

**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 Assessment Providers regarding potential further procurements.

<b>Assessment Provider Information</b>	
Name of Assessment Provider:	Behavior Analysts, Inc.
Assessment Provider Contact Information:	Tammy Pease 309 Lennon Lane, Suite 104 Walnut Creek, CA 94598 (925) 210-9370 pease@behavioranalysts.com
Name of Assessment:	WebABLLS / ABLLS-R®
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR  <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILES <input type="checkbox"/> PROJECTION MODELS <input type="checkbox"/> VALUE-ADDED MODELS <input type="checkbox"/> OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	The WebABLLS/ABLLS-R® is alternative assessment for students with autism and/or other developmental disabilities pre-K – 12 <sup>th</sup> grade. WebABLLS/ABLLS-R® can be used as an alternative assessment for infants/toddlers and preschool students that present with, or are at risk for, developmental delays.
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	WebABLLS/ABLLS-R® is an alternative assessment for students with autism and/or other developmental disabilities. It is aligned with standards in ELA, Math, and Social Emotional/Behavioral. WebABLLS/ABLLS-R® also assesses skills in Adaptive Daily Living and Gross/Fine Motor Skills.
What are the technology requirements associated with the assessment?	<b>WebABLLS System Requirements</b> <b>User access this program entirely via web browser</b> Google Chrome (Latest 3 Versions) Mozilla Firefox (Latest 3 Versions) Windows Internet Explorer (11, 10, 9) Apple Safari (7, 6, 5) Browser needs to have Java Script and cookies enabled PDF reader software (recommended are Adobe Reader or Foxit Reader). ABLLS-R® is the assessment in book form.



Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input checked="checked" type="checkbox"/> YES <input type="checkbox"/> No

**WebABLLS online/ABLLS-R® assessment description:**
[www.webablls.net](http://www.webablls.net)
[www.partingtonbehavioranalysts.com](http://www.partingtonbehavioranalysts.com)

WebABLLS is the electronic version of the **ABLLS-R®** (the Assessment of Basic Language and Learning Skills-Revised) with convenient features and functions available only in this web-based platform. WebABLLS is designed for use with learners on the autism spectrum, language delays, or other developmental disabilities. When implemented in conjunction with comprehensive programming, learners acquire the ability to learn from their everyday experiences while educators, parents, and professionals are empowered to share data and strategies that enhance collaboration across all learning environments.

WebABLLS/ABLLS-R® provides a comprehensive review of 544 skills from 25 skill areas including language, social interaction, self-help, academic and motor skills that most typically developing children acquire prior to entering kindergarten. The task items within each skill area are arranged from simpler to more complex tasks. Expressive language skills are assessed based upon the behavioral analysis of language as presented by Dr. B.F. Skinner in his book, *Verbal Behavior* (1957).

The assessment results allow educators to pinpoint obstacles that have been preventing a student from acquiring new skills and to develop a comprehensive, highly personalized, language-based curriculum.

**A description of how WebABLLS online/ABLLS-R® assessment is administered:**
**The assessment administration manual is included in Attachment A**

WebABLLS/ABLLS-R® assessment provides educators with all of the instructions and materials needed for administering all 544 tasks within 25 categories. Teachers assess individual students using the 0 to 4-point criterion-referenced system in WebABLLS/ABLLS-R®. WebABLLS/ABLLS-R® contains a detailed user guide on how to administer the assessment in addition to a detailed technical guide for the online version.

**A description of how WebABLLS online/ABLLS-R® assessment scores are reported:**

WebABLLS/ABLLS-R® is a criterion-referenced assessment, which enables its users to generate programs and reports that show progress over time. Within WebABLLS there are 7 different types of reports that can be developed easily based on the students' assessment scores. Scores and reports can be exported via a data feed and/or directly from the site to be used in conjunction with other reporting methods/systems. WebABLLS allows for complete management of the student's profile

**A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance.**

WebABLLS provides help desk support and online meeting technical assistance as needed. The comprehensive user guide for WebABLLS/ABLLS-R® is included with both products. The WebABLLS system has help guides and instructions embedded directly into the system. Behavior Analysts, Inc., also provides professional development in addition to online course work for teachers, administrators, paraprofessionals, etc.



**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 the create teacher-level scores, and how those teacher-level scores are converted to New York State's 0-20 metric.**

WebABLLS/ABLLS-R® SLO Target Setting Model captures and uses both historical data collected over time in addition to data collected during the beginning-of-year (fall) and the end-of-year assessment (spring) windows, as well as any interim assessment updates. During the beginning-of-year baseline assessment (fall) administration window, teachers administer the WebABLLS/ABLLS-R® assessment to create the vertical alignment with the New York State Learning Standards and setting a baseline for developing student learning objective targets. Using tools within WebABLLS teachers create a Baseline Report and a Program Worksheet with specific SLO targets. Associated Progress Reports are generated at various intervals directly from the Program Worksheet document where benchmark progress on SLO targets is recorded. For the end-of-year assessment period in the spring, teachers administer a full update of the assessment. Each assessment period (fall and spring, as well as any interim assessment updates) is assigned a different score color to represent the update on the Skills Tracking Grid. The Skills Tracking Grid provides a visual of the growth between assessment updates. All previous scores and end-of-year proficiency scores are available to track student growth towards SLO target standards. WebABLLS/ABLLS-R® student/teacher score data is synchronized via the LEA's data feed for the LEA to calculate and set appropriate individual differentiated targets for the SLO. A highly effective, effective, developing, or ineffective (HEDI) score is then assigned to the teacher based on the calculations in accordance with 3012-d.

**New York State Next Generation Assessment Priorities**

Please provide detail on how the proposed supplemental assessment I or assessment to be used with SLOs addresses each of the Next Generation Assessment Priorities below.

<b>Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):</b>	WebABLLS/ABLLS-R® is an alternative assessment specifically designed for students with autism and/or other developmental disabilities and is aligned with the New York State learning standards. It is a criterion-referenced assessment that measures student learning consistent of the level of a typically developing student at the onset of kindergarten.
<b>Assessments Woven Tightly Into the Curriculum:</b>	WebABLLS/ABLLS-R® tasks/skills are aligned with the NYSLS and are designed to be administered in a variety of environments to individuals or in groups. Tasks/skills provide information about the ability level of each student and support everyday academic goals of the teacher. WebABLLS/ABLLS-R® assessment results and reports assist teachers in identifying student needs in 25 different areas that can guide the instructional goals that are woven tightly into the curriculum.
<b>Performance Assessment:</b>	The WebABLLS/ABLLS-R® assessment system consists of a set of 544 criterion-referenced test items that are aligned with and provide evidence of students' acquisition of essential skills included in the New York State Learning Standards. Because the WebABLLS/ABLLS-R® assesses 25 separate skill areas (repertoires), educators can easily determine both specific areas of strengths and weakness across the various repertoires, as well as the ability to perform the specific skills included within each repertoire. The test items are written in an easy-to-



	<p>understand manner and include examples of the skills. Skills are assessed both by observing the students' performing specific academic activities and by observing their interactions with others in the school environment. Each of the skills included in the assessment allow teachers a quick way to score students' ability to perform essential skills at up to four levels of competence utilizing materials that are readily available in their classrooms. By determining whether a student is unable to demonstrate a skill or is able to partially demonstrate a particular skill, teachers are able to arrange for corresponding individualized instruction using a variety of classroom-based interventions to meet each learner's unique educational needs.</p>
<b>Efficient Time-Saving Assessments:</b>	<p>WebABLLS/ABLLS-R® is an assessment designed for students with autism and/or other developmental disabilities that allows educators to assess critical learning skills in 25 areas and create unique programs specifically for each learner. The system maximizes teachers' time through:</p> <ul style="list-style-type: none"> <li>• The ability to streamline the assessment process</li> <li>• Quickly develop customized reports</li> <li>• Maximize effective teaching using the Toolkit resources</li> </ul>
<b>Technology:</b>	<p>WebABLLS/ABLLS-R® system allows teachers and administrators to streamline administration of assessments through:</p> <ul style="list-style-type: none"> <li>• Choice of assessment edit modes (Grid, Text, Cat)</li> <li>• The entire electronic students' portfolio containing all necessary information for teaching and learning</li> <li>• Track progress over time from the prior assessment administration</li> <li>• Allow teachers and administrators to determine student learning objectives and other items of need quickly, easily, and accurately</li> <li>• System can be used with any device with an internet connection</li> </ul>
<b>Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):</b>	Not applicable



## STUDENT ASSESSMENTS FOR TEACHER AND PRINCIPAL EVALUATION

**FORM H**

### APPLICANT CERTIFICATION FORM –ASSESSMENTS FOR USE WITH STUDENT LEARNING OBJECTIVES

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

PLEASE SUBMIT ONE “FORM H” FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.



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"/>
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 checked="" type="checkbox"/>
For assessments previously used under Education Law §3012-c, 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. <sup>2</sup>	<input checked="" type="checkbox"/>

<sup>2</sup> Please note, pursuant to Section 2.3 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:**

Behavior Analysts, Inc. 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE <b>BLUE INK</b> )
James W. Partington, Ph.D. 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 
President 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

N/A 1. Name of LEA (PLEASE PRINT/TYPE)	N/A 4. Signature of School Representative (PLEASE USE <b>BLUE INK</b> )
N/A 2. School Representative's Name (PLEASE PRINT/TYPE)	N/A 5. Date Signed
N/A 3. Title of School Representative (PLEASE PRINT/TYPE)	