FORM C

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 are approved in conjunction with this RFQ to allow LEAs to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Information	
NAME OF ASSESSMENT PROVIDER:	Curriculum Associates, LLC
ASSESSMENT PROVIDER CONTACT INFORMATION:	Don Masters, Senior Vice President of National Strategy 315-350-4988 | dmasters@cainc.com
NAME OF ASSESSMENT:	*i-Ready® Diagnostic* for Mathematics *i-Ready® Diagnostic* for Reading/English language arts (ELA)
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	☒ REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) ☒ OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT PLEASE SPECIFY: ☐ A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT ☒ A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL ☐ A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO ☐ A PERFORMANCE INDEX ☐ AN ACHIEVEMENT BENCHMARK ☐ ANY OTHER COLLECTIVELY BARGAINED MEASURE OF STUDENT GROWTH OR ACHIEVEMENT PLEASE SPECIFY:
WHAT IS THE GRADE(S) AND SUBJECT AREA(S) FOR WHICH THE ASSESSMENT CAN BE USED TO GENERATE A 0-20 STUDENT PERFORMANCE SCORE?	K–12
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	The assessment is delivered via computers connected to the internet. Students need headphones as well as their own computer to use during testing. Please see Attachment A for more detailed information about these technology requirements.
IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAS IN NEW YORK STATE?	☒ YES ☐ NO

PLEASE PROVIDE AN OVERVIEW OF THE ASSESSMENT FOR LEAS. (3 PAGES MAX) PLEASE INCLUDE:

- A DESCRIPTION OF THE ASSESSMENT;
- A DESCRIPTION OF HOW THE ASSESSMENT IS ADMINISTERED;
- A DESCRIPTION OF HOW SCORES ARE REPORTED (INCLUDE LINKS TO SAMPLE REPORTS AS APPROPRIATE);
- A DESCRIPTION OF HOW THE ASSESSMENT PROVIDER SUPPORTS IMPLEMENTATION OF THE ASSESSMENT, INCLUDING ANY TECHNICAL ASSISTANCE.

i-Ready Diagnostic for reading/ELA and mathematics is an effective, research-based, web-based diagnostic assessment for students in grades K–12. Using a compatible computer with internet access and a headset, students take the online *Diagnostic,* which assesses students' performance overall and down to the sub-skill level. *i-Ready's* sophisticated computer-adaptive algorithms ensure learners are assessed efficiently across a number of knowledge domains. The questioning format adapts as students respond to each question—getting more or less challenging as needed—to complete the diagnosis and identify each child's performance level. The adaptive nature of the assessment meets students at their own skill level, so they experience success as well as challenge while *i-Ready* accurately measures their mastery of New York State Next Generation Learning Standards.

i-Ready includes a powerful management and reporting suite for delivery of essential performance information at the district, school, class, and student/group levels. Actionable, real-time reports guide educators in identifying the instructional needs and abilities of individual students and instructional groups and also include explicit next steps for remediating areas of academic weakness. For a narrated program tour, go to www.i-ready.com/tour. For sample reports, go to www.curriculumassociates.com/products/iready/i-ready-reports.aspx.

i-Ready Diagnostic is strongly aligned to the New York State Learning Standards for ELA and mathematics. In addition, the independent Educational Research Institute of America conducted a large-scale research study evaluating the relationship between *i-Ready Diagnostic* and the 2018 New York State Testing Program (NYSTP) assessments. The research found a high correlation between *i-Ready Diagnostic* and the NYSTP assessments. *i-Ready* was also shown to accurately predict end-of-year proficiency rates based on students' fall, winter, and spring *Diagnostic* performance. The strong correlations between the spring *i-Ready Diagnostic* and the 2018 New York State assessments—with overall correlations of .79 for ELA and .82 for mathematics for all students across grades 3–8—exceed the Center on Response to Intervention's recommended .70 threshold for correlations. For more information, see https://www.curriculumassociates.com/products/ready-research-iRdiag-it-works.aspx.

Scoring and Reporting. The primary function and purpose of *i-Ready Diagnostic* is to inform appropriate instructional recommendations and placement decisions for students performing within K–12. A grade-level-ready student has demonstrated sufficient skills at the beginning of the school year so that they are considered ready for curriculum at the chronological grade. To determine scale-score thresholds for the performance standard for each grade level, we held a separate performance standard-setting meeting for each content area.

One of the greater advantages of using the *i-Ready* system over traditional paper-based assessments is the fact that Next Generation Learning Standards aligned test results are instantly available to administrators once students have completed the test. *i-Ready* provides numerous reporting views that make the viewing, sorting, and analysis of data intuitive and timely. Access is secure via unique user logins and a user-friendly interface, interpretation of results is streamlined for educators of all backgrounds and experience levels, and there is an emphasis on actionable data that is most likely to inform effective decision making. The program is web-based, so all reporting is instantaneous and available at anytime, anywhere the authorized user has Internet access. Users receive unique logins that enable a permissioned view of the data. All reports can be printed or downloaded in PDF; and administrator-level data can also be exported as CSV files for external analyses.

Overall Instructional Strategies. The *Diagnostic* information is readily aggregated, manipulated, downloaded, and printed to inform strategies and effective planning at the class, grade, school, custom reporting group, district, or domain-specific level.

Recommendations. Results from the *Diagnostic* group students with similar skills and deficits, helping teachers more effectively target small- and large-group instruction or intervention. Prescribed instructional materials are informed by assessment data and include *Ready New York, Next Generation Learning Standards Edition* https://www.curriculumassociates.com/programs/i-ready-learning/ready/new-york-next-gen-learning-standards as well as other Curriculum Associates program resources, which are available at an additional cost.

In addition to the numerous Next Generation Learning Standards aligned reports available to users via *i-Ready*, Attachment C provides directions and templates for determining New York State Student Learning Objectives (SLOs) for use with either the Required Student Performance subcomponent or as a State-designed supplemental assessment for use in the Optional Student Performance subcomponent based on *i-Ready Diagnostic* scores in mathematics and reading/ELA in grades K-12. These files allow educators to easily download their *i-Ready* flat files and copy-and-paste the data into the templates. The automated calculations provide a summary distribution of the ratings for teachers and also for classrooms.

Instructional Modules. Math and reading/ELA instructional modules within *i-Ready Personalized Instruction* are available as an optional add-on to *i-Ready Diagnostic*. The instructional component adapts to the student's performance level to deliver differentiated instruction. Student and class Personalized Instruction Summary reports are then immediately available to the teacher to inform instruction.

Implementation Plan Overview. Curriculum Associates employs a straight-forward account set-up process to get school districts and BOCES up and running quickly with *i-Ready*. We support Local Educational Agency (LEA) and school staffs in assessment administration and analysis of results:

1. We assign a primary point of contact (Account Manager) to the LEA.
2. The LEA works with the Account Manager to set up the site accounts prior to training and professional development.
3. We hold a deployment meeting to determine the LEA's specific needs and set the training schedule.
4. We offer professional development via onsite sessions on topics such as understanding and administering *i-Ready* assessments, accessing and analyzing student results, and using *i-Ready* data to make informed instructional decisions.
5. We offer administrator training on topics that include implementing *i-Ready* and effectively using the assessment as a measure of student growth for purposes of teacher and principal evaluation.

Our in-house Technical Support and Customer Services teams are available throughout the implementation to assist users with any ongoing needs. *i-Ready* users may call or email Curriculum Associates' support team at **800-225-0248 and** www.i-Ready.com/support. Technical support is available Monday through Friday from 7:00 AM through 9:00 PM Eastern (excluding holidays).

Additional 24/7 implementation resources—including video tutorials, user guides, reports guidance, best-practice tips, educator ideas, and more—are available to users via *i-Ready Central* (http://i-readycentral.com/).

HOW IS THE SELECTED ASSESSMENT ALREADY BEING INTEGRATED/GOING TO BE INTEGRATED INTO THE CURRICULUM OF THE GRADE LEVEL/COURSE? HOW DOES THE SELECTED ASSESSMENT SUPPORT THE DAY-TO-DAY ACADEMIC GOALS OF THE EDUCATOR?
i-Ready can be administered seamlessly in conjunction with regular standards-based classroom instruction, as the assessment is given entirely online and the program automatically scores, analyzes, and reports student results in real-time. Because each student works individually at his or her own pace on the adaptive test, educators can administer *i-Ready* in small groups or to the whole class, for maximum flexibility. To support the day-to-day academic goals of the teacher, *i-Ready's* comprehensive reports provide explicit next steps for instruction and point-of-use lesson plan PDFs. Based on each student's and instructional group's identified needs, *i-Ready Diagnostic* reports also provide direct connections to optional online lessons via *i-Ready Personalized Instruction* (cost option) and recommendations for specific lessons in other Curriculum Associates' programs available for an additional fee (such as *Ready New York, Next Generation Learning Standards Edition* mathematics and reading resources https://www.curriculumassociates.com/programs/i-ready-learning/ready/new-york-next-gen-learning-standards). In these ways, *i-Ready* embodies the philosophy that learning is a continuous cycle of assessment linked to instruction.

HOW DO YOU ENSURE THAT THE ASSESSMENT ACCURATELY CAPTURES IF STUDENTS HAVE MASTERED THE KEY CONCEPTS FOR THE GRADE LEVEL/COURSE? HOW IS THE ASSESSMENT ALIGNED WITH THE GRADE LEVEL/COURSE-RELEVANT LEARNING STANDARDS/NEXT GENERATION ASSESSMENT PRIORITIES?

The *i-Ready Diagnostic* strongly aligns to the K–12 New York Next Generation Learning Standards (NGLS). We provide correlations of New York State Next Generation Learning Standards in English Language Arts and Mathematics to *i-Ready Diagnostic* (and to *i-Ready Personalized Instruction*) in Attachment B.

Curriculum Associates has consistently updated *i-Ready Diagnostic* and related services to support changes to the New York standards, as shown in Figure 1.

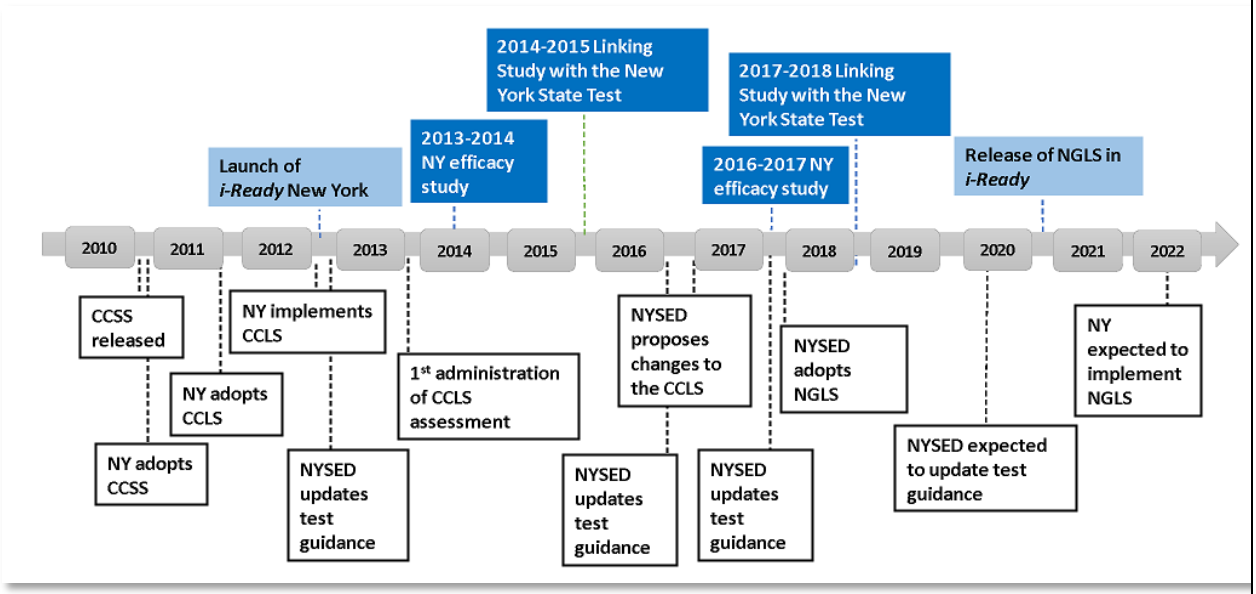


Figure 1: *i-Ready* currently is aligned to and displays NGLS. To ensure *i-Ready* remains aligned with New York standards, we review changes to New York standards and to the State's tests and deploy changes to keep *i-Ready* current, relevant, and actionable

i-Ready's Next Generational Learning Standards Performance report (K–12) presents a standard-by-standard analysis that details student performance on the *Diagnostic* in terms of the NGLS. The New York State Next Generation Mathematics Learning Standards Performance report and the Prerequisites report list students based on standards and skills. The Prerequisites report reviews student domain profiles and learning paths to help determine just in time review or remediation for students who need some preparation to be ready to learn on-grade material for different units of mathematics.

Figure 2 shows excerpts of the New York State Next Generation Mathematics Learning Standards Performance report, which presents a standard-by-standard analysis that details student proficiency in each of the NGLS, based on students' performance on the *Diagnostic*. The top image is for a specific class. The lower image shows how students can be grouped according to their performance on these standards. The green checks in the lower image signify likely understanding of the skill aligned to the standard, and the clear checks signify only some understanding (or only partial alignment of the skill to the standard). A standard marked with an "X" means that the student has not demonstrated sufficient understanding of the related skill.

This report is available at the class and student levels. Authorized district users can also access the report for all schools within the district.

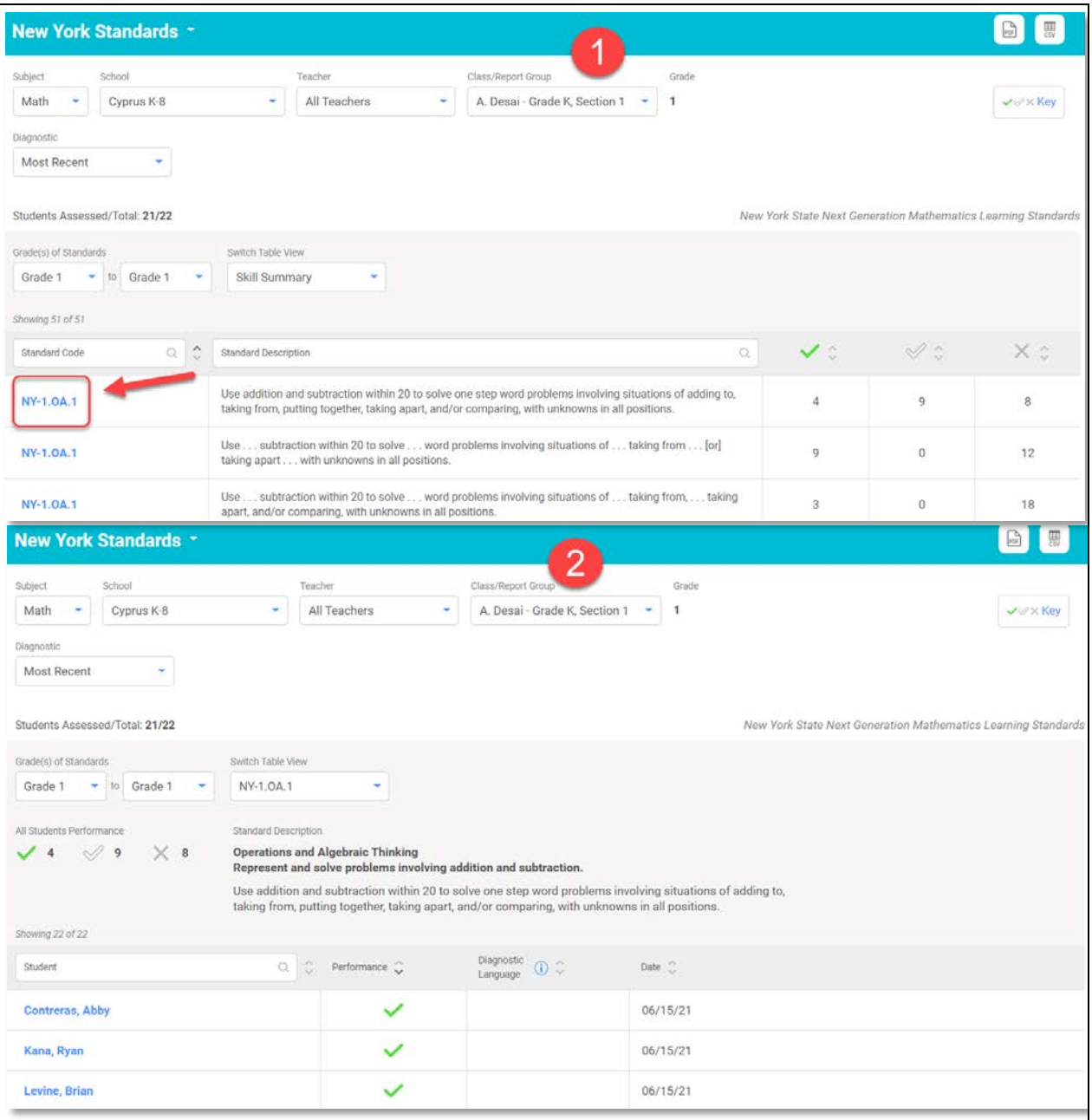


Figure 2. Excerpt from a New York State Next Generation Mathematics Learning Standards Performance report (class). The top image provides a class breakdown. Educators can click on each standard (1) to see student performance in terms of the standard, as shown in the lower (2) excerpt. The green checks signify likely understanding of the skill aligned to the standard, and the clear checks signify only some understanding (or only partial alignment of the skill to the standard). A standard marked with an "X" means that the student has not demonstrated sufficient understanding of the related skill.

HOW IS THE SELECTED ASSESSMENT SCORED? 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:

1. BELOW PROFICIENCY
2. APPROACHING PROFICIENCY
3. MEETING PROFICIENCY
4. DEMONSTRATING MASTERY

i-Ready Diagnostic assesses and *i-Ready Personalized Instruction* teaches key domains in reading and mathematics listed in Figure 3.

Reading/English Language Arts (ELA)	Mathematics
✓ Foundational Skills: Phonological Awareness, Phonics, and High-Frequency Words ✓ Vocabulary ✓ Comprehension: Informational Text ✓ Comprehension: Literature	✓ Number and Operations/The Number System ✓ Algebra and Algebraic Thinking ✓ Measurement and Data ✓ Geometry

Figure 3. *i-Ready Diagnostic* assesses and *i-Ready Personalized Instruction* teaches these reading and mathematics domains.

i-Ready prepares students for college- and career-ready expectations, including those reflected in today's state standards and state summative assessments. Computer-adaptive testing and the Rasch Item Response Theory model form a strong foundation for determining the performance levels of each student and ensuring *i-Ready Diagnostic* reports valid inferences.

***i-Ready Diagnostic* Pinpoints Student Performance Level**

i-Ready Diagnostic starts students at an estimated difficulty level based on their chronological grade level. A student's response to each question is scored by the system as soon as it is submitted. As the student answers questions correctly or incorrectly, the test adjusts up or down, with questions of varying difficulty, until the assessment reaches the level of difficulty that is "just right" for each student and pinpoints which skills have been mastered and which need additional work (Figure 4).

For example, a student may be performing on grade level with comprehension of literary text but performing below grade level for comprehension of informational text. Or in mathematics, a student may need support in algebraic thinking, but is meeting grade-level expectations in numbers and operations. The depth of the item bank enables the *Diagnostic* to truly pinpoint a student's performance and ensures the accuracy of results.

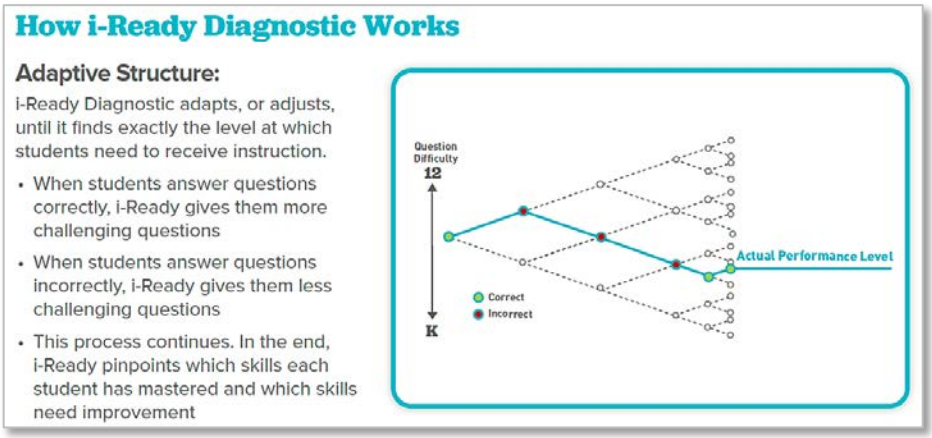


Figure 4. By adapting to student responses and assessing a broad range of skills—including skills above and below a student's chronological grade—the *Diagnostic* pinpoints a student's performance level.

A continuum of scale scores from kindergarten through high school offers powerful longitudinal data by tracking student progress within and across years—essential to evaluating program efficacy, differentiating instruction, and supporting learners in reaching their potential.

Differentiated Growth Model

i-Ready's differentiated growth model – while slightly different than the New York State specific growth model, which is described in detail beginning on page 41 - is based on empirical research into the growth of millions of *i-Ready* students (Figure 5). The model provides:

- **Differentiated growth targets**—Students' growth targets will differ based on their performance and placement on the fall *i-Ready Diagnostic*, providing more personalized growth expectations.
- **Two complementary measures of growth**—The model provides two benchmarks for understanding student growth:
    - **Typical Growth**: the average annual growth of students at each grade and placement level.
    - **Stretch Growth**: the growth recommended to put students performing below-grade level on a path to proficiency and students performing on-grade level on a path to advanced proficiency levels.

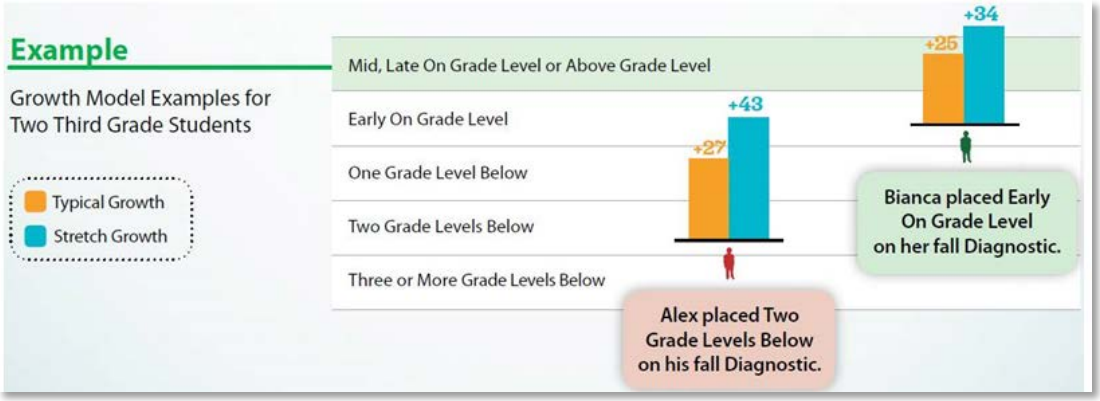


Figure 5. *i-Ready* provides differentiated growth measures based on each student's grade and initial placement on the *Diagnostic*.

Grade-Level Placements

Using *i-Ready's* grade-level placements, educators can identify where students who are performing below grade level need the most instructional support. *i-Ready* uses a three-tier classification system for placement levels, which are reported for each student, and which differ across the school year, as follows.

- Beginning of Year (Fall) Benchmarks
  - Level 1 - On or above grade-level or one level below (Green on score reports)
  - Level 2 - Two levels below (Yellow on score reports)
  - Level 3 - More than two levels below (Red on score reports)
- Mid-Year Benchmarks
  - Level 1 - On or above grade-level (Green on score reports)
  - Level 2 - One level below (Yellow on score reports)
  - Level 3 – Two or more two levels below (Red on score reports)
- End-of-Year Benchmarks
  - Level 1 – At mid-year grade-level or above (Green on score reports)
  - Level 2 – At early grade-level (Yellow on score reports)
  - Level 3 – One or more grade levels below (Red on score reports)

We also offer a 5-Level Placement model on the Diagnostic Results and Diagnostic Growth reports, giving educators even deeper insights into how groups of students are progressing towards proficiency and the level of scaffolding that individual students will need to be successful. As illustrated in Figure 6, educators can see results in terms of five levels: mid- or above-grade level, early on-grade level, one grade level below, two grade levels below, or three or more grade levels below.

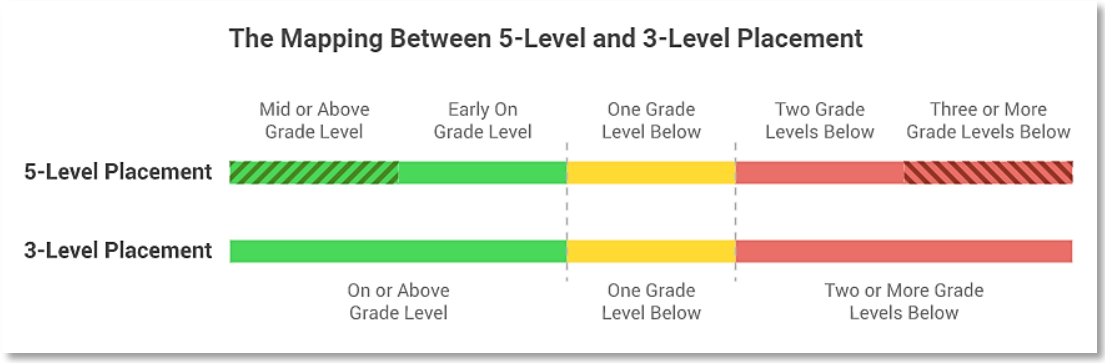
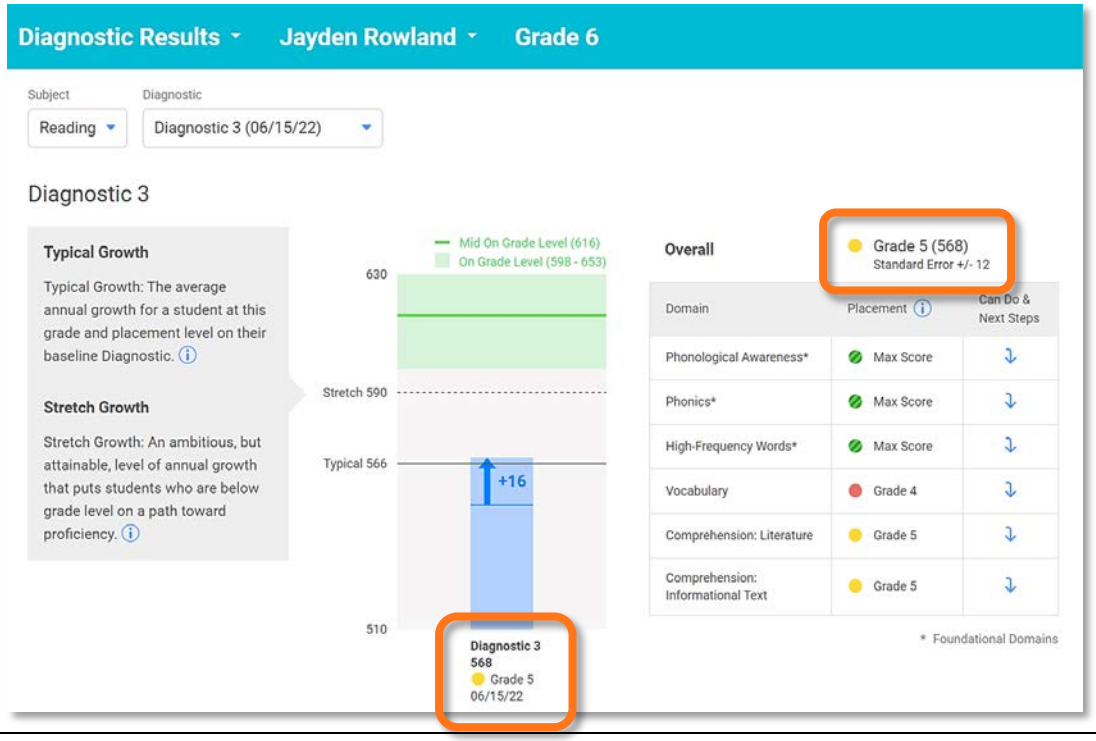


Figure 6. Curriculum Associates developed a five-level placement system to help teachers address the unfinished learning caused by pandemic-related school closings.

Multiple Types of Scores

Upon completion of the adaptive *Diagnostic*, *i-Ready* reports multiple types of scores to present a well-rounded view of each student's proficiency levels.

- **Scale Scores (K–12)**—*i-Ready Diagnostic's* vertical scale scores provide a measure of student learning on a single continuum so that educators can compare both within and across grade levels K–12 (Figure 7). The *i-Ready* scale indicates what skills a student has mastered at each administration of the assessment and what skills the student still needs to develop. As *i-Ready* was based on the college- and career-ready standards, this consists of the skills expected of students at each grade level. Educators can use *i-Ready Diagnostic* across a district to track yearly student progress and optimize administration decision-making for long-term performance improvements.



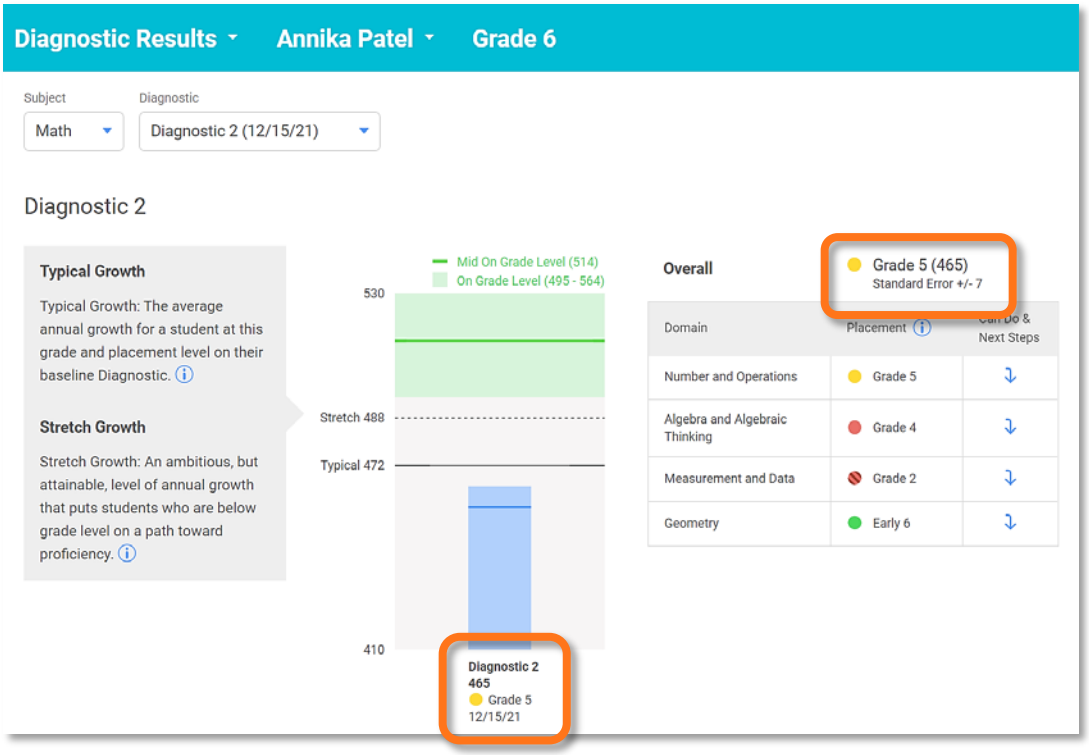
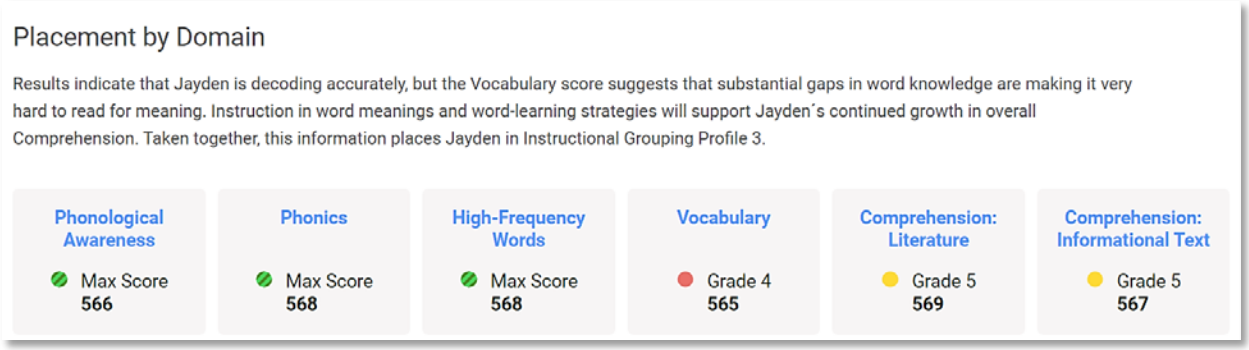


Figure 7. The student's scale score and the Standard Error are reported on the Diagnostic Results report.

- **Placement Levels (K–12)**—The practical day-to-day language that helps teachers determine what grade level of skills to focus on with a student, placement levels indicate where students should be receiving instruction. *i-Ready's* grade-level placements are designed to help educators target instruction for each student. Grade-level placements also inform classroom instruction and provide domain-specific insights, allowing for targeted differentiation. The *Diagnostic* reports placement levels for students' overall performance (as shown in Figure 7) and for each domain (as shown in Figure 8).



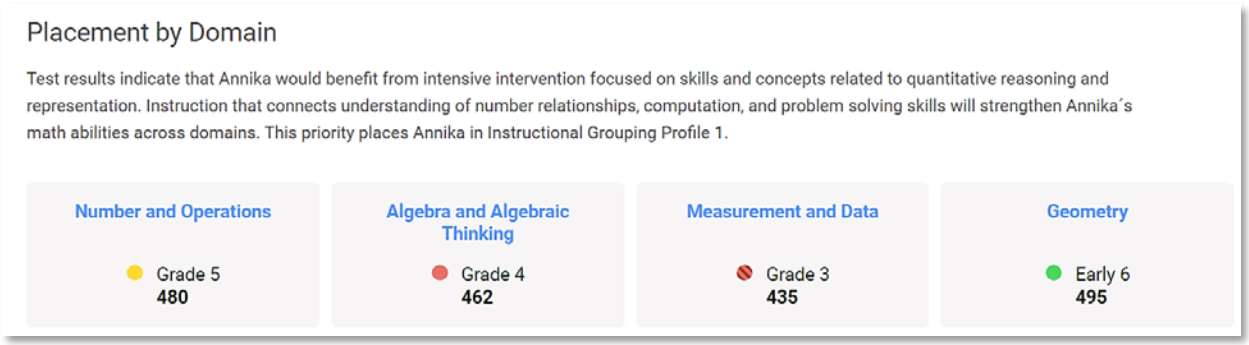


Figure 8. *i-Ready Diagnostic* reports placement levels for each domain, as shown in this excerpt from a Diagnostic Results (Student) report.

- **Norm Scores (K–10)**—Norm scores identify how students are performing relative to their peers nationwide (Figure 9). These scores specify a student's ranking compared to students in the same grade. For example, if a student's percentile rank is 90 percent, this means the student scored better than or equal to 90 percent of their national peers from the same grade level. The norm scores are based on a specific population of students who took *i-Ready Diagnostic*. This specific population was a nationally representative sample according to the latest available data from the National Center for Educational Statistics. Fall, winter, and spring norms are available for grades K–8. Fall norms are available for grades 9 and 10; we are continuing to evaluate when we can add winter and spring high school norms in the future.
- **Lexile® Measures (K–12)**—Developed by MetaMetrics®, Lexile measures are widely used as measures of text complexity and reading ability, allowing a direct link between the level of reading materials and the student's ability to read those materials (Figure 9). The *Diagnostic* reading assessment has been statistically linked with the Lexile Framework, making it possible to provide an equivalent Lexile measure for every overall scale score. The report also has a link "Understanding Lexile measures" to explain the measures and the corresponding *i-Ready Diagnostic* linking studies.
- **Quantile® Measures (K–12)**—Also developed by MetaMetrics, the Quantile Framework for Mathematics is a unique resource for accurately estimating a student's ability to think mathematically and matching them with appropriate mathematical content (Figure 9). The *Diagnostic* math assessment has been linked with the Quantile Framework, making it possible to provide a Quantile measure for each student that corresponds to each overall scale score. The report also has a link "Understanding Quantile measures" to explain the measures and the corresponding *i-Ready Diagnostic* linking studies.

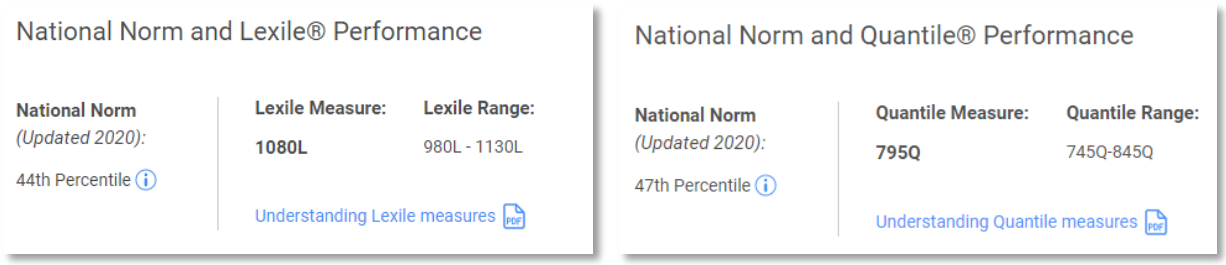


Figure 9. Norm scores and Lexile Measures (for reading) or Quantile Measures (for mathematics) are included on the student Diagnostic Results reports, as shown in these excerpts.

Many reports can be sorted and filtered by scores to help educators group students and identify individualized student needs. For example, with the Diagnostic Results report at the class level (Figure 10), educators can sort students by scale score, overall placement, placement by domain, annual growth measure, national norms, and Lexile measure and range (for reading) or Quantile measure and range (for mathematics).

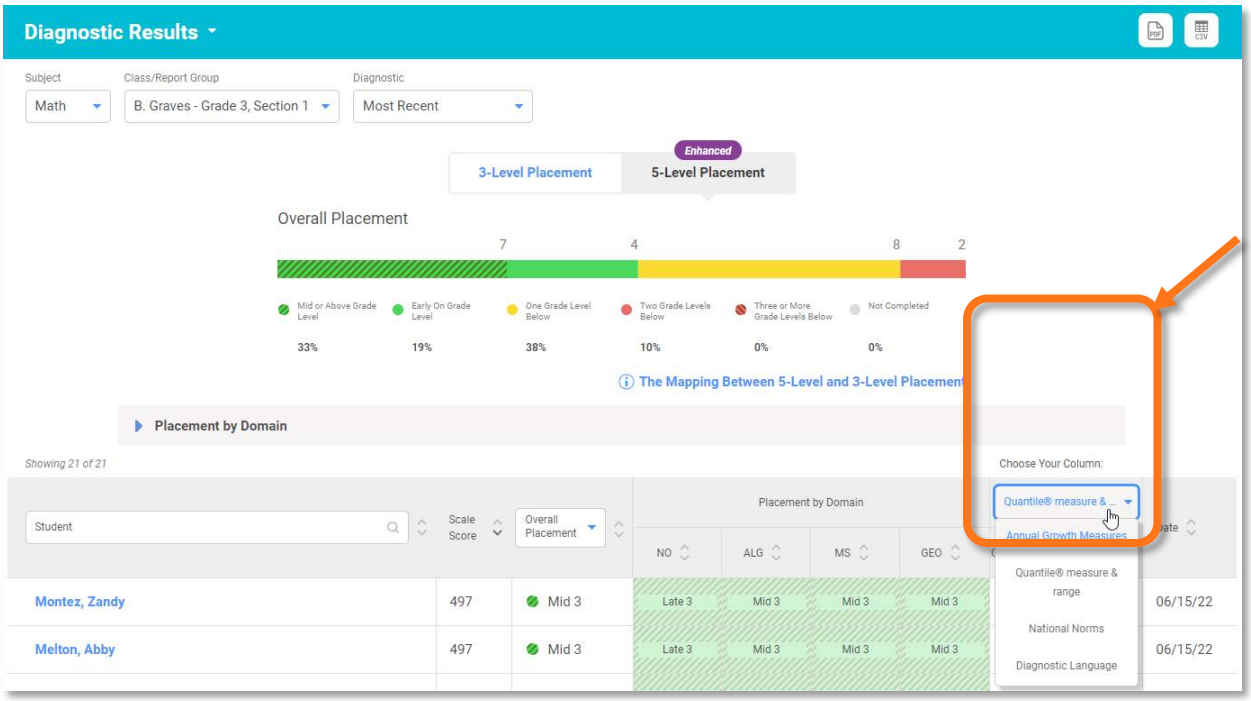


Figure 10. The teacher can filter scores as shown in this excerpt from a Diagnostic Results (Class) report. By clicking on the "Choose Your Column" dropdown, the view can be adjusted to show Lexile/Quantile measure and range, annual growth measures, or national norms. The Diagnostic Language column indicates whether the mathematics assessment was taken in English or Spanish.

The For Families report in *i-Ready* provides families with their student's overall performance, scale scores, placement levels, Stretch and Typical Growth goals, and definitions of terms. Available in English and Spanish, the report helps teachers communicate student performance in positive, layperson terms to families (Figure 11).

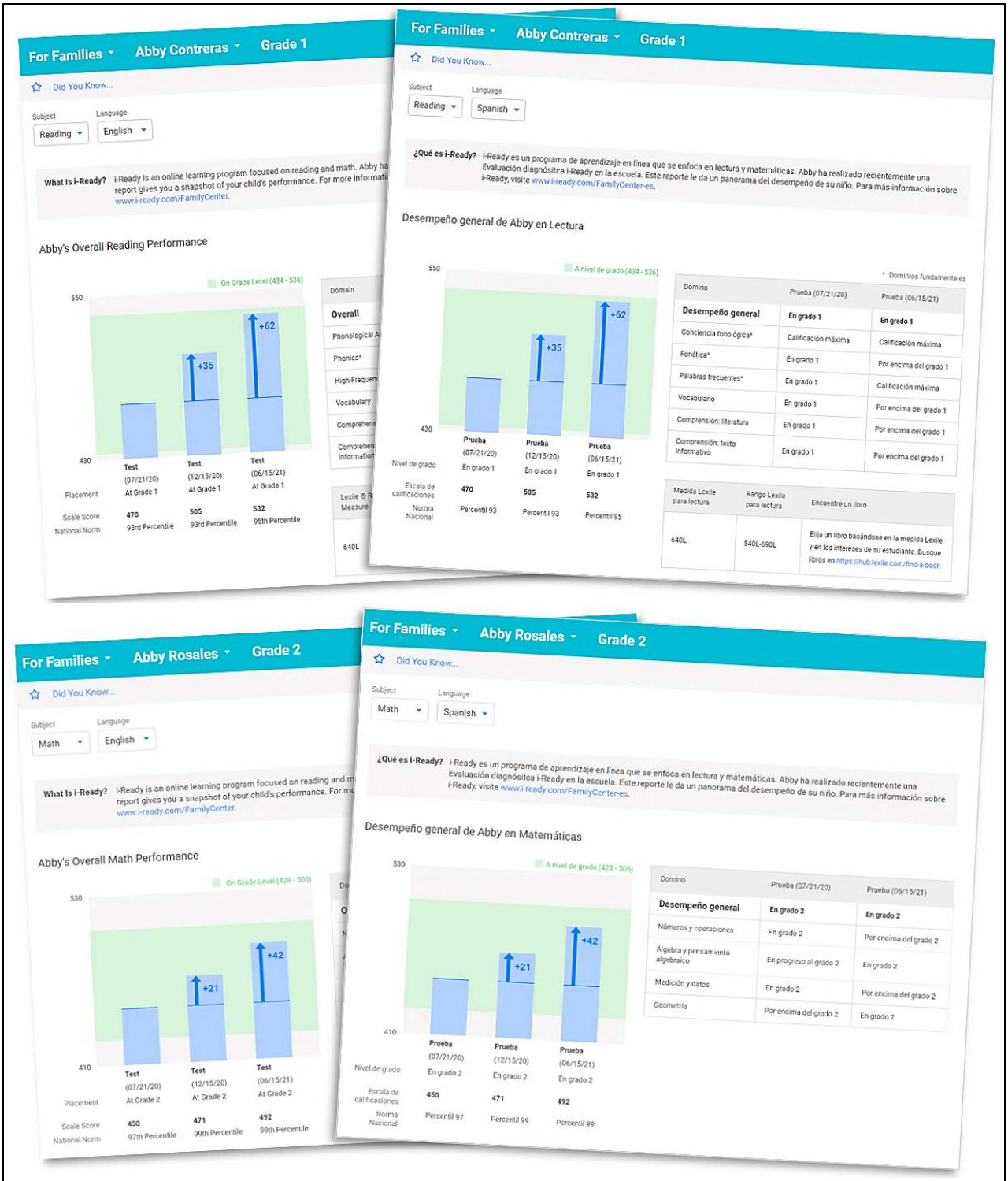


Figure 11. With the For Families report, teachers can share important *Diagnostic* data with families, giving them a clear understanding of their child's performance. The report is available in English and Spanish.

IF THE SELECTED ASSESSMENT(S) ARE NOT STANDARDIZED, PLEASE DESCRIBE HOW THE ASSESSMENT PROCESS IS COMPARABLE ACROSS GRADE LEVELS/COURSE-ALIKE CLASSROOMS?
i-Ready uses valid and reliable normative data for reporting purposes, as described in the response above. As such, the assessment process is comparable across grade-levels / course-alike classrooms.

HOW IS THE SELECTED ASSESSMENT ABLE TO MAXIMIZE THE EFFICIENCY WITH WHICH STUDENT PERFORMANCE DATA IS GATHERED TO ALLOW FOR MORE CLASSROOM INSTRUCTIONAL TIME?
i-Ready's computer-adaptive format maximizes the yield of actionable data, while optimizing administration efficiency. The assessment enables educators to pinpoint student needs more accurately and in less time than with traditional fixed-form assessments. By dynamically selecting test items based on student response patterns, *i-Ready* derives large amounts of information from a limited number of test items and can adapt to students with low and high ability to obtain a more precise measurement of student performance. When a student fails more difficult items, additional items assessing less difficult skills are presented to drive more precise targeting of instruction. Students receive 54–72 items per subject and take approximately 30–60 minutes per subject to complete the *Diagnostic*. Testing may be completed in multiple shorter sessions. Average duration varies by subject and grade level, with earlier grade levels tending toward the shorter end of the range. Additionally, variability exists in every grade given different student performance levels.

IF APPLICABLE, HOW WILL TECHNOLOGY BE UTILIZED DURING THE ADMINISTRATION OF THE SELECTED ASSESSMENT TO PROVIDE TIMELY AND ACTIONABLE INFORMATION?
i-Ready Diagnostic is a fully web-based, vendor-hosted, Software-as-a-Service application. This offers numerous benefits to the Board of Regents, NYSED, and New York educators. Student responses are automatically and immediately scored by *i-Ready's* sophisticated analytics engine, which presents reports to teachers in real time. Authorized users have secure access to the system 24/7 (except for during system maintenance, scheduled during low-usage periods), from any compatible, internet-enabled device. The web-based platform gives our development team the flexibility to rollout new features and enhancements multiple times each year, at no additional cost to active clients. All program maintenance, updates, and upgrades are included in the cost-effective license fee, and we push them automatically to all end users for immediate implementation upon release. There is no need for local installation or support of *i-Ready*. System technical requirements are posted online at www.i-Ready.com/support and release notes are posted to *i-Ready Central*. By virtue of being an online assessment employing computer-adaptive algorithms and technology-enhanced items, *i-Ready Diagnostic* helps to prepare and familiarize students with needed 21st-Century skills.

PLEASE PROVIDE ANY ADDITIONAL INFORMATION THAT MAY BE USEFUL WHEN REVIEWING YOUR APPLICATION:

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, an 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 include, 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.

WHAT MEASURE(S) OF BASELINE DATA ARE USED IN CONJUNCTION WITH THE SELECTED ASSESSMENT TO MEASURE STUDENT GROWTH (SELECT ALL THAT APPLY):
☐ HISTORICAL DATA ☐ CURRENT COHORT ☐ PREVIOUS COHORT(S) DESCRIBE HOW THE HISTORICAL DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH: ☐ EARLY COURSE FORMATIVE ASSESSMENT AND/OR OBSERVATIONAL DATA DESCRIBE HOW THE EARLY COURSE FORMATIVE ASSESSMENT AND/OR OBSERVATIONAL DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH: ☐ PRE-ASSESSMENT DESCRIBE HOW THE PRE-ASSESSMENT INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH: ☒ OTHER PLEASE SPECIFY: THE *I-READY DIAGNOSTIC* IS ADMINISTERED THREE TIMES PER SCHOOL YEAR AS PART OF A GROWTH TO PROFICIENCY MODEL DESCRIBE HOW THIS BASELINE DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH: *I-READY'S GROWTH MODEL OFFERS TWO COMPLEMENTARY GROWTH MEASURES—TYPICAL GROWTH AND STRETCH GROWTH—FOR EACH STUDENT. BOTH ARE DIFFERENTIATED BASED ON THE SUBJECT, THE STUDENT'S GRADE LEVEL, AND THEIR PLACEMENT CATEGORY ON THE BASELINE DIAGNOSTIC. THE DIAGNOSTIC IS DESIGNED TO BE ADMINISTERED THREE TIMES EACH SCHOOL YEAR, WITH 12 TO 18 WEEKS BETWEEN ADMINISTRATIONS SO THAT TEACHERS CAN MONITOR GROWTH AND LEARNING NEEDS. THE FIRST ADMINISTRATION OF THE DIAGNOSTIC, NEAR THE BEGINNING OF THE SCHOOL YEAR, IS USED AS THE BASELINE. AFTER THE INITIAL ADMINISTRATION, SUBSEQUENT ADMINISTRATIONS OF THE DIAGNOSTIC ARE USED AS FORMATIVE ASSESSMENTS TO MONITOR STUDENT LEARNING.*

PLEASE EXPLAIN HOW GROWTH TARGETS FOR EACH STUDENT ARE SET FOR THE SELECTED ASSESSMENT AND METHOD OF COLLECTING STUDENT LEVEL BASELINE DATA, INCLUDING HOW TARGETS ARE DIFFERENTIATED, AS NECESSARY, BASED ON THE INFORMATION PROVIDED BY THE BASELINE DATA. IN PARTICULAR, PLEASE EXPLAIN HOW THE ASSESSMENT IS USED WITH STUDENTS WHOSE PREPAREDNESS FOR THE COURSE/GRADE LEVEL IS VARIED:
For the 2022–2023 school year, Curriculum Associates is proposing a **Growth to Proficiency Model** of target setting for SLOs. There are two criteria for students to reach in the Growth to Proficiency Model being proposed. If the students meet either criterion, then they are considered to have met the growth requirement. The first criterion is whether a student has a gain score that is within one-half of the mean standard error of gain of typical growth, based on the placement of their initial assessment during the school year. The second criterion is if the student reaches a placement of mid-on grade level or higher at any point during the school year.

To determine the target growth for SLOs, LEA's first use the following tables of typical growth differentiated by subject, grade, and placement category. These are measures of average growth for students in these categories.

Table 1: Mathematics Typical Growth

Fall *Diagnostic* Placement Level	K	1	2	3	4	5	6	7	8	9	10	11	12
On Level, Mid or Above	21	21	18	21	19	14	13	11	9	9	9	9	9
On Level, Early	24	26	22	25	23	18	13	12	9	9	9	9	9
1 Level Below	32	29	26	26	23	18	14	12	9	9	9	9	9
2 Levels Below	NA	36	29	27	23	18	14	13	10	10	10	10	10
3 or More Levels Below	NA	NA	NA	30	24	20	15	13	12	12	12	12	12

Table 2: Reading Typical Growth

Fall *Diagnostic* Placement Level	K	1	2	3	4	5	6	7	8	9	10	11	12
On Level, Mid or Above	43	37	22	17	12	7	4	4	4	4	4	4	4
On Level, Early	44	47	29	22	17	13	9	6	4	4	4	4	4
1 Level Below	49	49	39	26	20	16	12	10	9	9	9	9	9
2 Levels Below	NA	54	44	33	23	20	14	12	12	12	12	12	12
3 or More Levels Below	NA	NA	NA	36	28	26	19	17	18	18	18	18	18

To account for the standard error of measurement (SEM) of growth—and as recommended in the current calculations—subtract half the minimum standard error of growth (seven scale points for reading/ELA and four scale points for math) to get the adjusted growth target. However, if the result of the subtraction is less than four, set the adjusted growth target to four points. The results are shown in Tables 3 and 4.

Table 3: Mathematics Adjusted Growth Targets

Fall *Diagnostic* Placement Level	K	1	2	3	4	5	6	7	8	9	10	11	12
On Level, Mid or Above	17	17	14	17	15	10	9	7	5	5	5	5	5
On Level, Early	20	22	18	21	19	14	9	8	5	5	5	5	5
1 Level Below	28	25	22	22	19	14	10	8	5	5	5	5	5
2 Levels Below	NA	32	25	23	19	14	10	9	6	6	6	6	6
3 or More Levels Below	NA	NA	NA	26	20	16	11	9	8	8	8	8	8

Table 4: Reading Adjusted Growth Targets

Fall *Diagnostic* Placement Level	K	1	2	3	4	5	6	7	8	9	10	11	12
On Level, Mid or Above	36	30	15	10	5	4	4	4	4	4	4	4	4
On Level, Early	37	40	22	15	10	6	4	4	4	4	4	4	4
1 Level Below	42	42	32	19	13	9	5	4	4	4	4	4	4
2 Levels Below	NA	47	37	26	16	13	7	5	5	5	5	5	5
3 or More Levels Below	NA	NA	NA	29	21	19	12	10	11	11	11	11	11

For students who do not meet the gain score requirement, we recommend reviewing all their *i-Ready Diagnostic* scores. If any of the overall *Diagnostic* scores were at or above the mid-on grade level cut score throughout the year, then those students should also be considered to have met the cut, since they have demonstrated a high likelihood of proficiency.[4] These cut scores are as follows:

Reading/ELA			Math	
Grade	**Mid-Cut**		**Grade**	**Mid-Cut**
K	396		K	373
1	458		1	413
2	513		2	441
3	545		3	464
4	579		4	482
5	609		5	498
6	616		6	514
7	632		7	531
8	642		8	541
9	661		9	556
10	673		10	586
11	692		11	590
12	704		12	602

Target setting should also consider the amount of instructional time between the first and last *Diagnostic*. Specifically, the targets listed in Tables 1 and 2 are based on 30 weeks between the first and last assessment. However, if significantly less time is expected between the first and last assessment, then a lower target might be set to take into account proration of the target over the anticipated number of weeks (i.e., a target might be 80 percent of the 1.0-year target if only 24 weeks are planned between the first and last test).

Typical growth and stretch growth[5] targets will be set automatically for students in *i-Ready* accounts. However, for the purposes of SLO target setting for individual students, Curriculum Associates provides Excel templates. See the Appendix for a draft of this template that can be used outside of the system with an *i-Ready* data export to determine ratings as necessary for teachers and administrators. An example follows:

Name	Typical Growth	Pro-Rating Multiplier	Adjustment for ½ SEM of Growth	Final Adjusted Gain
Anna	13	.83 (25/30 weeks)	7	4
Beatrix	13	.83	7	4
Connor	26	.83	7	15
DeAndre	26	.83	7	15
Elaine	20	.83	7	10
Frederick	20	.83	7	10
George	16	.83	7	6
Hector	20	.83	7	10
Isabella	16	.83	7	6
Juanita	20	.83	7	10

First, the typical growth differentiated by starting placement on the *Diagnostic* is noted. Then, if necessary, a pro-rating multiplier is used. Finally, to reduce the number of incorrect designations of students who have not demonstrated enough growth because of random error, the target is reduced by one-half the mean standard error of the gain—seven scale points for reading/ELA and four scale points for math—and then rounded and bounded by a minimum of four scale score points.

In this sample scenario, the administrator decided that the target should be reduced to 83 percent of the adjusted gain because the time between the first and last assessment was significantly less than the requisite 30 weeks. In the past, educators may have set more aggressive targets because students were behind. In this model, the initial placement of the student is already taken into account in the determination of the differentiated typical growth.

For more ambitious targets for students, stretch growth measures are available. The stretch growth measures are designed to help students understand what an ambitious—but realistic—path to proficiency over one, two, or more years would look like. However, Curriculum Associates cautions against using these stretch growth metrics in accountability frameworks.

[4] In 2013, Curriculum Associates conducted a linking study with the New York State summative assessment, and in 2014, Curriculum Associates conducted a contrasting groups standard setting. The achievement level descriptor for the mid-on grade level placement is as follows: "*Students in this level have met the minimum requirements for the expectations in this grade level to be considered proficient for their grade. These students will most likely benefit from instruction in some of the more advanced on-grade level topics."* Also, please note that due to a recalibration, some placements were adjusted by no more than three points to account for the adjustment due to recalibration.

[5] Stretch growth measures are growth measures that are higher than typical growth and are meant for students to have a realistic path toward closing the proficiency gap or increasing and maintaining high proficiency levels.

To determine how these numbers can be changed into a 20-point scale for HEDI—Highly Effective, Effective, Developing, Ineffective—please refer to the crosswalk below.

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

The optimized cut scores proposed by the standard-setting committees and the optimal cut score for ensuring classification of proficiency were very similar; and the mid-on grade level cut score is the current best predictor we have for determining whether a student is likely or unlikely to be proficient on the end-of-year New York assessment. Therefore, as an alternative measure of proficiency, the mid-on grade level cut score threshold is used.

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 or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	☒
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☒
If used with a Student Learning Objective, the assessment can be used to measure one year's expected growth for individual students.	☒
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	☒
For assessments previously used under Education Law §3012-c, Education Law §3012-d 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.	☒
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 will be available by the end of each school year.	Not Applicable ☐
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.[6]	☒

[6] 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 co-applicant LEA:

Curriculum Associates, LLC 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative
Don Masters 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	May 24, 2022 5. Date Signed
Senior Vice President of National Strategy 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

NOT APPLICABLE 1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative
2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of School Representative (PLEASE PRINT/TYPE)	