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:	Precision Exams, LLC
Assessment Provider Contact Information:	Adam Sanchez, National Sales Director 610 S 850 E #100, Lehi, UT 84043 (801) 653-9356 asanchez@precisionexams.com
Name of Assessment:	See List on **Appendix "A" Or list** **http://www.precisionexams.com/newyork/exams.html**
Nature of Assessment:	☒ ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: 　　☐ GAIN SCORE MODEL 　　☐ GROWTH-TO-PROFICIENCY MODEL 　　☐ STUDENT GROWTH PERCENTILES 　　☐ PROJECTION MODELS 　　☐ VALUE-ADDED MODELS 　　☐ OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	8-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Technical and Practical skills within Career and Technical Education courses/pathways. See exam list in **appendix "A" Or list** **http://www.precisionexams.com/newyork/exams.html**
What are the technology requirements associated with the assessment?	Internet access with web browser capability; all web browsers are supported: Mozilla Firefox, Internet Explorer, Chrome, and Safari.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☒ YES ☐ 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 Assessments:
Precision Exams effectively assess technical skills within all 16 CTE Clusters for specific courses and Pathways. Precision Exams include both a Knowledge and Performance Standard. Both are clearly defined as SLO's here
http://www.precisionexams.com/newyork/exams.html

Precision Exams are the most comprehensive, easy-to-use, CTE specific assessments and certifications solution available. Our ready-to-implement statewide solution meets the vast majority of New York's CTE assessment needs and requirements at a cost of only $6.00 per exam or a one-year site license for $3,995.
Individual course assessments are to be used for end of course and multiple assessments can be stacked for end-of-program assessments.

Each of our 160+ Career Skills Exams and Standard sets is created and validated in concert with industry and subject matter experts to match real-world job skills and marketplace demands. Each Career Skills Exam measures the knowledge and skills detailed in the exam's corresponding standards documentation, which can be found at www.precisionexams.com/newyork/exams.html.

Every Career Skills Standards set outlines the objectives business, industry and educator experts have determined fundamental for each program area and level. To appropriately measure exam standards, the taxonomy dimension of Precision Exam's competency model consists of a hierarchical categorization of program elements (knowledge, skills, abilities), evaluated by a targeted mix of test items ranging from knowledge- through synthesis-levels of cognitive skills described in Bloom's taxonomy. The test blueprint is weighted on a proportional plan for each subscale (standard) including the cognitive taxonomy of the standard and its indicators, and the overall emphasis of each content area. Our competency-based assessments are computer administered objective exams that include multiple-choice, multiple-select, matching, ordering, drag-and-drop, hot spot, labeling, and scenario or case study-based items.

Assessment Administration:
All exams are 100% online with no requirement for downloads nor admin rights. Pretest is administered at the beginning of the course to assess baseline knowledge. Posttest is administered at the end of course/pathway. Exam length is 90 minutes with the average time across all tests at 40 minutes. IEP/ADA exceptions can be made upon request. Teachers follow 3 steps to create exam code in the online system, students create an account within the online system and enter the teacher created test code. Once all students have entered the exam code the proctor will approve launch of all students at once and the students will begin testing.
Also **Appendix "C"** Attached
Follow link for online step-by-step instructions.
http://www.precisionexams.com/newyork/training.html

Precision Exams offers live US support and onboarding services from 7 AM to 8PM ET and a 24 hour a day specified rep designated to NYS exclusively.

Score Reporting:
See attached **Appendix "D"** for sample and more detailed Reporting.
Reports are available to all level of administration up the line as access is granted based on individual role. For example, teacher would have access to their class reports, Dept. head would have access to all class reports under their prevue, principal access would include all classes and district leaders to all schools' data.
Reporting is broken out as follows:

- **Teacher Standards Report** includes the test standards blueprint (displaying the number of exam items and item point value for each program standard), a summary score per standard for each student per class, and a class and state summary score by standard.
- **Summary Suite Report** provides a full roll-up reporting solution that can show Student Academic Growth (available with Pre/Post testing). The report is role-based access (State, District, School, or Proctor level) which allows the authorized user to see all data under which their role permits. For example, a State Level authorized user is able to see all data within the state, whereas a District Level user can only see data from within own district, or a Proctor Level can only see the data he/she actually proctored. The authorized users can then drill down to the specific level needed
- **Assessment Standards Report** is another report which can be pulled at all different levels. Users can see how districts, schools, or even individual students are performing on a particular assessment. The report includes passing percentages and standards-level detail.

Normative reporting is available through reports that measure individual and class assessment scores compared to school, district, and state averages over time.

Reporting is an important feature of the Precision Exams' assessment system. We believe that an assessment is only useful if teachers and administrators can readily access the information the data illuminates. Our reports are available to the user instantly and can be securely accessed from anywhere the user has internet access.

Implementation and Technical support:
Precision Exams offers live US support and onboarding services from 7 AM to 8PM ET and a 24 hour a day specified rep designated to NYS exclusively.

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.

Pre assessment is given at the beginning of course aligning with SLO defined on **Appendix "A"** or online http://www.precisionexams.com/newyork/exams.html
Based on the pre assessment results, targets are set for each individual student for growth on the post assessment. The percentage of students reaching their target is translated to teacher score. At least 65% of students are expected to have met their target change during the term. Historical scores in other courses can be used to adjust the 65% expected target based on the following factors:

- prior academic history
- poverty level
- students with disabilities
- English language learners.

Sample Aggregation
Percentage of students meeting Target / Teacher Aggregation
I 0-4%   0 Ineffective
I 5-8%   1 Ineffective
I 9-12%   2 Ineffective
I 13-16%   3 Ineffective
I 17-20%   4 Ineffective
I 21-24%   5 Ineffective
I 25-28%   6 Ineffective
I 29-33%   7 Ineffective
I 34-38%   8 Ineffective
I 39-43%   9 Ineffective
I 44-48%   10 Ineffective
I 49-54%   11 Ineffective
I 55-59%   12 Ineffective
D 60-66% 13 Developing
D 67-74% 14 Developing
E 75-79% 15 Effective
E 80-84% 16 Effective
E 85-89% 17 Effective
H 90-92% 18 Highly Effective
H 93-96% 19 Highly Effective
H 97-100%20 Highly Effective

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):	N/A

Assessments Woven Tightly Into the Curriculum:	**Assessments are woven into the Goodheart-Willcox curriculum by alignment with New York State and Industry Standards. Teachers are free to select any curriculum they prefer and will have similar alignment with any curriculum aligned to New York State Learning Standards, Industry Standards and Common Core.**
Performance Assessment:	**Every Precision Exam includes a Performance Assessment Component. Please see Appendix "B" with links to performance assessments or Online http://www.precisionexams.com/newyork/exams.html**
Efficient Time-Saving Assessments:	**Precision Exams are designed to be given within a 50-minute timeframe but the total time allowed is 90 minutes. Student score reports are loaded automatically in real time removing the need to wait for teacher remediation data.**

Technology:	**System Requirements:**
	   a. **Latest version of Firefox (Preferred)**
	   b. **Internet Explorer 8 (or higher)**
	   c. **Safari 5 (or higher)**
	   d. **Screen resolution of at least 1024x768**
	   e. **Allow access to precisionexams.com**
	Online Requirements
	http://www.precisionexams.com/newyork/index.html

Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	NA

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.	☒
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☒
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, 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.[1]	☒

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[1] 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:

Precision Exams 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Adam Sanchez 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 2/29/16
National Sales Director 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)	