Physics. Past examinations can be found on the NYSED Regents website <a href="#">here</a> .  |
| <i>NYSESLAT</i>      | Grades K-12       | 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 <a href="#">here</a> .  |
| <i>NYSAA</i>         | Grades 3-8,<br>11 | 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.<br><br><b>NOTE:</b> Given the unique learning needs of alternately assessed students, <u>goal-setting is the required growth measurement for the NYSAA assessment.</u> |



## NYC PERFORMANCE ASSESSMENTS

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. Performance Assessments may be especially valuable if already integrated into your school's strategic assessment plan.

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 Assessments must establish structures for school-based distributed scoring for most of these assessments at the end of the year. This includes investing time during the regular workday in norming scoring practices, scoring assessments, and submitting student's results in relevant data systems consistent with the collective bargaining agreement.

Note that NYC Performance Assessments are not permitted to be used in any grade/subject where a State assessment is required, such as grades 4 and 8 science, as well as High School courses that culminate in Regents examinations. These assessments may still be used for formative purposes.

**NYC Performance Assessments include the following:**

|  |  |  |
|--|--|--|
| <p><i>NYC Performance Tasks: ELA</i></p>               | <p>Grades K-12</p>   |  |
| <p><i>NYC Performance Tasks: Math</i></p>              | <p>K-8, Algebra I, Geometry, Algebra II</p>  |  |
| <p><i>NYC Performance Tasks: Science</i></p>           | <p>6-7, Chemistry, Earth Science Living Environment, Physics,</p>  | <p>Performance Tasks include a Beginning- and End-of-Year task pair. Both tasks (e.g., open-ended response) are scored against a common rubric. These tasks were developed by the NYCDOE with input from NYC teachers, subject-matter experts, and assessment experts. Results are submitted through <a href="#">Schoolnet</a>. For more information see the <a href="#">Periodic Assessment Selections Guide</a>.</p>   |
| <p><i>NYC Performance Tasks: Social Studies</i></p>    | <p>6-8, Global History I/II, Global History III/IV, US History, Government/ Economics</p>                |  |
| <p><i>Language Other Than English (LOTE) Exams</i></p> | <p>High School students who have completed six LOTE course credits</p>                                   | <p>These assessments are designed to assess students who have completed six LOTE course credits in a single language and are available in 21 languages.</p> <p><b>NOTE:</b> <u>Goal-setting is the required growth measurement for LOTE exams</u> because there is a lack of applicable historical achievement data to calculate a growth model.</p>   |
| <p><i>Second Language Proficiency (SLP) Exams</i></p>  | <p>Students who have completed 2 LOTE courses in grades K-8 or 1 accelerated LOTE course in grade 8.</p> | <p>These assessments (available in Chinese (Simplified), French, Italian, Latin, and Spanish) are designed to assess students in schools that offer these courses and have met the course requirements in accordance with Checkpoint A learning standards for Second Language Proficiency.</p> <p><b>NOTE:</b> <u>Goal-setting is the required growth measurement for SLP exams</u> because there is a lack of applicable historical achievement data to calculate a growth model.</p> |

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*Arts  
Commencement  
Exams*

For Dance,  
Theater, and  
Visual Arts,  
courses with  
students who  
have  
achieved 6+  
credits

For Music,  
courses with  
students who  
have  
achieved 8+  
credits

This multi-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.

**NOTE:** These assessments are only available to schools that used the assessment within the past three school years AND goal-setting is the required growth measurement because there is a lack of applicable historical achievement data to calculate a growth model.

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## 3<sup>RD</sup> PARTY ASSESSMENTS

3<sup>rd</sup> Party Assessments are developed and provided by an assessment vendor. These assessments have been approved for use by NYSED and a joint committee comprised of representatives from the NYCDOE and the UFT. Many of these assessments are already used in schools across NYC. These assessments may be especially valuable if already integrated into your school's strategic assessment plan.

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 Running Records (F&P and TCRWP) 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. Some 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.

Note that 3rd Party Assessments are not permitted to be used in any grade/subject where a State assessment is required (i.e., grades 4 and 8 science, NYSAA, NYSESLAT, and high school grades/subjects that culminate in Regents Exams).

### Currently approved 3rd Party Assessments include:

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*Running Records  
[Fountas & Pinnell  
(F&P) and Teachers  
College Reading*

Grades K-5

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.

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|---|--|
| <i>and Writing Project (TCRWP)]</i>             | More information on the assessments can be found here: <a href="#">F&amp;P</a>    <a href="#">TCRWP</a> .  |
|   | F&P results are submitted through <a href="#">STARS Classroom</a> . TCRWP results are submitted through <a href="#">AssessmentPro</a> .  |
| <i>SANDI/FAST</i>                               | K-12 grade equivalent  |
|   | SANDI/FAST is one of two options for students who take alternate assessments that contains performance tasks with built-in accommodations. For more information see the <a href="#">SANDI/FAST Assessment Webinar</a> .  |
|   | Results are submitted through the <a href="#">SANDI/FAST Online Portal</a> .   |
|   | <b>NOTES:</b>  |
|   | <ul style="list-style-type: none"> <li>• <u>Goal-setting is the required growth measurement</u>, given the unique learning needs of alternately assessed students.</li> <li>• For more information on selecting this assessment in the <i>Advance</i> Web Application, refer to the <a href="#">teachers with special circumstances</a> appendix.</li> </ul> |
| <i>WebABLLS (online version of the ABLLS-R)</i> | K-5 grade equivalent   |
|   | WebABLLS is one of two options for students who take alternate assessments. This assessment includes a one-to-one assessment tool, curriculum guide, and skills-tracking system used to help guide the instruction of language and critical learner skills for alternate assessment students.  |
|   | Results are submitted through the <a href="#">WebABLLS Online Portal</a> .   |
|   | <b>NOTES:</b>  |
|   | <ul style="list-style-type: none"> <li>• <u>Goal-setting is the required growth measurement</u>, given the unique learning needs of alternately assessed students.</li> <li>• For more information on selecting this assessment in the <i>Advance</i> Web Application, refer to the <a href="#">teachers with special circumstances</a> appendix.</li> </ul> |
| <i>Performance Series: ELA</i>                  | Grades 3-11  |
|   | Performance Series assessments are web-based, computer-adaptive assessments. For more information about these assessments, see the Performance Series website <a href="#">here</a> .   |
| <i>Performance Series: Math</i>                 | Grades 3-9, Algebra, Geometry  |

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Find information about Certiport assessments [here](#).

Find information about NOCTI assessments [here](#).

*Career and  
Technical Education  
(CTE) Assessments:  
Certiport & NOCTI*

Grades 9-12 (full-  
year CTE courses  
only)

**NOTES:**

- These assessments are only available to schools that have qualifying full-year CTE courses and that used the assessment within the past three school years.
- 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.
- For more information on selecting CTE assessments in the *Advance* Web Application, refer to the [teachers with special circumstances](#) appendix.
- Goal-setting is the required growth measurement.

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For information pertaining to ordering assessments through the Periodic Assessment Selection Tool and/or policy information for baseline and end-of-year assessment administration, please see the [2018-2019 MOSL Assessment Administration Handbook](#).

## What is a target population and what are my school's options?

Target population refers to the students who will be included in a given measure. School-based MOSL Committees will recommend a target population for each grade/subject selection, where the target population is not pre-determined by the State. Committees can choose from the following four options listed below. Some target populations are not available for specific assessments. Teachers can only be connected to assessments that are administered at their school. Review the menu of available options below OR in the [Advance Web Application](#) for specific target population restrictions.



### INDIVIDUAL

The teacher's own students taking the assessment in their own course (e.g., 9<sup>th</sup> grade ELA teachers are evaluated based on the growth of their own students on the 9<sup>th</sup> grade ELA NYC Performance Task).



### GRADE

All the students in the grade taking the assessment (e.g., 7<sup>th</sup> grade Science teachers are evaluated based on the growth of all 7<sup>th</sup> grade students on the 7<sup>th</sup> grade Math NYC Performance Task).



### SCHOOL

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 math assessments administered at the school).







### LINKED

The teacher's own students who take an assessment administered in a different teacher's course (e.g., High School Theater teachers are evaluated based on the growth of only their own students taking the 9<sup>th</sup> and 10<sup>th</sup> grade ELA NYC Performance Tasks administered in the Grade 9 and 10 English courses).

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## What are the eligible target populations for each assessment type?

| ASSESSMENT                        |   |  INDIVIDUAL |  GRADE |  SCHOOL |  LINKED |
|-----------------------------------|---|--|--|--|--|
| State Assessments                 | State Science Assessments (Grades 4, 8)         | ✓  | ✓  | ✓  | ✓  |
|                                   | NYSAA   | ✓  |  | ✓  | ✓  |
|                                   | NYSESLAT  | ✓  |  | ✓  | ✓  |
|                                   | Regents Exams                                   | ✓  |  | ✓  | ✓  |
| NYC Performance Assessments       | NYC Performance Assessments (Grades K-8)        | ✓  | ✓  | ✓  | ✓  |
|                                   | NYC Performance Assessments (High School)       | ✓  |  | ✓  | ✓  |
| 3 <sup>rd</sup> Party Assessments | 3 <sup>rd</sup> Party Assessments (Grades K-8)  | ✓  | ✓  | ✓  | ✓  |
|                                   | 3 <sup>rd</sup> Party Assessments (High School) | ✓  |  | ✓  | ✓  |

**NOTE:** Any teachers associated with measures selected with a group target population, which includes Grade and School, **will not receive student-level data** for these measures in their *Advance Overall Rating Report*. Individual student data is only available for measures selected with an Individual or Linked target population.

## What growth measurements are available to my school?

School-based MOSL Committees will choose between one of the two growth measurements below for each assessment and target population selected. It will be important for School-based MOSL 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.



### GROWTH MODEL

Measure the growth of students over the course of the year compared to growth of similar students across the city.



### GOAL-SETTING

Measure the growth of students over the course of the year compared to their goals. The distance from the goal is used to award the student with partial and additional credit. The more progress that a student makes towards reaching or exceeding their goal, the more goal credit the student earns.



## GROWTH MODEL

If the growth model measurement is selected, the NYCDOE Growth Model will be used to measure average student growth for each teacher's students.

The NYCDOE Growth Model measures the growth of students over the course of the year compared to growth of similar students **across the city**<sup>1</sup>. Therefore, growth model results are not available to teachers until after final ratings have been calculated and the school year has concluded (by September 1, 2019).

Using a growth model measurement does not require significant action on the part of schools or teachers and it gives teachers credit for the degree to which students exceed the growth of similar students.

Each student's growth 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. For

<sup>1</sup> Note: Some assessments must be used with goal-setting.



more information on how growth model measures are calculated, please see the new [Growth Model Explained](#).

### MINIMUM NUMBER OF STUDENTS

The NYCDOE will calculate a growth score if the teacher has at least **six (6) student scores within any one** grade/subject. The NYCDOE will not calculate growth scores for teachers if they have fewer than six (6) student scores.

For NYSESLAT, the NYCDOE will calculate growth scores for teachers if they have at least six (6) students who took the assessment, across grades and/or across assessments.



## GOAL-SETTING

Goal-setting is the process of setting goals for how students will perform on the end-of-year assessment based on incoming information about the students. A teacher's goal credit is calculated by finding the average student credit and the percentage of total possible credit. It will also include awarding partial and additional credit based on the distance between their students' end-of-year scores and their associated goals.

For the 2018-19 school year, for most assessments, the NYCDOE will provide teachers and principals with goals for teachers' students based on students' historical achievement and demographic characteristics. NYCDOE-provided goals may not be adjusted. However, teachers will receive partial and additional credit for student performance toward the NYCDOE-set goal.

For assessments where the NYCDOE does not set goals, teachers and principals or School-based MOSL Committees set performance goals for how their students will perform on the end-of-year assessment based on information about their students' performance and other student characteristics. In this case, goal-setting may be challenging for educators who are not familiar with the assessment(s) and schools may need to use student performance information from one assessment to set goals for students' end-of-year performance on a different assessment.

### MINIMUM NUMBER OF STUDENTS

Starting in the 2016-17 school year, there is a required minimum of **six (6) students for measures that use goal-setting** to be calculated. This policy continues in the current school year.

For NYSAA, SANDI/FAST, and WebABLLS, the NYCDOE will calculate growth scores for teachers if they have at least six (6) students across grades and across assessments.

## NYCDOE-PROVIDED GOALS AND PARTIAL AND ADDITIONAL CREDIT

When schools chose goal-setting as the growth measurement in previous years of *Advance*, a student's performance was measured as a simple yes or no (Y/N) – either the student met his/her goal or the student did not meet the goal. As such, the goal-setting measure treated a student who missed his/her goal by one point the same as a student who missed his/her goal by 30 points. Starting in 2016-2017 **the goal-setting process awards partial and additional credit to teachers based on the distance between their students' end-of-year scores and their associated goals.** This partial and additional credit goal-setting approach will be used for all assessments for which NYCDOE supplies student goals.

## SCHOOL-DETERMINED GOALS

In some situations, not enough students take an assessment year-to-year for the NYCDOE to be able to provide goals. In these cases, schools will determine students' goals and the Yes/No goal-setting process will be used. Due to a lack of historical achievement data, the NYCDOE will not provide goals for some SLP and LOTE Exams, and it will not provide any goals for NOCTI, Certiport, and Arts Commencement. Therefore, schools should create goals using other relevant formative assessments and historical data at their disposal. Additionally, goals will not be produced for some students who are new to the NYCDOE or who lack historical information for certain assessments. Schools should also create goals for those students based on their knowledge of the student. For assistance with creating student goals where necessary, please see the [Goal-Setting Guidance for Assessments and Students Without Provided Goals](#) which will be available later this fall.

In the event that submitted individual student goals are set very low for a given assessment, those goals may be flagged for review and possible adjustment.

## 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. For the following assessments, **schools must use goal-setting** as the growth measurement:

- ✓ Arts Commencement Exams
- ✓ Career and Technical Education (CTE) Exam: Certiport
- ✓ Career and Technical Education (CTE) Exam: NOCTI
- ✓ Languages: Languages other than English (LOTE) Exams
- ✓ Languages: Second Language Proficiency (SLP) Exams
- ✓ NYSAA<sup>2</sup>
- ✓ SANDI/FAST<sup>2</sup>
- ✓ WebABLLS<sup>2</sup>

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<sup>2</sup> Denotes assessments with NYCDOE-provided goals.

## STEP 3

# BASELINE ASSESSMENT ADMINISTRATION

### HOW ARE BASELINE ASSESSMENTS USED?

If selected in AWA as part of MOSL School-level Selections, fall baseline assessment results will be combined with applicable historical achievement data to determine a student's starting point for growth model and goal-setting calculations. If a school chooses NOT to administer baseline assessment for MOSL purposes, then teachers' growth model and/or goal-setting results will be based on historical achievement data only. As such, fall baselines are highly encouraged to provide as much information as possible about a student's growth.

### BASELINE ASSESSMENTS

Fall baselines are available for the following assessments:

- All NYC Performance Tasks
- Performance Series: ELA and Math
- Running Records (F&P and TCRWP)
- SANDI/FAST
  - NOTE: Fall SANDI **must be administered** due to the nature of the assessment.
- WebABLLS
  - NOTE: Fall WebABLLS **must be administered** due to the nature of the assessment.

### BASELINE ASSESSMENT ADMINISTRATION: GRADES K-2

It is best practice to review historical achievement data or baseline assessment data at the beginning of the year to gauge incoming student achievement, group students for instruction, and identify students in need of targeted interventions. In early grades, there is limited historical student achievement data for teachers to review and for the NYCDOE to use when calculating growth. The K-2 assessments that are MOSL-eligible are performance-based assessments, designed to measure students' abilities through tasks like Running Records, and NYCPTs, which include reading inventories in kindergarten, and oral math assessments in grades K-1.

**For kindergarten students, the administration of baseline assessments is *required* for all kindergarten grade/subjects.**

**The administration of baseline assessments in grades 1 and 2 is *strongly encouraged* to help determine students' starting points given the limited historical student achievement data available.**

## **BASELINE ASSESSMENT ADMINISTRATION: ALL OTHER GRADES**

The administration of fall baseline assessments in all other grade/subjects is **optional** (except where noted previously), and **strongly encouraged**.

## **ORDERING ASSESSMENTS: BASELINE AND/OR END-OF-YEAR**

Assessments **must be ordered** through the [Periodic Assessment \(PA\) Selection Tool](#) for schools to receive printed materials. Decisions made in AWA will not be used to determine delivery of materials.

- School that ordered assessments by the end of June 2018, will receive baseline materials between September 12 and 14, and will receive end-of-year (EOY) materials in the spring.
- Schools that ordered assessment by September 5 will receive baseline materials between October 3 and 5, and will receive EOY materials in the spring.
- Schools that missed the September 5 late deadline, and wish to administer baseline assessments will have to place an order through Schoolnet or print materials at their school.
- Schools have until October 5 to place orders in the Periodic Assessment Selection Tool to receive End-of-Year assessments. Review the [MOSL Assessment Administration Handbook](#) for more details.

The decision to use baselines for MOSL **must be indicated** in the *Advance* Web Application before October 5.

## STEP 4

# MAKE MEASURE SELECTIONS BY GRADE/SUBJECT AND PRESENT SELECTIONS TO PRINCIPAL

Once the assessment, target population, and growth measurement options have been reviewed, the **School-based MOSL Committee will:**

- Recommend the assessment for each grade/subject at your school.
- Recommend the target population for each grade/subject at your school.
- Recommend the growth measurement for each grade/subject at your school.
- Recommend which fall baseline assessments (as available) will be administered and scores submitted for each grade/subject.
- 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.

Once presented with recommendations, the **Principal will:**

- Accept or reject **all of the Committee's recommendations** by October 5<sup>th</sup>. If s/he rejects the recommendations, the Default Measure will be applied to all grades/subjects except where there is a required State assessment.
- Note that the principal must choose to accept either all of the Committee's recommendations or none of the Committee's recommendations.

| The Default Measure for School Year 2018-2019 includes the following: |  |
|---|--|
| <b>Assessment</b>   | All assessments required or selected to be used for MOSL at the school (at a minimum, required State assessments may include the grades 4 and 8 science, NYSAA, NYSESLAT, and Regents Exams, as applicable). |
| <b>Target Population</b>  | School   |
| <b>Measurement</b>  | Inherited from School's MOSL Selections  |

## What resources are available to help schools make a MOSL selection for each grade/subject?

For worksheets to use in the MOSL Selections process (formerly located in the MOSL Supplement Guide), please see [Appendix C](#).

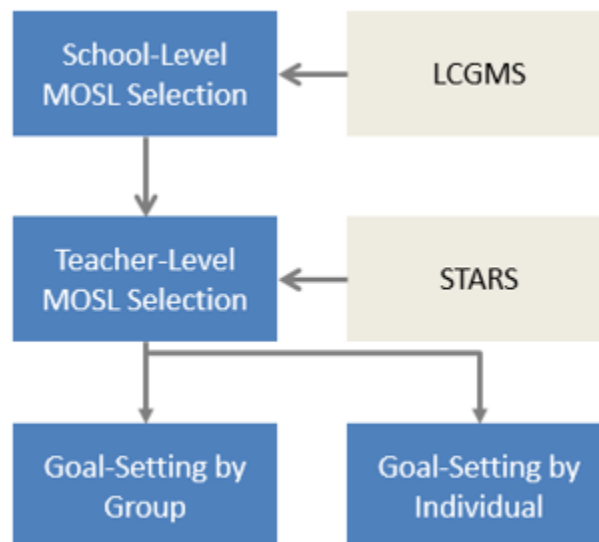
## STEP 5

# ENTER SCHOOL-LEVEL SELECTIONS

Now that School-Level MOSL selections have been determined, the **Principal, Principal Designee, or MOSL Designee** will:

- Log onto the [Advance Web Application](#)
- Navigate to the School-Level MOSL Selections page
- Enter measure selection for each grade/subject in your school
- Review School-Level MOSL selections to confirm selections were entered accurately

As you begin your work in the AWA you will notice that certain screens or functionalities can only be accessed while on a certain page. The diagram below demonstrates these “functional dependencies” to help you better understand how to navigate through the AWA in order to arrive at the screen you need. In addition, certain outside programs such as **STARS** also have functional dependencies that will affect your work in the AWA. **For example, you will not be able to confirm *Teacher-Level MOSL Selections* until you review and confirm your *School-Level MOSL Selections* and **STARS** scheduling.**



Refer to the [Advance Web App Support Guide](#), pages 14-21, for technical assistance navigating the *Advance Web Application* to enter desired MOSL selections.

## Actions to Take

- **Navigate to MOSL selections screen**: Once on the *Advance* home screen, select the “School Level MOSL Selections” orange Quick Link button to navigate directly to that screen.

- **Enter and save MOSL selections for each grade/subject**: Enter the selection for each grade/subject in the school. You must go through all selections for the measure and select the “**Add**” button to save the measure for it to be added the MOSL Selections Summary at the bottom of the screen.

- **Edit a MOSL selection**: While reviewing MOSL Selections, if you identify that a measure has been added incorrectly (i.e., a data entry error), click the “**Edit**” button to edit it.

**NOTE:** Data entry errors may be corrected directly on the screen. If, however, you do not agree with a selection, and thus are attempting to change the selection, you must first reconvene your School-based MOSL Committee to discuss. Based on the outcome of this, and if you agree, you may then proceed to edit the selection. As a reminder, principals must choose to accept either all of the Committee’s recommendations or none of the Committee’s recommendations.

**NOTE:** Required State assessments have been pre-populated and are indicated with an asterisk (\*) next to the grade/subject. These may be edited (except NYSAA) for the growth measurement selection but may not be deleted.

**NOTE:** If you delete a measure, then you will also delete any linked measure tied to that assessment.

## What resources are available to help schools present MOSL selections to their school community?

To assist with developing a protocol for presenting final selections and rationale to the school community, see [Appendix B](#) of this document.

# Teacher-Level Selections

**Teacher-Level MOSL Selections Process:** Individual teachers may teach multiple grade/subjects, making it possible for teachers to have multiple measures. During **Teacher-Level MOSL Selections**, schools determine which of these grade/subjects should be included in their measures. Grade/subjects are made up of course/sections that a teacher is scheduled for in STARS. For additional considerations of teachers with special circumstances, see [Appendix A](#).



## STEP 6

# REVIEW AND ENTER TEACHER-LEVEL MOSL SELECTIONS INTO THE AWA

Once School-Level MOSL selections are entered, the **School-based MOSL Committee will:**

- Review teacher selections based on the 50% rule and determine if any additional grade/subjects will be recommended to be included in each teacher's measure(s)
- Present recommendations to the principal

Once presented with recommendations, the **Principal will:**

- Accept or reject teacher level recommendations for all teachers
- Enter final teacher level measures selections in the *Advance* Web Application
- Confirm all teacher level MOSL selections

**For Elementary Schools:** Elementary schools use STARS Classroom to turn on academic subjects for each class and indicate the teacher(s) instructing each subject. Detailed information about this process is provided in the [Elementary School Policy Guide](#) and on the [STARS wiki](#).

Once the programming process is complete, the principal or principal designee should:

- Confirm the subjects indicated in STARS Classroom accurately reflect the instruction students are receiving
- Confirm teachers are accurately assigned to the classes and subjects they teach in STARS Classroom
- Ask teachers to regularly review and request changes to [class rosters and student enrollment dates](#) using STARS Classroom

**For Middle and High Schools:** Middle and high schools use STARS to create courses and a master schedule, as well as schedule students. Once the programming process is complete, the principal or principal designee should:

- Confirm course [section properties](#) are updated to reflect additional teachers and/or special class attributes
- Fully complete the [teacher reference](#) screen in STARS Admin
- Confirm students' [STARS schedules](#) accurately reflect the courses they are taking

Ask teachers to regularly review and request changes to class rosters and student enrollment dates using STARS Classroom

## What is the 50% rule and how is it applied by the *Advance Web Application*?

For teachers of multiple grade/subjects, the 50% rule is used to determine which grade/subject(s) is/are included in the teachers' Measures of Student Learning. The 50% rule is a State rule that at least a simple majority of a teacher's grade/subject course load (as determined by student count) is represented in the teacher's MOSL.

If a teacher teaches any of Grades 4-8 ELA and math grade/subjects, these are selected first by the 50% rule. Then, grade/subjects with the highest enrollment are included one by one until at least 50% of students are included.

For each teacher, the *Advance Web Application* will:

- 1 Categorize all sections of all of the teacher's courses into grade/subjects. These are the same grade/subjects for which schools made school-level MOSL selections.
- 2 Determine if the teacher is responsible for teaching a **required grade/subject (which are any 4-8 ELA and math grade/subjects)\***. These will be included in the teacher's Measures.

IF YES, PROCEED TO STEP 3

IF NO, SKIP TO STEP 4

- 3 Determine if these grade/subjects cover **50% or more** of the teacher's students.

IF YES, STOP

IF NO, PROCEED TO STEP 4

- 4 Add grade/subjects one at a time, starting with the grade/subject with the highest enrollment, until at least 50% of students across the teacher's full course load are covered.

**In general, principals cannot deviate from grade/subject selections as determined by the 50% rule unless:**

1. The principal has confirmed that STARS scheduling is accurate but does not completely reflect the teaching load of a teacher; **AND / OR**
2. The teacher falls into one of the [special circumstance](#) categories outlined in this guide (common branch teacher of K-5; ESL and ELA teachers of English language learners; teachers of alternate assessment students; and teachers whose course programming changes over the year).

## Actions to Take

- **Navigate to MOSL selections screen:** Once on the *Advance* home screen, select the “Teacher Level MOSL Selections” Quick Link button to navigate directly to that screen.

- **Select a teacher:** To review each teacher’s selections online, select a teacher from the dropdown menu. The screen will populate with a list of all of the grade/subjects the teacher is responsible for teaching, along with the corresponding MOSL selections made during the School-Level selection process. Grade/subjects are listed alphabetically.

- **Confirm the correct grade/subjects are listed:** Ensure the correct grade/subject(s) is/are listed for the teacher. If the grade/subjects assigned to the teacher are inaccurate, then correct course information in STARS. If you are unable to correct the course information in STARS, please contact [AdvanceSupport@schools.nyc.gov](mailto:AdvanceSupport@schools.nyc.gov).

**NOTE:** In general, updates made to STARS data will be reflected in the Teacher-Level MOSL Selections screen within 48 hours.

- **Confirm the correct grade/subjects are selected as “Used for MOSL”:** Ensure the correct grade/subjects are **selected** for the teacher through application of the 50% rule. In general, principals cannot deviate from the grade/subjects selections as determined by the 50% Rule. However, if grade/subjects listed do not accurately reflect the teacher’s programming, and cannot be corrected in STARS, review the conditions below and make necessary corrections to the grade/subjects selected:

1. The principal has confirmed that STARS scheduling is accurate but does not completely reflect the true teaching load of a teacher; **AND / OR**
2. The teacher falls into one of the special circumstance categories outlined in this guide ([Appendix A](#): common branch teacher of K-5; ESL and ELA teachers of English language learners; teachers of alternate assessment students; and teachers whose course programming changes over the year).

**NOTE:** If the assessment, target population, or growth measurement selection listed says “**No Selection**” or does not accurately reflect the selections made for that grade/subject, then you must correct this in the School-Level MOSL Selections screen. **Updates made to School Level MOSL selections screen will be reflected immediately in the Teacher-Level MOSL Selections screen.**

- **Save any changes:** Ensure that any changes made to a teacher’s selections are saved by clicking “Confirm Teacher”. **The *Advance Web Application* will not auto-save.** In order to successfully save the selection(s) for a teacher, the “Used for MOSL” box must be checked at least once.

## APPENDICES



# A

## TEACHERS WITH SPECIAL CIRCUMSTANCES

The following State regulations and NYCDOE policy apply to teachers with special circumstances:

### COMMON BRANCH (K-5) AND DEPARTMENTALIZED TEACHERS

Common Branch teachers' (i.e., teachers who teach all content areas) Measures must include the grade/subjects of ELA and math, but are not required to include any other subjects. However, the grade/subject-level Measure may be the same for ELA and math.

Departmentalized teachers' Measure should include the subject that they teach (math or ELA).

During school-level MOSL selections, schools made selections for both the math grade/subjects and the ELA grade/subjects. Per the allowable selections, schools may or may not have selected a content-specific assessment that matched the content of the grade/subject, as there were fewer restrictions on which assessment schools could select. For example, for the "Math (4th Grade)" grade/subject, the State Test – Science (4th Grade) could be selected as the assessment or a 3rd Party ELA assessment (e.g., Running Records) could be selected as the assessment with a group target population.

During the teacher-level MOSL selections process, schools determine which grade/subjects will be included for each teacher. The School-based MOSL Committee can recommend that additional grade/subjects be included in each teachers' MOSL selections.

### ESL TEACHERS AND ELA TEACHERS OF ENGLISH LANGUAGE LEARNERS

The ESL grade/subject (i.e., the mandated NYSESLAT assessment) must be included in all ESL teachers' Measures, except in situations where the student is an Alternate Assessment student, and is eligible to take the NYSAA assessment.

Additionally, for ELA teachers of English Language Learners (ELLs), if 10 or more of their ELA students take the NYSESLAT, the ESL grade/subject will be included in their Measures. Note that the ESL grade/subject may not be reflected in ELA teachers' teacher-level MOSL selections in the *Advance* Web Application but will be added by the NYCDOE when calculating *Advance* Overall Ratings.

### TEACHERS OF ALTERNATE ASSESSMENT STUDENTS

The required Measure for the "Alternate Assessment Students" grade/subject is NYSAA (Individual). In grades where NYSAA is not offered (K-2, 9, 10, and 12), NYCDOE has worked with District 75 and assessment experts to provide two alternate assessment options (SANDI/FAST for grades K-2, 9, 10, and 12, and WebABLLS for grades K-2). For all three alternate assessment options, schools must select goal-setting. The use of a growth model is not allowed.

### ***Making Non-NYSAA Alternate Assessment Selections in the Advance Web Application***

During the school-level selections process, if a school selects the Alternate Assessment (Non-NYSAA) grade/subject with an individual target population and either SANDI/FAST or WebABLLS, they should then choose the “Non-NYSAA Alternate Assessment” from the dropdown menu as the assessment. This means that schools no longer need to individually select SANDI/FAST or WebABLLS, and these will not be listed in the dropdown menu. During the teacher-level selections process, students’ goals will be provided, as available, for both assessments on the goal-setting screen.

The “Alternate Assessment Students...” grade/subjects will appear in Teacher-Level MOSL Selections for teachers who:

1. Teach at a District 75 location; **OR**
2. Teach a course-section with a Special Education Model indicated in STARS using Section Properties; **OR**
3. Have at least one student scheduled in their courses who is indicated eligible for Alternate Assessment in SESIS; **AND**
4. Have a selection made for the “Alternate Assessment Students...” grade/subject in School-Level MOSL Selections screen.

However, the “Alternate Assessment Students...” grade/subject will not be pre-selected for a teacher’s Measures. Principals may choose to edit a teacher’s Measures to include this grade/subject when deemed appropriate for that teacher (e.g., if the teacher is predominantly a special education teacher). The School-based MOSL Committee may also choose to recommend that the grade/subject is added to a teacher’s Measures.

**For all teachers of alternate assessment students, if at least six (6) of their students take the NYSAA, then a measure based on NYSAA must be included in the teacher’s Measures and other appropriate assessments in the subject(s) they teach. Note that even if the Alternate Assessment Students grade/subject is not reflected in the teacher’s teacher-level MOSL selections in the *Advance* Web Application, it will be added by the NYCDOE when calculating *Advance* Overall Ratings.**

### **MINIMUM NUMBER OF STUDENTS WHEN USING AN INDIVIDUAL TARGET POPULATION**

There is a minimum number of six (6) students for Measures regardless of measurement option used (growth model or goal-setting).

For all assessments [except NYSESLAT and Alternate Assessments (NYSAA, SANDI/FAST, and WebABLLs) – see below for more information] the NYCDOE will calculate measures of student learning for teachers if they have at least six (6) students within a grade/subject that took the same assessment. The NYCDOE will not calculate growth scores (using growth model or goal-setting, as applicable) for teachers if they have fewer than six (6) student scores.

### **TEACHERS WITH NYSESLAT AND ALTERNATE ASSESSMENTS**

For these assessments – NYSESLAT, NYSAA, SANDI/FAST, and WebABLLS – the NYCDOE will calculate growth scores (using the growth model or goal-setting, as applicable) for teachers if they have at least six (6) students across grades and/or across assessments.

### SETSS, AIS, AND PUSH-IN/PULL-OUT TEACHERS

There are no grade/subjects specific for SETSS, AIS, or Push-in/Pull-out (PIPO) teachers. During Teacher-Level MOSL Selections, these teachers will be connected to grade/subjects according to their courses' STARS programming. Thus, teachers will be connected to the assessments selected in the grade/subjects they teach. If some of their students take the NYSAA, see information above for guidance on how the "Alternate Assessment Students" grade/subject will be included in their Measures.

### CAREER AND TECHNICAL EDUCATION SELECTIONS IN THE ADVANCE WEB APPLICATION

During the school-level selections process, if a school selects the CTE grade/subject with an individual target population and either Certiport or NOCTI, they should then choose the "CTE Assessment" from the dropdown menu as the assessment. This means that schools no longer need to individually select Certiport or NOCTI, and these will not be listed in the dropdown menu. During the teacher-level selections process, students' goals will be provided, as available, for both assessments on the goal-setting screen.

### FOR ALL TEACHERS WITH CHANGES TO COURSE PROGRAMMING

All teachers' Measure(s) selections, including those of non-annualized courses, are to be **determined based upon the teacher's entire school year schedule**. Therefore, the principal and School-based MOSL Committee should consider this when making selections for any teacher.

If a teacher's programming is not represented by their grade/subject assignments on BEDS Day (October 3) and/or if the teacher's roster changes over the course of the year, the principal should revise (if necessary) the teacher-level Measure selections to reflect accurate application of the 50% rule, across the full year and the teacher's entire course load, including all required measures (grades 4-8 ELA/math).

The School-based MOSL Committee may also reconvene to consider if additional/different grade/subjects should be included in the teacher's Measure(s), and present this recommendation to the principal.

## B

# SHARING MOSL SELECTIONS WITH THE SCHOOL COMMUNITY

Once the School-based MOSL Committee and the principal have come to an agreement on selections, make a plan to share School-level MOSL Selections with your school community. Consider these best practices when making the plan.

1. First, consider **what** information would be helpful to teachers in terms of understanding and contextualizing the assessment choices. Specifically:
  - What factors, including any State requirements, did the School-based MOSL Committee consider in making selections?<sup>3</sup>
  - How do these selections support your student needs, instructional priorities, and strategic assessment plan?
  - Why did the Committee make specific population choices when making the assessment decisions?
  - Why did the Committee select the specific growth measurements for each assessment?

*An elementary school has been focused on improving school-wide literacy and during the past year had begun formatively using Fountas & Pinnell (F&P) running records of literacy to determine the levels their students could read independently with fluency and comprehension. The MOSL Committee recommended and the principal finalized the Fountas & Pinnell (F&P) assessment for each ELA grade using the growth model.*

*The MOSL Committee planned to share with the staff that they selected F&P so they could continue using running records to support their school-wide focus on literacy. To reduce testing for students and teachers, they selected “Group (school, grade, or linked) measure with another assessment at your school,” for all their other Grade/Subjects so the only additional assessment they would be giving other than the State tests is F&P. Also, they selected the Growth Model as it would not require additional actions. In addition, the principal and the MOSL Committee planned to share with the staff that the fourth-grade Science state test was selected for the 4<sup>th</sup> Grade Science grade/subject because it was required to be selected by the NY State teacher evaluation law.*

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<sup>3</sup> For a list of assessments that are required, refer to pages 8-9.



2. Next, consider **how** you will share this information.

*After the principal and the MOSL Committee identified what to share with the whole staff, they discussed how to best share this information. Since they do a lot of work by grade level and had a committee member from each grade, they decided to share the grade-level selections during grade-team meetings. This forum would give teachers the time to digest the information and ask any questions they had about the School-Level MOSL Selections. During the grade-team meeting, the MOSL Committee representative would share the grade/subject selections and gather any outstanding questions to bring back to the principal.*

3. Finally, consider **when** you will share this information.

*The MOSL Committee and principal reviewed the school-wide professional learning schedule and agreed that a member would visit each grade team during the next extended afternoon grade-team meetings.*

*See the “Sample Agendas” section for sample agendas of these conversations.*

## Sample Agendas for Sharing School-level MOSL Selections

A principal and MOSL Committee decided to share their finalized School-level MOSL Selections with their staff during grade-team meetings. These sample agendas detail how the Committee members might share the information in varying amounts of time.

### Sample A (15 minutes)

#### Agenda:

- a. **Overview of Decision-making Process** (5 minutes)
  - Explain the collaborative process the MOSL Committee used
  - Emphasize how the school-wide literacy focus and mindfulness about the number of tests students would take this year influenced the selections
- b. **SLMS Selections** (5 minutes)
  - Share with team members the finalized School-level MOSL Selections for their grade
  - Explain the next steps for how and when Teacher-level MOSL Selections will be shared
- c. **Questions** (5 minutes)
  - Respond to any questions and collect any unanswered questions on index cards so the principal can respond to them directly

**Sample B**  
(45 minutes)

**Agenda:**

**a. Purpose (2 minutes)**

- To share the School-level MOSL Selections and how the MOSL Committee came to those decisions

**b. Data Review (10 minutes)**

- Review the school-wide goal of improving student literacy
- Distribute the data from September's staff poll on assessments teachers used last year
- Review the trends in the data, emphasizing the redundancy of several of last year's literacy assessments
- Explain that the Committee hoped to address this concern by selecting one common literacy performance assessment to determine the levels their students could read independently with fluency and comprehension

**c. The Decision-making Process (10 minutes)**

- Review the steps that the Committee took when making MOSL Selections recommendations.
- Share that the school-wide focus on improving literacy led the Committee to explore MOSL-eligible literacy assessments and to select Fountas & Pinnell (F&P). To avoid testing fatigue, for the math grade level selections, they selected: "Group (school, grade, or linked) measure with another assessment administered at your school," with F&P as that group measure, as well as all for all other subjects in the grade.
- Share the target populations and growth measure decisions and explain what they mean.

**d. Review School-level MOSL Selections and Discuss Implications (20 minutes)**

- Share with team members the finalized School-level MOSL Selections for their grade
- Discuss how the assessment selection decisions and school-wide focus can be used to enhance collaboration and planning across the team

**e. Questions and Next Steps (3 minutes)**

- Share with the team how the principal plans to provide professional learning and support throughout the fall as teachers work to use the assessment data to guide their instruction
- Explain the next steps for how and when Teacher-level MOSL Selections will be shared
- Respond to any questions and collect any unanswered additional questions on index cards so the principal can respond to them directly

## SHARING TEACHER-LEVEL SELECTIONS WITH THE SCHOOL COMMUNITY

Once Teacher-level MOSL selections (TLMS) have been determined, make a plan to share them with your school community.

As you plan, consider the following:

- What is the most effective way to communicate this information to your teachers?
- What is the level of detail that needs to be communicated, and to whom?
  - Will you include an explanation of the 50% rule?
  - How similar/different are groups of teachers' teaching programs?
  - How many teachers have special circumstances?
  - Will you include information about state requirements, if it was not shared previously during the School-level Selections process?
- Which teachers may need additional support in understanding the TLMS process? What materials and resources might you use to support this conversation?
  - How do members of your staff prefer to receive information?
  - In addition to sharing which selections were made and why, it may be helpful to share state regulations and NYCDOE policy that apply to teachers with specific circumstances<sup>4</sup>:

Some examples of how New York City school leaders might share their TLMS selections include:

|  |   |
|--|---|
| <b>Sharing Selections with the Whole Staff</b> | <p>A principal at a Bronx middle school knows that many of his staff prefer to independently review and digest material before having conversations or asking questions. Therefore, he distributes a memo to his teachers' mailboxes, inviting them to individually review their measures. In order to support teachers in efficiently and independently accessing their TLMS selections, he also copies and shares pages 45-46 from the <a href="#">2018-19 Advance Web Application Support Guide</a>. A few days later, he holds open office hours and invites staff members with questions about their measure(s) to attend.</p> <p><i>See the sample memo for an example of how he might communicate this to staff members.</i></p> |
| <b>Sharing Selections with Teacher</b>         | <p>At a large high school in Queens, the principal realizes that the majority of his teachers teach similar programs by subject which culminate in Regents Exams. As these assessments are required for MOSL selection, those teachers have the same or similar measure(s). The principal decides that she and her APs will</p>   |

<sup>4</sup> For more information, refer to [Appendix A: Teachers with Special Circumstances](#).

|  |  |
|--|--|
| <b>Teams</b>   | schedule time to share these selections during the teachers' department team meetings, during which they will explain how selections were made and answers any questions they may have.  |
| <b>Sharing Selections with an Individual Teacher</b> | One middle-school principal in Brooklyn decides that it would be most supportive to connect one-on-one with those teachers who have special circumstances after providing information on how to access Teacher-level Selections in the <i>Advance</i> Web Application through a school-wide email. One of the teachers he plans to meet with is an ELA teacher who has a group of English Learners in her fifth-period class. Because ten of her students will also be taking the NYSESLAT assessment, the principal plans to talk with this teacher about why the ESL grade/subject will be included in her Measures due to State regulations <sup>5</sup> . Accordingly, he will reserve ten minutes in her Initial Planning Conference to share this point and to use the MOSL Selections Guide to answer any questions she may have. |

## [Sample Memo to Teachers on Accessing their Teacher-level Measures of Student Learning Selections](#)

Dear teachers:

I'm pleased to share that the Measures of Student Learning (MOSL) Committee and I have finalized Teacher-level MOSL Selections for this year. As we discussed in our last staff meeting, the Committee and I selected these assessments with the goal of taking advantage of the high-quality assessments that are already a regular part of our practice.

Attached to this memo are pages 45-46 from the [2018-19 Advance Web Application Support Guide](#), which guides you in accessing and reviewing your final Teacher-level MOSL selections by doing the following:

- Log on to the *Advance* Web Application using your NYCDOE username and password
- Select the "Reports" tab
- Select the "Teacher-level MOSL Selections Report"
- View your MOSL selections
- Save a copy of your Teacher-level MOSL Selections Report for your records

Should you have any questions about your selections, I will be holding office hours from 12 pm – 1 pm on Wednesday the 18th and from 3 pm – 4 pm on Thursday the 19th; please feel free to stop by at either time.

Yours,  
Principal Hendricks

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<sup>5</sup> For scenarios about the 50% rule, refer to page 26 of this selections guide. For information about teachers with special circumstances, refer to [Appendix A](#).


## Additional Resources for Communicating with Teachers

| Commonly Asked SLMS Questions   | Resources for Responding  |
|---|---|
| Why can't I choose my own MOSL assessment?  | Explain the collaborative role of the School-based MOSL Committee using page 7.   |
| How much progress do my students need to make for me to be rated "Effective"?   | Explain the growth measurement option (growth model or goal-setting as applicable) using pages 16-18.   |
| Why am I being rated on an assessment that is outside of my content area? Why is it possible for X subject to have an assessment selection in Y subject area? | Explain how a school/linked target population can reduce the testing burden on students while building a culture of collective responsibility around student outcomes. Refer to page 14 for support.  |
| Commonly Asked TLMS Questions   | Resources for Responding  |
| Who chose these assessments for me?   | Explain the role of the School-based MOSL Committee using page 7.   |
| Why are my selections different from Mr. X, who also teaches X grade?   | Explain that because selections are made based on each teacher's entire teaching program, it is possible that teachers who teach some, but not all, the same grade/subjects may have different selections. Consider providing a more individualized response if either teacher has a course with a required State assessment, or a special case consideration, such as teaching ELL students. For a list of assessments that are required MOSL Selections, see pages 8-9. |
| Why do I have more than one assessment selected for me?   | Explain that because selections are made based on each teacher's entire teaching program, it is possible that teachers who teach more than one grade/subject may have more than one selection. Consider   |


|  |  |
|--|--|
|  | <p>providing a more individualized response if the teacher has a course with a required State assessment with a special case consideration, such as teaching ELL students. For a list of assessments that are required MOSL Selections, see pages 8-9.</p> |
|--|--|

## MEASURES SELECTION WORKSHEETS


## Elementary School Section


| GRADE/SUBJECT       | <br>MEASURE<br>(To be recommended by the School-based MOSL Committee)                       |
|---------------------|---|
| ELA (Kindergarten)  | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline <sup>6</sup> : <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Math (Kindergarten) | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline <sup>6</sup> : <input type="checkbox"/> Yes <input type="checkbox"/> No |
| ELA (Grade 1)       | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No               |
| Math (Grade 1)      | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No               |
| ELA (Grade 2)       | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No               |
| Math (Grade 2)      | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No               |

<sup>6</sup> Baseline assessments are required for Kindergarten grade/subjects if an individual target population and growth model is selected.


| GRADE/SUBJECT               | <br><b>MEASURE</b><br>(To be recommended by the School-based MOSL Committee)  |
|-----------------------------|---|
| <b>ELA (Grade 3)</b>        | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Math (Grade 3)</b>       | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>ELA (Grade 4)</b>        | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Math (Grade 4)</b>       | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>ELA (Grade 5)</b>        | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Math (Grade 5)</b>       | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Science (Grades K-2)</b> | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |




| GRADE/SUBJECT                                      | <br><b>MEASURE</b><br>(To be recommended by the School-based MOSL Committee)                              |
|--|---|
| <b>Science (Grade 3)</b>                           | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available)</i> Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Science (Grade 4)</b>                           | <b>Assessment: State – NYS Science Test (4, Science)</b><br><b>Target Population: Individual</b><br><b>Growth Measurement:</b> _____  |
| <b>Science (Grade 5)</b>                           | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available)</i> Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Social Studies (Grades K-5)</b>                 | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available)</i> Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Alternate Assessment (Grades K-2)</b>           | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available)</i> Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Alternate Assessment (Grades 3-5)</b>           | <b>Assessment: State – NYSAA</b><br><b>Target Population: Individual</b><br><b>Growth Measurement: Goal-Setting</b>   |
| <b>Alternate Assessment (Grades 3-5/Non-NYSAA)</b> | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available)</i> Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |

| GRADE/SUBJECT   | <br><b>MEASURE</b><br>(To be recommended by the School-based MOSL Committee)  |
|---|---|
| <b>ESL (Grades K-5)</b>                                     | <b>Assessment: State – NYSESLAT (K-5, ESL)</b><br><b>Target Population: Individual</b><br>Growth Measurement: _____   |
| <b>Arts: Dance, Music, Theater, Visual Art (Grades K-5)</b> | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Health and PE (Grades K-5)</b>                           | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Language Other Than English (LOTE) (Grades K-5)</b>      | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Technology (Grades K-5)</b>                              | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Other Subjects (Grades K-5)</b>                          | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |


## Middle School Section

| GRADE/SUBJECT                                     | <br>MEASURE<br>(To be recommended by the School-based MOSL Committee)         |
|---|---|
| ELA (Grade 6)                                     | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| ELA (Grade 7)                                     | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| ELA (Grade 8)                                     | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Math (Grade 6)                                    | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Math (Grade 7)                                    | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Math (Grade 8)                                    | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Math – Regents –Algebra I<br/>(Grades 7-8)</b> | <b>Assessment: State – Regents (7-8, Algebra I)</b><br><b>Target Population: Individual</b><br>Growth Measurement: _____  |


| GRADE/SUBJECT  | <br><b>MEASURE</b><br>(To be recommended by the School-based MOSL Committee)  |
|--|---|
| <b>Math – Regents – Geometry (Grades 7-8)</b>              | <b>Assessment: State – Regents (7-8, Geometry)</b><br><b>Target Population: Individual</b><br>Growth Measurement: _____   |
| <b>Science (Grade 6)</b>                                   | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Science (Grade 7)</b>                                   | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Science (Grade 8)</b>                                   | <b>Assessment: State – NYS Science Test (8, Science)</b><br><b>Target Population: Individual</b><br>Growth Measurement: _____                                   |
| <b>Science – Regents – Earth Science (Grades 7-8)</b>      | <b>Assessment: State – Regents (7-8, Earth Science)</b><br><b>Target Population: Individual</b><br>Growth Measurement: _____                                    |
| <b>Science – Regents – Living Environment (Grades 7-8)</b> | <b>Assessment: State – Regents (7-8, Living Environment)</b><br><b>Target Population: Individual</b><br>Growth Measurement: _____                               |
| <b>Social Studies (Grade 6)</b>                            | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |


| GRADE/SUBJECT  | <br><b>MEASURE</b><br>(To be recommended by the School-based MOSL Committee)  |
|--|---|
| Social Studies (Grade 7)                               | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Social Studies (Grade 8)                               | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Social Studies – Regents – Global History (Grades 7-8) | <b>Assessment: State – Regents (7-8, Global History)</b><br><b>Target Population: Individual</b><br>Growth Measurement: _____                                   |
| Social Studies – Regents – US History (Grades 7-8)     | <b>Assessment: State – Regents (7-8, US History)</b><br><b>Target Population: Individual</b><br>Growth Measurement: _____                                       |
| Alternate Assessment (Grades 6-8)                      | <b>Assessment: State – NYSAA</b><br><b>Target Population: Individual</b><br><b>Growth Measurement: Goal-Setting</b>   |
| Alternate Assessment (Grades 6-8/Non-NYSAA)            | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| ESL (Grades 6-8)                                       | <b>Assessment: State – NYSESLAT (MS, ESL)</b><br><b>Target Population: Individual</b><br>Growth Measurement: _____  |

| GRADE/SUBJECT   | <br><b>MEASURE</b><br>(To be recommended by the School-based MOSL Committee)  |
|---|---|
| <b>Arts: Visual Art, Dance, Music, Theater (Grades 6-8)</b> | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Health and PE (Grades 6-8)</b>                           | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Language Other Than English (LOTE) (Grade 6)</b>         | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Language Other Than English (LOTE) (Grade 7)</b>         | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Language Other Than English (LOTE) (Grade 8)</b>         | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Business (Grades 6-8)</b>                                | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Career Development (Grades 6-8)</b>                      | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |


| GRADE/SUBJECT               | <br><b>MEASURE</b><br>(To be recommended by the School-based MOSL Committee)  |
|-----------------------------|---|
| Technology (Grades 6-8)     | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Other Subjects (Grades 6-8) | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |


### High School Section


| GRADE/SUBJECT                             | <br><b>MEASURE</b><br>(To be recommended by the School-based MOSL Committee)  |
|---|---|
| ELA – Regents (High School)               | <b>Assessment: State – Regents (HS, ELA)</b><br><b>Target Population: Individual</b><br>Growth Measurement: _____   |
| ELA – Non-Regents (High School)           | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br>(if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Math – Regents – Algebra I (High School)  | <b>Assessment: State – Regents (HS, Algebra I)</b><br><b>Target Population: Individual</b><br>Growth Measurement: _____   |
| Math – Regents – Algebra II (High School) | <b>Assessment: State – Regents (HS, Algebra II)</b><br><b>Target Population: Individual</b><br>Growth Measurement: _____  |

| <p style="text-align: center;">GRADE/SUBJECT</p>            | <div style="text-align: center;">  <p><b>MEASURE</b><br/>(To be recommended by the School-based MOSL Committee)</p> </div> |
|---|--|
| <p><b>Math – Regents – Geometry (High School)</b></p>       | <p><b>Assessment: State – Regents (HS, Geometry)</b><br/> <b>Target Population: Individual</b><br/>           Growth Measurement: _____</p>  |
| <p><b>Math – Non-Regents – Algebra I (High School)</b></p>  | <p>Assessment: _____<br/>           Target Population: _____<br/>           Growth Measurement: _____<br/>           (if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>   |
| <p><b>Math – Non-Regents – Algebra II (High School)</b></p> | <p>Assessment: _____<br/>           Target Population: _____<br/>           Growth Measurement: _____<br/>           (if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>   |
| <p><b>Math – Non-Regents – Geometry (High School)</b></p>   | <p>Assessment: _____<br/>           Target Population: _____<br/>           Growth Measurement: _____<br/>           (if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>   |
| <p><b>Math – Non-Regents – Other (High School)</b></p>      | <p>Assessment: _____<br/>           Target Population: _____<br/>           Growth Measurement: _____<br/>           (if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>   |
| <p><b>Science – Lab – Chemistry (High School)</b></p>       | <p>Assessment: _____<br/>           Target Population: _____<br/>           Growth Measurement: _____<br/>           (if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>   |
| <p><b>Science – Lab – Earth Science (High School)</b></p>   | <p>Assessment: _____<br/>           Target Population: _____<br/>           Growth Measurement: _____<br/>           (if available) Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>   |




| GRADE/SUBJECT   | <br><b>MEASURE</b><br>(To be recommended by the School-based MOSL Committee)                              |
|---|---|
| <b>Science – Lab – Living Environment (High School)</b>     | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Science – Lab – Physics (High School)</b>                | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Science – Regents – Chemistry (High School)</b>          | <b>Assessment: State – Regents (HS, Chemistry)</b><br><b>Target Population: Individual</b><br><b>Growth Measurement:</b> _____  |
| <b>Science – Regents – Earth Science (High School)</b>      | <b>Assessment: State – Regents (HS, Earth Science)</b><br><b>Target Population: Individual</b><br><b>Growth Measurement:</b> _____  |
| <b>Science – Regents – Living Environment (High School)</b> | <b>Assessment: State – Regents (HS, Living Environment)</b><br><b>Target Population: Individual</b><br><b>Growth Measurement:</b> _____   |
| <b>Science – Regents – Physics (High School)</b>            | <b>Assessment: State – Regents (HS, Physics)</b><br><b>Target Population: Individual</b><br><b>Growth Measurement:</b> _____  |
| <b>Science – Non-Regents – Chemistry (High School)</b>      | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> Yes <input type="checkbox"/> No |

| GRADE/SUBJECT  | <br><b>MEASURE</b><br>(To be recommended by the School-based MOSL Committee)   |
|--|--|
| <b>Science – Non-Regents – Earth Science (High School)</b>         | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available)</i> <b>Baseline:</b> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |
| <b>Science – Non-Regents – Living Environment (High School)</b>    | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available)</i> <b>Baseline:</b> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |
| <b>Science – Non-Regents – Physics (High School)</b>               | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available)</i> <b>Baseline:</b> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |
| <b>Science – Non-Regents – Other (High School)</b>                 | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available)</i> <b>Baseline:</b> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |
| <b>Social Studies – Regents – Global History (High School)</b>     | <b>Assessment: State – Regents (HS, Global History)</b><br><b>Target Population: Individual</b><br><b>Growth Measurement:</b> _____  |
| <b>Social Studies – Regents – US History (High School)</b>         | <b>Assessment: State – Regents (HS, US History)</b><br><b>Target Population: Individual</b><br><b>Growth Measurement:</b> _____  |
| <b>Social Studies – Non-Regents – Global History (High School)</b> | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available)</i> <b>Baseline:</b> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |
| <b>Social Studies – Non-Regents – US History (High School)</b>     | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____  |

| GRADE/SUBJECT   | <br><b>MEASURE</b><br>(To be recommended by the School-based MOSL Committee)         |
|---|--|
|   | <i>(if available)</i> Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No   |
| <b>Social Studies – Non-Regents – Econ and/or Gov (High School)</b> | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br><i>(if available)</i> Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Social Studies – Non-Regents – Other (High School)</b>           | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br><i>(if available)</i> Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Alternate Assessment (High School)</b>                           | <b>Assessment: State – NYSAA</b><br><b>Target Population: Individual</b><br><b>Growth Measurement: Goal-Setting</b>  |
| <b>Alternate Assessment (High School/Non-NYSAA)</b>                 | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br><i>(if available)</i> Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>ESL (High School)</b>  | <b>Assessment: State – NYSESLAT (HS, ESL)</b><br><b>Target Population: Individual</b><br>Growth Measurement: _____   |
| <b>Art – Dance (High School)</b>                                    | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br><i>(if available)</i> Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| <b>Art – Music (High School)</b>                                    | Assessment: _____<br>Target Population: _____<br>Growth Measurement: _____<br><i>(if available)</i> Baseline: <input type="checkbox"/> Yes <input type="checkbox"/> No |

| <b>GRADE/SUBJECT</b>                                    | <br><b>MEASURE</b><br>(To be recommended by the School-based MOSL Committee)  |
|---|---|
| <b>Art – Theater (High School)</b>                      | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |
| <b>Art – Visual Art (High School)</b>                   | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |
| <b>Health (High School)</b>                             | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |
| <b>Language Other Than English (LOTE) (High School)</b> | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |
| <b>PE (High School)</b>                                 | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |
| <b>Arts – AP (High School)</b>                          | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |
| <b>ELA – AP (High School)</b>                           | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |

| <b>GRADE/SUBJECT</b>                                  | <br><b>MEASURE</b><br>(To be recommended by the School-based MOSL Committee)  |
|---|---|
| <b>Language Other Than English – AP (High School)</b> | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |
| <b>Math – AP (High School)</b>                        | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |
| <b>Science – AP (High School)</b>                     | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |
| <b>Social Studies – AP (High School)</b>              | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |
| <b>CTE – All Subjects (High School)</b>               | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |
| <b>Non-CTE – Business (High School)</b>               | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |
| <b>Non-CTE – Career Development (High School)</b>     | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |

| <b>GRADE/SUBJECT</b>                              | <br><b>MEASURE</b><br>(To be recommended by the School-based MOSL Committee)  |
|---|---|
| <b>Non-CTE – Human Services<br/>(High School)</b> | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |
| <b>Non-CTE – Technology<br/>(High School)</b>     | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |
| <b>Other Subjects (High School)</b>               | <b>Assessment:</b> _____<br><b>Target Population:</b> _____<br><b>Growth Measurement:</b> _____<br><i>(if available) Baseline:</i> <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> |