

STUDENT ASSESSMENTS
FOR
TEACHER AND PRINCIPAL EVALUATION

PUBLICLY AVAILABLE SERVICES SUMMARY

This form will be posted on the New York State Education Department's Web site and distributed through other means for all applications that a0.7 (s)1A61(a)- 0 Tw 11.04 -0 0 11.04 377.04 505.56 Tm ()Tj ET

	<p>SLO PROVIDED THAT T SLOS DIFFERENT THAN THAT USED IN REQUIRES STUDENT PERFORMANCE SUBCOMPONENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL <input checked="" type="checkbox"/> A MEASURE OF STUDENT GROWTH OTHER THAN A SLO <input type="checkbox"/> A PERFORMANCE INDEX <input type="checkbox"/> AN ACHIEVEMENT BENCHMARK <input type="checkbox"/> ANY OTHER COLLECTIVELY BARGAINED MEASURE OF STUDENT GROWTH OR ACHIEVEMENT <p>PLEASE SPECIFY</p>
<p>WHAT IS THE GRADE (S) AND SUBJECT AREA (S) FOR WHICH THE ASSESSMENT CAN BE USED TO GENERATE A STUDENT PERFORMANCE SCORE?</p>	<p>Age range: Students in grades K-6 (approximately ages 5-12) Subject Area: Mathematics</p>

WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT?

PLEASE PROVIDE AN OVERVIEW OF THE ASSESSMENT (S) (S) PLEASE INCLUDE

- A

A description of the assessment;

Acadience Math is a set of brief, standardized indicators of early numeracy, computation, and problem solving skills for grades K–6. Acadience Math consists of materials for universal screening three times a year and more frequent progress monitoring. The Early Numeracy measures are given individually to students in kindergarten and first grade. The Computation measures are group administered to students in grades 1–6. The Concepts and Applications measures are group administered in grades 2–6. Acadience Math is aligned with today's rigorous standards in Mathematics. Research-based benchmark goals are available for all measures and grades. They define a level at which the odds are in the student's favor of meeting later mathematics outcome goals.

A description of how the assessment is administered;

Description of the Measures

Early Numeracy - One minute measures given individually to students in kindergarten and first grade.

- Beginning Quantity Discrimination BQD assesses discrimination between two quantities. It is an indirect measure of subitizing, the ability to instantly judge the number associated with a group of items. BQD is administered from the beginning of kindergarten to the end of kindergarten.
- Number Identification NID assesses ability to orally name the numerals 1 through 99. It is administered from the beginning of kindergarten to the beginning of first grade.
- Next Number Fluency NNF assesses the ability to extend the counting sequence. The task is administered orally, with the assessor saying a number and the student saying the next higher number. NNF is administered from the beginning of kindergarten to the beginning of first grade.
- Advanced Quantity Discrimination AQD assesses discrimination between two quantities. The student is asked to name the larger of two numbers. AQD is administered from the beginning of first grade to the end of first grade.
- Missing Number Fluency MNF assesses the ability to extend a counting sequence counting by 1s, 5s, and 10s. The student is provided with a sequence of four numbers with one number missing, and asked to orally provide the missing number. MNF is administered from the beginning of first grade to the end of first grade.

Computation - Computation assesses the basic skills of math computation. It can be administered individually or to groups. Students work basic computation problems under standardized conditions and time limits which depend on grade level.

Concepts and Applications - Concepts and Applications assesses the basic skills of understanding mathematical concepts and vocabulary, and applying that knowledge to solve mathematical problems. It can be administered individually or to groups. Students work problems under standardized conditions and time limits which are dependent on grade level.

A description of how scores are reported (include links to sample reports as appropriate);

Acadience Math draws problem types from today's rigorous standards for Mathematics. However, Acadience Math is a General Outcome Measure (GOM) and not intended to measure every skill on the Standards.

Acadience Math provides two types of scores at each benchmark assessment period: (a) a raw score for each individual measure and (b) a composite score (the Math Composite Score). Each of the scores is interpreted relative to benchmark goals and cut points for risk to determine if a student's score is at or above the benchmark, below the benchmark, or below the cut point for risk (well below the benchmark).

incorporate something more or something different from the core curriculum or supplemental support. Because students who need intensive support are likely to have individual needs, we recommend that their progress be monitored frequently and their intervention modified dynamically to ensure adequate progress.

Math Composite Score

The Math Composite Score is a combination of multiple Acadience Math scores and provides the best overall estimate of students' math skills. Acadience Data Management will calculate the Math Composite Score for you, provided that all required measures necessary for calculating it have been administered. To calculate the Math Composite Score yourself, see the Math Composite Score Worksheets at the end of this document. Benchmark goals and cut points for risk for the Math Composite Score are based on the same logic and procedures as the benchmark goals for the individual Acadience Math measures. However, because the Math Composite Score provides the best overall estimate of a student's skills, it should generally be interpreted first. If a student earns a Math Composite Score that is at or above the benchmark goal, the odds are in the student's favor of reaching later important math outcomes. Some students who score At or Above Benchmark on the Math Composite Score may still need additional support in a math skill, as indicated by a Below Benchmark score on an individual Acadience Math measure (i.e., Beginning Quantity Discrimination, Number Identification Fluency, Next Number Fluency,

HOW IS THE SELECTED ASSESSMENT ALREADY BEING INTEGRATED INTO THE CURRICULUM OF THE GRADE LEVEL COURSE? HOW DOES THE SELECTED ASSESSMENT SUPPORT THE DAY-TO-DAY ACADEMIC GOALS OF THE EDUCATOR?

Acadience Math includes measures for early numeracy, computation, and problem solving. The measures function as olv

HOW IS THE SELECTED ASSESSMENT SCORES? HOW ARE THE ASSESSMENT RESULTS EFFECTIVELY COMMUNICATED TO RELEVANT STAKEHOLDERS (STUDENTS, PARENTS, TEACHERS, ADMINISTRATORS, ETC)? WHAT ARE THE ASSESSMENT SCORES THAT REFLECT THAT A STUDENT IS

- 5. BELOW PROFICIENCY
- 6. APPROACHING PROFICIENCY
- 7. MEETING PROFICIENCY
- 8. DEMONSTRATING MASTERY

IF THE SELECTED ASSESSMENT IS NOT STANDARDIZED, PLEASE DESCRIBE HOW THE ASSESSMENT PROCESS IS COMPARABLE ACROSS GRADE/COURSE-LIKE CLASSROOMS

The Acadience Math measures are standardized assessments, which means every assessor, or person who administers Acadience Math to students, should administer and score the measures the same way every time with every student. A standardized assessment allows you to compare results across students or across time, or to compare student scores to a target goal. A standardized administration also ensures that the research on the reliability and validity of the measure is applicable to the obtained scores. For norm-referenced interpretations with Acadience Math, descriptors for levels of performance are provided in Table 3.2 in the Acadience Math Administration Manual located here <https://drive.google.com/drive/folders/14nRyKAI9LGRjX0dwAkE3UEhtqclETpiE?usp=sharing>

HOW IS THE SELECTED ASSESSMENT ABLE TO MAXIMIZE THE EFFICIENCY WITH WHICH STUDENT PERFORMANCE DATA IS GATHERED TO ALLOW FOR MORE CLASSROOM INSTRUCTIONAL TIME

The amount of time it will take to complete the benchmark assessment for each student will vary by grade and time of year (see chart below)

IF APPLICABLE, HOW WILL TECHNOLOGY BE UTILIZED DURING THE ADMINISTRATION OF THE SELECTED ASSESSMENT TO PROVIDE TIMELY AND ACTIONABLE INFORMATION

While the measures are administered paper pencil, Acadience Data Management is a digital, online data management and reporting service that allows schools and districts to manually enter data for Acadience Math benchmark and progress monitoring assessments and r

Please complete the following section if the selected assessment is being used for the Required Student Performance subcomponent (SLOs) and/or is being used with Optional Student Performance subcomponent as an SLO

Process for Measuring Student Growth:

Consistent with Department regulations and guidance, SLO is an instructional planning tool developed at the start of an educator's course or building principal's school year that includes expectations for student growth. It should represent the most important learning aligned to national or state standards as well as any other school and LEA priorities. The goals included in the SLO must be specific and measurable, based on available prior student learning data. Before setting targets for expected growth, educators will determine students' levels of preparedness at the start of the course by reviewing relevant baseline data. This baseline data may come from a variety of sources, which, but are not limited to, a student's prior academic history, pre-tests, or end of course assessments from the prior year.

SLOs are developed and approved through locally determined processes consistent with the Commissioner's goal setting process. SLOs should be based on the best available student data and should be ambitious and rigorous for all students. Superintendents must certify that all individual growth targets used for SLOs represent, at a minimum, one year of expected growth.

progress monitoring assessment in targeted areas that are the focus of instruction or intervention. Teachers may also choose to monitor any other students about whose progress they have concerns. Students should be monitored in material that matches the skill area or areas targeted for instruction. Material selected for progress monitoring must be sensitive to growth, yet still represent an ambitious goal. The appropriate monitoring level can be identified using survey-level assessment, or “testing back” until the appropriate level is found. Material that is too difficult will not be sensitive to small changes in student skill and can result in student and teacher frustration as well as inaccurate decisions about the effectiveness of instruction. Material that is too easy will not leave enough distance between the current level of student performance and the goal, likely resulting in lowered expectations and less progress. For students who are performing below grade level, the purpose of progress monitoring is to provide information to guide instruction, with the primary goal of instruction being to improve student progress and bring the student up to grade-level performance.

FORM G

**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION**

APPLICANT CERTIFICATION FORM

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria.

PLEASE SUBMIT ONE "FORM G" FOR EACH APPLICANT

The Applicant makes the following assurances

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	<input checked="" type="checkbox"/>
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	<input checked="" type="checkbox"/>
If used with a Student Learning Objective, the assessment can be used to measure one year expected growth for individual students.	<input checked="" type="checkbox"/>
For K2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	<input checked="" type="checkbox"/>
For assessments previously used under Education Law § 3012 or Education Law § 3012 under RFQ #15-001, or for purposes other than educator evaluation, the assessment results in differentiated student-level performance. If the assessment has not produced differentiated results in prior school years, the applicant assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	<input checked="" type="checkbox"/>
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence is available by the end of each school year.	<input checked="" type="checkbox"/>
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request.	<input checked="" type="checkbox"/>

¹ Please note, pursuant to [Section 2.2](#) of this RFQ, an assessment may be removed from the approved list if such assessment does not comply with one or more of the criteria for approval set forth in this RFQ

To be completed by the Copyright Owner/Assessment Representative of the assessment being proposed and, where necessary, the applicant LEA:

[Lexia Voyager Sopris Inc.](#)

1. Name of Organization (PLEASE PRINT) 4.