



STUDENT ASSESSMENTS
AND ASSOCIATED GROWTH MODELS FOR
TEACHER AND PRINCIPAL EVALUATION

FORM C

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 are approved in conjunction with this RFQ to allow districts and BOCES to understand proposed offerings in advance of directly contacting Assessm

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a rating of "Developing." And, if 64% or fewer students meeting their individual growth target, the teacher would receive an "Ineffective" rating.

| New York State Next Generation Assessment Priorities | |
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| Please provide detail on how the proposed supplemental assessment or assessment to be used with SLOs addresses each of the Next Generation Assessment Priorities below. | |
| <p>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments) :</p> | <p>The earlyMath assessment is consistent with best practices in measuring the New York State Learning Standards in mathematics. Reliability and validity evidence supports the use of earlyMath for the purpose of assessing early numeracy skills associated with Kindergarten and 1st grade math achievement across the domains of numeracy as well as a general estimate of overall math achievement. The development of earlyMath is based on a thorough examination of the most recent research literature and professional consultation in test development and mathematics education. Each of the subtests is aligned with National Common Core State Standards (CCSS, 2010) and three domains of number sense: (a) number, (b) relations, and (c) operations (Purpura & Lonigan, 2013; National Research Council, 2009). The objective of earlyMath measures is to extend and improve on the quality of currently available assessments of early numeracy skills.</p> |
| <p>Assessments Woven Tightly Into the Curriculum:</p> | <p>We believe the best assessments are those that are able to be seamlessly administered in conjunction with regular classroom instruction and in support of the day-to-day academic goals of the teacher. Designed for Multiple Systems of Support (MTSS) and Response to Intervention (RTI) program implementation, earlyMath is easy and efficient with automated scoring, analysis, norming and reporting; customizable screening, benchmarking, instructional recommendations and progress monitoring.</p> <p>earlyMath provides immediate and reporting within FAST provides actionable data specifically designed to guide instruction and remediation. Our assessments help teachers collect data that answer their critical questions about student skills, instructional needs, and growth at the student, group, class, and district level. FAST assessments provide reports with scores compared to color</p> |

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| | <p>facilitates scaling and equating across screening and progress monitoring occasions.</p> |
| <p>Efficient Time-Saving Assessments:</p> | <p>Each earlyMath assessment is designed to be highly efficient and to the early numeracy skills associated with kindergarten and first grade math achievement and provide a general estimate of overall math achievement. earlyMath can be administered one-on-one in approximately 5-7 minutes per seasonal composite of four subtests for screening and in approximately 1 minute per subtest for progress monitoring. The assessment is computer administered (optional paper-and-pencil version available) with automated browser-based scoring. The automated output of each assessment gives information on the accuracy and fluency of passage reading which can be used to determine instructional level to inform intervention.</p> |
| <p>Technology :</p> | <p>FAST™ is a web-based, hosted SaaS solution. As such, with no hardware or software to install, implementing FAST™ is simple. FAST™ requires no network or computer-based installation. Our cloud-based system is easy to implement and supported with optional automated rostering and SIS integration, nothing to install or maintain, and multi-platform and device support.</p> |
| <p>Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):</p> | |

