

STUDENT ASSESSMENTS
AND ASSOCIATED GROWTH MODELS FOR
TEACHER AND PRINCIPAL EVALUATION

FORM C

PUBLICLY AVAILABLE SERVICES SUMMARY

This form will be distributed to all districts and BOCES in the state and proposed offerings in all districts. Assessment Providers are invited to contact the Assessment Provider regarding potential further procurement.

Assessment Provider Information	
Name of Assessment Provider	NCS Pearson, Inc. (Pearson)
Assessment Provider Information:	Dr. 11.04 -0 0 11.04 77.64 459.12 Tm [(N)2.6(a)-6.6(

Are the technology requirements associated with the assessment?	amsweb -b computer minimum system requirements and prerequisite items for general use.
Is the assessment free or through purchase, to other districts or BOCES in New York State?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

Selected progress monitoring and screening measures are combined in this idea for educator effectiveness systems based on effectiveness score.

The assessment is administered. At grades 2 through 8, all measures are administered online in a group format, except Oral Reading Fluency (grades 2-3) which is administered individually.

Using digital record forms to administer and score the individual assessment is a web-based calculation, and uploaded to the assessment technology environment. The administration and scoring for oral response assessments. As the student reads the test and gives oral responses, simply clicks or taps the student's errors on screen and the system will score the assessment and upload the results. Reportable.

Digital record forms can be web-enabled.

x **amsweb** rate of improv (ROI) metric, which is the amount of raw score growth divided by the number of weeks. In this case, the ROI is 1.5, which means the score is increasing by 1.5 times the amount of the previous score per week.

x **Final amsweb** student's ROI compares with the ROI of other students in an online sample who are in the same grade and who started the year at a similar level of performance.

Providing Technical Support Responsiveness e support from Pe

amsweb software help.

The number through Friday, you can select one of the following groups for support:

Technical Support (8 am-5 p.m.)

Sales (8 am-5 p.m.)

Training (8 am-5 p.m.)

Order/Billing inquiries (8 am-5 p.m.)

All hours are shown in Eastern time.

The **amsweb** toll free number

www.amsweb.com. At the web

to online resources.

Additional support is available through **amsweb** including on-site, forms of consultation organized to provide quality ongoing training, coaching, and capacity building for users.

Please provide an overview of the student level growth model or target setting model for SLOs for districts and BOCES, along with how student level growth scores are aggregated to create teacher level scores, and how those teacher level scores are converted to New York State s-20 metric.

As described by the state student growth. Its system of assessment at the beginning of the year was designed specifically to help educators monitor how well students are developing and whether they are on track to achieve annual goals. One is the use of equivalent measures throughout the year, which allows the educator to describe spring growth in terms of an increase in the student's raw score on a consistent task. The other helpful feature is the set of national norms based on the amount of growth. These allowed educators to use information about the target-setting process.

The New York APPR system is based on SLOs that reflect one year's student growth. The procedures for setting SLOs are created by a committee of educators sensitive to growth, and supported by a level of student growth.

Conversion to the HEDI scale
 At the end of the year, the percentage of students reaching their SLOs is calculated. The answer is the score on the 20 scale. This is the crosswalk that has been set for APPR.

	Highly Effective			Effective			Developing		Ineffective												
HEDI score	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% meeting target	97-100	93-96	90-92	85-89	80-84	75-79	67-74	60-66	55-59	49-54	44-48	39-43	34-38	29-33	25-28	21-24	17-20	13-16	9-12	5-8	0-4

New York State Next Generation Assessment Priorities
 Please provide detail on how the proposed supplemental assessment is used with SLOs addresses each of the Next Generation Assessment Pr

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):
 The answer is educator effectiveness or composite score. Provide the optimal composite score, and time efficiency.
 Reading: The recommended answer measures or composites are the following:

- x Kindergarten. The composite of Letter Naming Fluency, Letter Word Sound Fluency, and Phoneme Segmentation is recommended to measure winter/spring growth. For fall growth, Letter Naming Fluency may be its own; Letter Word Sound Fluency and Phoneme Segmentation are not part of the standard fall may entering kindergarteners.
- x Grade 1. Oral Reading Fluency (spring)
- x Grades 2 and 3. The composite of Oral Reading Fluency, Vocabulary Comprehension (spring).
- x Grades 4-8. The composite of Silent Reading Fluency, Vocabulary Comprehension (spring).

The assessment

do not involve reading text orally. Letter Naming Fluency assesses automaticity of letter recognition, which is important for the later steps in learning to read. Letter Word Sound Fluency is a new measure with two sections. The first section consists of saying sounds of letters. In the second section, the student says the sounds of three-letter (CVC) words: first the sound of the initial consonant, then the sound of the vowel-consonant combination of the entire word. Thus, Letter Word Sound Fluency measures both sound production and facility with combination. Phoneme Segmentation has been a longer speeded measure (although it is no longer a speeded measure) and assesses the student's recognition of the sounds that make up a spoken word.


Oral Reading Fluency at grade 1 is a new measure which the first 60 words of each passage are highly decodable, high frequency sight words, thus providing appropriate content for students who may not be able to read at grade level. By providing oral reading fluency among students in the fall, this provides a stronger growth measurement from fall to spring.

	<p>x Grade 1. The composite of Number Fluency, Math Facts Fluency, and Concepts & Applications.</p> <p>x Grades 2-8. The composite of Number Comparison Fluency, Mental Computation Fluency, and Concepts & Applications.</p> <p>At kindergarten, Number automaticity in recognizing numbers forms an important foundation for the next steps in mathematics. Quantity Total Fluency measure is related to number.</p> <p>A K-1 is a free-response task in which the examinee says a question (e.g., "What is the answer?") and says the answer; it is an untimed, standards measure.</p> <p>At grade 1, Number Comparison Fluency measures automaticity in deciding which of two numbers is larger. Math Facts Fluency 1 Digit assesses automaticity of mentally solving addition and subtraction problems. Concepts & Applications is the same as at kindergarten.</p> <p>At grades 2 through 8, Number Fluency Trials shows a pair of numbers and asks the student to indicate which one is closer to a third number. This is a measure of number sense. Mental Computation Fluency presents a two-step problem of a math expression. Concepts & Applications is similar to the K-1 version except for choice items.</p>
<p>Assessments Woven Tightly Into the Curriculum:</p>	<p>Assessments Woven Tightly Into the Curriculum: -</p> <p>untimed standards measure a range of reading and math skills. All of the measures are designed for easy integration with classroom instruction. They assess basic reading, math computation, and oral reading fluency.</p>

	<p>Although the assessment information that is useful to teachers, for purposes of APPR, they must be someone other than the classroom teacher.</p>
<p>Performance Assessment:</p>	<p>All the assessment recommended for use in education are effective performance based response: saying the names of letters, stating the sounds of letters and letter combinations that make up a word, or reading a passage aloud.</p> <p>The reading measures recommended for grades 2 and 3 include one performance measure (Oral Reading Fluency) and two multiple-choice measures (Reading Comprehension and Vocabulary) for grades 4–8, where Silent Reading Fluency replaces ORF, all of the recommended measures are multiple choice.</p> <p>Three of the five assessment recommended for kindergarten and grade 1 are performance based Quantity Total Fluency, and Math Facts Fluency Digit. One measure (Concepts & Applications) includes a mix of performance based multiple-choice items, and one (Number Pairs) is multiple choice.</p> <p>Two of the three math measures recommended for grades 2–8 (Number Facts and Mental Computation Fluency) are multiple choice, and the third (Concepts & Applications) has a mix of performance based multiple-choice items.</p>
<p>Efficient Time-Saving Assessments:</p>	<p>Assessment-efficient most of the CBM measures take only one to four minutes to administer. Administration times by measure are included in the Introductory Guide (included with this response); see p. 23, 26.</p>

Technology:	<p> Answers are either b individually administered measures or digital records in which the ex item responses are stored and receive score when the administration is finished. The measures that use online administration are scored immediately. </p>
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A

To be completed by the Copyright Owner/Assessment Provider or the provider of the assessment being proposed, and, where necessary, the co-applicant.

WGS Pearson, Inc.	
1. Name of Organization (please print)	A. Signature of Authorized Representative (PLEASE USE BLUE INK)
Eugene G. Bowles	
2. Name of	Date Signed
VP of Global Product Development Assessment Services (NYC division)	
B. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT)	1. Signature of School Representative (PLEASE USE BLUE INK)
School Representative's	C. Date Signed
3. Title of School Representative (PLEASE PRINT/TYPE)	