



**STUDENT ASSESSMENTS
AND ASSOCIATED GROWTH MODELS FOR
TEACHER AND PRINCIPAL EVALUATION**

FORM C

PUBLICLY AVAILABLE SERVICES SUMMARY

This form will be posted on the New York State Education Department's Web site and distributed through other means for all applications that are approved in conjunction with this RFQ to allow districts and BOCES to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Information	
Name of Assessment Provider:	Educational Vistas, Inc.
Assessment Provider Contact Information:	Scott B. Crowder 718 State Street Schenectady, NY 12307 scrowder@edvistas.com 518 344-7022
Name of Assessment:	EVI Grade 2-9 ELA Assessments EVI Grade 2-9 Math Assessments
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?	Grades 2-9
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA and Math
What are the technology requirements associated with the assessment?	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 districts or BOCES in New York State?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> No

Please provide an overview of the assessment for districts and BOCES. 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. (3 pages max)**

Description of the Assessments

Educational Vistas, Inc. (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 Common Core State Standards (CCSS) 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 inferred from the demands of the CCSS. Each level requires a different depth of knowledge in order to produce an acceptable response. Coverage of the CCSS 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), CCSS 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, Inc. 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, pre-filled student answer sheets, and scoring materials.

Educational Vistas Inc. Support - Should districts wish to receive the assessments printed and sent directly to the district, Educational Vistas, Inc. 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, Inc.'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:

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.

Target Setting

The summative assessments are vertically aligned with grade level CCSS. This provides an ability to use prior year summatives or student historical data to establish a one year growth target. Using data from the prior year student data, 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, Inc.’s summative assessments are vertically aligned and ensure that the predominate CCSSs, 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, Inc. has selected ranges of student scores for proficiency. These bands are demonstrated in Table 1 below. 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

Table 1

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	0-59	0-12

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.

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):

AET Criteria

EVI assessments meet the AET non-negotiable criteria as cited in the RFQ in the following ways:

- 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 3-8 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, Inc. supports that process and provides additional resources for data management or placing assessments on our online platform. Districts may also request Educational Vistas, Inc. 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

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 vertically aligned CCSS. The responses required by students must include an introduction, details with supporting documentation and a conclusion. The depth of knowledge spirals as grade levels ascend in

	<p>keeping with the demand of the CCSSs.</p> <p>Math Assessments 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 CCSS. 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 reflect increased rigor through the grade levels as demanded by the CCSS, including an understanding of algebraic thinking and geometric concepts.</p>
<p>Assessments Woven Tightly Into the Curriculum:</p>	<p>Educational Vistas, Inc. has worked with districts for over 20 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.</p>
<p>Performance Assessment:</p>	<p>All of Educational Vistas, Inc. 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.</p>

	<p>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.</p>
<p>Efficient Time-Saving Assessments:</p>	<p>Paper-based grades 2-9 summative 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.</p> <p>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.</p>
<p>Technology:</p>	<p>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.</p> <p>All data is completely secured at a data center with redundant servers and network connections. Access to the data center is secure with only escorts provided access. Student, teacher, and district data is never resold or shared.</p>
<p>Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):</p>	<p>Not applicable.</p>



**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION**



**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.

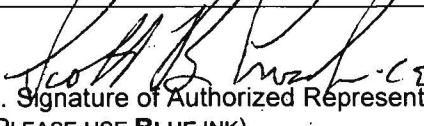
PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

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.	x
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	x
The assessment can be used to measure one year's expected growth for individual students.	x
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	x
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.	x
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.	x
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	x

⁴ 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:

Educational Vistas, Inc 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Scott B. Crowder 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 1/20/16
CEO 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

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