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:	CentralReach LLC/Behavior Analysts Inc.
ASSESSMENT PROVIDER CONTACT INFORMATION:	david.stevens@centralreach.com
NAME OF ASSESSMENT:	WebABLLS/ABLLS-R

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?	The WebABLLS/ABLLS-R· is an alternative assessment for students with autism and/or other developmental disabilities pre-K – 12ᵗʰ 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 TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	No additional requirements are necessary.
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.

WebABLLS/ABLLS-R® assessment description:

www.webablls.net

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 administrating 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. CentralReach also provides professional development in addition to online course work for teachers, administrators, paraprofessionals, etc.

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?

The WebABLLS/ABLLS-R is currently being used by several schools and BOCES in NYS. The WebABLLS/ABLLS-R supports the day-to-day academic goals of the educator by using the specific individualized results to guide relevant skill selection, by using clearly worded and specific objectives for instruction, and by serving as a progress monitoring system that allows the educator to know when to move to the next step or skill.

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 WebABLLS/ABLLS-R can be used from Pre K-12 and in a variety of systems, classrooms, and educational settings in and out of traditional school buildings. For the skills that are aligned with grade-level or course concepts, the WebABLLS demonstrates mastery through individual items/skills analysis and guides the educators to the next skills to be mastered.

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

Assessment items are scored 0-2 or 0-4. Assessment results are visually displayed on Skills Tracking Grids and explained fully on platform-generated reports.

Higher scores on assessment items and therefore more shading on Skills Tracking Grids are reflective of mastery. Mid-range scores on assessment items and shading on Skills Tracking Grids is reflective of proficiency. Scores of zero and a lack of shading on the Skills Tracking Grids can be reflective of below proficient results.

IF THE SELECTED ASSESSMENT(S) ARE NOT STANDARDIZED, PLEASE DESCRIBE HOW THE ASSESSMENT PROCESS IS COMPARABLE ACROSS GRADE LEVELS/COURSE-ALIKE CLASSROOMS?

The results of the WebABLLS/ABLLS-R are idiographic and not meant for comparison across groups. The results are specifically to guide individual program guidance and progress monitoring.

HOW IS THE SELECTED ASSESSMENT ABLE TO MAXIMIZE THE EFFICIENCY WITH WHICH STUDENT PERFORMANCE DATA IS GATHERED TO ALLOW FOR MORE CLASSROOM INSTRUCTIONAL TIME?

The WebABLLS/ABLLS-R results are used to select skills to teach for individualized instruction. The WebABLLS/ABLLS-R monitors progress for more than 544 individual skills. Assessing progress therefore allows the next set of individually selected skills to be chosen, taught, and progress monitored.

IF APPLICABLE, HOW WILL TECHNOLOGY BE UTILIZED DURING THE ADMINISTRATION OF THE SELECTED ASSESSMENT TO PROVIDE TIMELY AND ACTIONABLE INFORMATION?
WebABLLS/ABLLS-R platforms provide access to digitally access from any device. Scores can be entered into the platform and will auto-populate with the grid and reporting features.

PLEASE PROVIDE ANY ADDITIONAL INFORMATION THAT MAY BE USEFUL WHEN REVIEWING YOUR APPLICATION:
WebABLLS the ABLLS-R is currently approved as a NYS alternative assessment platform and being used by BOCES, Schools and the NYCDOE.

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: The WebABLLS measures a students development across their Pre K-12 school participation. Data derived from the Assessment provides indicators associated in determining educational pathways in addition to generating appropriate goals across the NYS learning Standards and associated benchmarks

☐ 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:

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 the year (fall) and the end of the 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 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 tech based on the calculations in accordance with 3012-d.

FORM *G*

S̲TUDENT A̲SSESSMENTS FOR

T̲EACHER AND P̲RINCIPAL E̲VALUATION

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.	☒
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]	☒

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[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:

CentralReach/Behavior Analysts Inc. 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative
DAVID STEVENS 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	MAY 24, 2022 5. Date Signed
SENIOR DIRECTOR, CR INSTITUTE 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)	