

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:	Educational Vistas, Inc.
ASSESSMENT PROVIDER CONTACT INFORMATION:	Scott B. Crowder 2200 Maxon Rd Extension Schenectady, NY 12308 info@edvistas.com 518-344-7022
NAME OF ASSESSMENT:	EVI Grade 2-9 ELA Assessments EVI Grade 2-9 Math Assessments
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	<input checked="" type="checkbox"/> REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) <input type="checkbox"/> OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT PLEASE SPECIFY: <input type="checkbox"/> A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT <input type="checkbox"/> A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL <input type="checkbox"/> A MEASURE OF STUDENT GROWTH, OTHER THAN AN 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 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?	ELA and Math Grades 2-9
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	Dependent on client option If districts wish to purchase paper-based assessments and print booklets in house –need would be printing capacity. If district option is for students to use on

	line computer assessments –then districts would need computer and band width
IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAs IN NEW YORK STATE?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> 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.

Description of the Assessments

Educational Vistas (EVI) has developed summative assessments in ELA and Math for grade levels 2 through 9. Both the ELA and Math assessments include multiple choice (MC) questions as well as short response (SR) and extended response (ER) questions. The questions in each assessment are aligned to New York's Next Gen Standards and vertically aligned so that one year of academic growth may be measured. The content is balanced as per the 60/40 ratio used in state assessments for literature and information-based text. A Depth of Knowledge (DOK) level has been assigned to each question and the distribution of the DOK levels across the summative assessments assures that a distribution of student performance is possible. The Depth of Knowledge levels are based upon the taxonomy developed by Norman Webb (1997), which is used to differentiate the cognitive expectations. Each level requires a different depth of knowledge in order to produce an acceptable response. Focuses on the predominant standards and strands and is consistent with the standards and strands designated as high priority for use on the state assessments. Each assessment has a corresponding test map for teachers and administrators that provides an in-depth profile of each assessment and its individual questions. The test map includes a complete index of the structure of the assessment, points assigned (SR and ER), correct answers (MC), Next Gen Standard code(s), and the nature of the item. The nature of the item is very specific and provides information on the focus of each question (i.e. draw an inference, identify key details, determine phrase meaning, analyze setting, evaluate character action, etc.)

Administration of the assessment

The summative assessments are designed to be administered during one class period and may be scheduled according to the district testing schedule. Each assessment consists of either one or two booklets that are formatted to optimize student performance. The font sizes differ according to grade level, the pages in the booklets provide optimal white space for student work, and the distribution of questions on each page ensures ease of readability. Multiple choice questions are spaced to ensure clarity. Districts are provided answer sheets for all students that are prefilled with student identification information. A test map for each assessment is provided so that educators have maximum information on the test construction and content.

Local Administration - Educational Vistas provides districts with several options for receiving and using the assessments. The assessment files may be sent electronically to districts for the booklets to be printed in-house, if the district so desires. Files would include all booklets, test maps, test administration directions, student answer sheets, and scoring materials.

Educational Vistas Support - Should districts wish to receive the assessments printed and sent directly to the district, Educational Vistas has a fully operational printing department to meet district needs. All assessment materials such as the booklets, student pre-filled answer sheets, test maps, test administration directions, and scoring materials are provided.

Electronic Administration - Each of Educational Vistas's assessments may be administered in an online platform. EVI has a customized process for incorporating ANY assessment into our proprietary online system. Administration in an online platform provides students and educators with many benefits such as:

- automatic scoring,
- all questions items scaled correctly,

- all needed math tools (rulers, protractors, etc.) are embedded into the program for student use, and

all questions include student-oriented test-taking processes. Students may electronically defer answering questions to which they want to pay particular attention and come back to. Our process then provides test-taking reminders throughout the assessment to return to unanswered question. Each question may be underlined or highlighted for students wishing to use such skills while thinking through content and required performances.

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?

Educational Vistas has worked with districts for over 28 years on curriculum development. EVI has a comprehensive approach that includes, in depth district professional development, a web-based curriculum development tool for in district use, comprehensive data management system and full-service assessment department. This comprehensive approach in working with districts has resulted in products and services that are tightly and deeply integrated with curricular and instructional goals. Assessments are framed around the predominant standards and strands, instructional intervals and priorities for those intervals. When working with districts, our approach is to work jointly with staff in grade level bands (i.e. grades 4,5, and 6) so that each grade level instruction is vertically aligned and that pacing and instruction is delivered accordingly. All EVI assessments are designed to integrate classroom instruction and to reinforce delivery of positive student outcomes.

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?

- **90% - 100% of each of the EVI assessments reflect the cognitive demand**
- **90% - 100% of the assessment questions assess the specifics of the standards at each grade level and do not use generic answer choices.**
- **Grade 3-8 ELA assessments are constructed with 50/50 ratio of literacy and informational texts.**
- **90% of vocabulary in grades 3-4 ELA assess words or phrases that focus on primary concepts from the text.**

Educator Involvement

Additionally, a key aspect of assessment development is the involvement of educators in the development process in order to assure that assessments are aligned to instructional priorities and goals. EVI assessments are frequently designed for specific districts. In such initiatives the process is highly collaborative. EVI works with districts who wish to develop assessments specific to their district and wish to develop the tests using in house staff. Educational Vistas supports that process and provides additional resources for data management or placing assessments on our online platform. Districts may also request Educational Vistas support to develop assessments based upon district test maps or description. EVI educators will develop those assessments, as well from a test item bank.

ELA Assessments - Set 2

In addition to multiple choice items, each ELA assessment requires the following:
 The grade 3 ELA assessments require students to complete one short and one extended opinion/inference response. The required responses include supporting details and statements of reasoning.
 In grades 4-8, students are required to respond to one short response and two comparative extended response. The passages included are developmentally appropriate and are of a rigor that is consistent with the content demanded of the Next Gen Standards.
 Set 2 ELA assessments are consistent in length, rigor and passage types to set I. The difference between the sets is the actual selection of passages.

Math Assessments – Set 2

In addition to the multiple-choice items, the assessments provide performance opportunities to demonstrate competencies.
 For grades 3-8, tasks include questions that require reasoning to identify and describe patterns and relationships consistent with the Next Gen Standards. Questions provide the opportunity for students to demonstrate the ability to apply mathematical knowledge and skills using rigorous and relevant tasks. Supporting evidence and display of work is required to demonstrate applications.
 The math assessment reflects increased rigor through the grade levels, including an understanding of algebraic thinking and geometric concepts.
 Math Assessments in Set 2 consists of three booklets, as compared to the Set I previously approved by NYSED. (Set 1 consisted of one book which was a combination of multiple choice and constructed response items)

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

All of Educational Vistas assessments include a performance component. ELA assessments include short and extended responses based on passages that are engaging and require a cognitive level appropriate for the responses. The tasks for short response questions require students to provide an inference/claim based on the passage with text-supported details. For the extended responses, students are required to analyze one passage in grade 3 and to compare and contrast two passages in grades 4-8 based on text-specific prompts.

Math assessments require students to engage in demonstrations of their skills, reasoning, and knowledge. The performances use engaging problems that are relevant to the appropriate grade level standards.

Our platform, DataMate, is a web-based assessment management system. This system provides educators with a comprehensive program for analyzing assessment data to improve instructional alignment and student achievement. DataMate provides many detailed reports and data analysis with just one click. With access to real-time information, educators may make accurate instructional shifts as required to improve performance and meet goals. They can set instructional targets accurately because the analytics provide insight into what is and is not working at the individual student, classroom, teacher, building, and district levels. Custom reports are available as required. Users may compare results against other districts, RICs, BOCES, etc. and so much more...

IF THE SELECTED ASSESSMENT(S) ARE NOT STANDARDIZED, PLEASE DESCRIBE HOW 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?

Paper-based grades 2-9 pre and post assessments are designed to effectively provide students with a logical and easy to follow path toward completion of the assessment. Each assessment is carefully constructed to contain appropriate fonts, white space, and space for student work Answer sheets are familiar in format so that students can respond appropriately to multiple choice questions. Assessments that are designed using EVIs online assessment process provide districts with increased efficiency and time saving. Any district may construct their own assessments online or EVI staff will convert assessments to our online process. Districts using DataMate have scores reported immediately and have access to a wide range of analyses at the Individual student, teacher school and district levels. Item level analysis performance levels and individual student profiles are processed immediately.

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

Our proprietary DataSync™ Tool links to any SIS and keeps enrollment and course/section/homeroom assignments current. Our platform, DataMate, is a web-based assessment management system. This system provides educators with a comprehensive program for analyzing assessment data to improve instructional alignment and student achievement. DataMate provides many detailed reports and data analysis with just one click. With access to real-time information, educators may make accurate instructional shifts as required to improve performance and meet goals. They can set instructional targets accurately because the analytics provide insight into what is and is not working at the individual student, classroom, teacher, building, and district levels. Custom reports are available as required. Users may compare results against other districts, RICs, BOCES, etc. and so much more... Our goal is to provide districts with the support needed for an integrated assessment development, scoring, and reporting system.

All program maintenance, updates, and upgrades are included in the licensing fee. Authorized users have secure access to the system 24/7 (with the exception of system maintenance, scheduled during low usage periods), from any compatible, internet-enabled device.

All data is secured at a data center with redundant servers and network connections. Access to the data center is secure with only escort provided access. Student, teacher, and district data is never resold or shared.

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: EDUCATIONAL VISTAS (EVI) HAS DEVELOPED SUMMATIVE ASSESSMENTS IN ELA AND MATH FOR GRADE LEVELS 2 THROUGH 9. BOTH THE ELA AND MATH ASSESSMENTS INCLUDE MULTIPLE CHOICE (MC) QUESTIONS AS WELL AS SHORT RESPONSE (SR) AND EXTENDED RESPONSE (ER) QUESTIONS. THE QUESTIONS IN EACH ASSESSMENT ARE ALIGNED TO NEW YORK'S NEXT GEN STANDARDS AND VERTICALLY ALIGNED SO THAT ONE YEAR OF ACADEMIC GROWTH MAY BE MEASURED. THE CONTENT IS BALANCED AS PER THE 60/40 RATIO USED IN STATE ASSESSMENTS FOR LITERATURE AND INFORMATION-BASED TEXT. A DEPTH OF KNOWLEDGE (DOK) LEVEL HAS BEEN ASSIGNED TO EACH QUESTION AND THE DISTRIBUTION OF THE DOK LEVELS ACROSS THE SUMMATIVE ASSESSMENTS ASSURES THAT A DISTRIBUTION OF STUDENT PERFORMANCE IS POSSIBLE. THE DEPTH OF KNOWLEDGE LEVELS ARE BASED UPON THE TAXONOMY DEVELOPED BY NORMAN WEBB (1997), WHICH IS USED TO DIFFERENTIATE THE COGNITIVE EXPECTATIONS. EACH LEVEL REQUIRES A DIFFERENT DEPTH OF KNOWLEDGE IN ORDER TO PRODUCE AN ACCEPTABLE RESPONSE. FOCUSES ON THE PREDOMINANT STANDARDS AND STRANDS AND IS CONSISTENT WITH THE STANDARDS AND STRANDS DESIGNATED AS HIGH PRIORITY FOR USE ON THE STATE ASSESSMENTS. EACH ASSESSMENT HAS A CORRESPONDING TEST MAP FOR TEACHERS AND ADMINISTRATORS THAT PROVIDES AN IN-DEPTH PROFILE OF EACH ASSESSMENT AND ITS INDIVIDUAL QUESTIONS. THE TEST MAP INCLUDES A COMPLETE INDEX OF THE STRUCTURE OF THE ASSESSMENT, POINTS ASSIGNED (SR AND ER), CORRECT ANSWERS (MC), NEXT GEN STANDARD CODE(S), AND THE NATURE OF THE ITEM. THE NATURE OF THE ITEM IS VERY SPECIFIC AND PROVIDES INFORMATION ON THE FOCUS OF EACH QUESTION (I.E. DRAW AN INFERENCE, IDENTIFY KEY DETAILS, DETERMINE PHRASE MEANING, ANALYZE SETTING, EVALUATE CHARACTER ACTION, ETC.)

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:

DESCRIBE HOW THIS BASELINE DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:

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:

Target Setting

The pre and post assessments are aligned to grade level Next Gen Standards. Pre-tests serve as a way to profile the current status of a group of students as starting point for measuring growth.

Teachers should determine predicted scores for progress based on the student's depth of knowledge in content areas and skill in demonstrating proficiency and performance capabilities. Educators must first establish this baseline information for the instructional period for which the student will participate. The anticipated targets should be aligned to school or district goals and approved through districts negotiated processes.

Educational Vistas's pre and post assessments are vertically aligned and ensure that the predominate Next Gen Standards, at each grade level are covered. A basic premise upon which the EVI assessments are based is that students are provided instruction on the predominant standards and strands. Educational Vistas has selected ranges of student scores for proficiency. An example of bands used in the assessments are demonstrated in Table 1 below. The bands and cut scores used are commensurate with the scores and bands used by the New York State Education Department (NYSED). A growth to proficiency target would be established by determining the amount of gain a student would need to exhibit to reach the target set for them.

Level 4	90-100
Level 3	75-89
Level 2	60-74
Level 1	0-59

Alignment to the 0-20 conversion for APPR purposes is recommended as follows:

Rating	Scoring Band	0-20 Conversion HEDI Scale
Highly effective	90-100%	18-20
Effective	75-89%	15-17
Developing	60-74%	13-14
Ineffective	< 59	0-12

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.	<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's expected growth for individual students.	<input checked="" type="checkbox"/>
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	<input type="checkbox"/> N/A
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.	<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 will be 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. ⁴	<input checked="" type="checkbox"/>

⁴ 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:

Educational Vistas, Inc. 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative
Peter A. Cooper 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	6/16/2022 5. Date Signed
National Sales Manager 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

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)	