

**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.

<b>Assessment Provider Information</b>	
NAME OF ASSESSMENT PROVIDER:	<a href="#">Lexia Voyager Sopris Inc.</a>
ASSESSMENT PROVIDER CONTACT INFORMATION:	<a href="#">Amy Otis / Vice President, Bids and Proposals</a> <a href="mailto:lvsbidscontracts@voyagersopris.com">lvsbidscontracts@voyagersopris.com</a> 800.547.6747
NAME OF ASSESSMENT:	<a href="#">Acadience Math</a>
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	<input checked="" type="checkbox"/> REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) <input checked="" 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 checked="" 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?	<a href="#">Age range: Students in grades K-6 (approximately ages 5-12)</a> <a href="#">Subject Area: Mathematics</a>
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	N/A
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.

A description of the assessment;

*Acadience Math* is a set of brief, standardized indicators of early numeracy, computation, and problem solving skills for grades K–6. *Acadience Math* consists of materials for universal screening three times a year and more frequent progress monitoring. The Early Numeracy measures are given individually to students in kindergarten and first grade. The Computation measures are group administered to students in grades 1–6. The Concepts and Applications measures are group administered in grades 2–6. *Acadience Math* is aligned with today's rigorous standards in Mathematics. Research-based benchmark goals are available for all measures and grades. They define a level at which the odds are in the student's favor of meeting later mathematics outcome goals.

A description of how the assessment is administered;

Description of the Measures

Early Numeracy - One minute measures given individually to students in kindergarten and first grade.

- Beginning Quantity Discrimination BQD assesses discrimination between two quantities. It is an indirect measure of subitizing, the ability to instantly judge the number associated with a group of items. BQD is administered from the beginning of kindergarten to the end of kindergarten.
- Number Identification NID assesses ability to orally name the numerals 1 through 99. It is administered from the beginning of kindergarten to the beginning of first grade.
- Next Number Fluency NNF assesses the ability to extend the counting sequence. The task is administered orally, with the assessor saying a number and the student saying the next higher number. NNF is administered from the beginning of kindergarten to the beginning of first grade.
- Advanced Quantity Discrimination AQD assesses discrimination between two quantities. The student is asked to name the larger of two numbers. AQD is administered from the beginning of first grade to the end of first grade.
- Missing Number Fluency MNF assesses the ability to extend a counting sequence counting by 1s, 5s, and 10s. The student is provided with a sequence of four numbers with one number missing, and asked to orally provide the missing number. MNF is administered from the beginning of first grade to the end of first grade.

Computation - Computation assesses the basic skills of math computation. It can be administered individually or to groups. Students work basic computation problems under standardized conditions and time limits which depend on grade level.

Concepts and Applications - Concepts and Applications assesses the basic skills of understanding mathematical concepts and vocabulary, and applying that knowledge to solve mathematical problems. It can be administered individually or to groups. Students work problems under standardized conditions and time limits which are dependent on grade level.

A description of how scores are reported (include links to sample reports as appropriate);

*Acadience Math* draws problem types from today's rigorous standards for Mathematics. However, *Acadience Math* is a General Outcome Measure (GOM) and not intended to measure every skill on the Standards.

*Acadience Math* provides two types of scores at each benchmark assessment period: (a) a raw score for each individual measure and (b) a composite score (the Math Composite Score). Each of the scores is interpreted relative to benchmark goals and cut points for risk to determine if a student's score is at or above the benchmark, below the benchmark, or below the cut point for risk (well below the benchmark).

### Benchmark Goals and Cut Points for Risk

*Acadience Math* benchmark goals are empirically derived, criterion-referenced target scores that represent adequate math skills for a particular grade and time of year. Benchmark goals and cut points for risk are provided for the Math Composite Score as well as for individual *Acadience Math* measures.

A benchmark goal indicates a level of skill at which students are likely to achieve the next *Acadience Math* benchmark goal or math outcome. Thus, for students who achieve a benchmark goal, the odds are in their favor of achieving later math outcomes if they receive effective core math instruction.

Conversely, the cut points for risk indicate a level of skill below which students are unlikely to achieve subsequent math goals without receiving additional, targeted instructional support. For students who have scores below the cut point for risk, the probability of achieving later math goals is low unless intensive support is provided.

The *Acadience Math* benchmark goals and cut points for risk provide three primary benchmark status levels that describe students' performance:

- a) At or Above Benchmark,
- b) Below Benchmark, and
- c) Well Below Benchmark.

These levels are based on the overall likelihood of achieving specified goals on subsequent *Acadience Math* assessments or external measures of math achievement.

- ***At or Above Benchmark.*** For students who score at or above the benchmark goal, the overall likelihood of achieving subsequent math goals is approximately 80% to 90%. These students are likely to need effective core instruction to meet subsequent math goals. Within this range, the likelihood of achieving subsequent goals is lower for students whose scores are right at the benchmark goal and increases as scores increase above the benchmark. To assist in setting ambitious goals for students, the At or Above Benchmark level is subdivided into At Benchmark and Above Benchmark levels.
- ***At Benchmark.*** In the At Benchmark range, the overall likelihood of achieving subsequent math goals is 70% to 85%. Some of these students, especially those with scores near the benchmark, may require monitoring and/or strategic support on specific component skills.
- ***Above Benchmark.*** In the Above Benchmark range, the overall likelihood of achieving subsequent math goals is 90% to 99%. While all students with scores in this range will likely benefit from core support, some students with scores in this range may benefit from instruction on more advanced skills.
- ***Below Benchmark.*** Between the benchmark goal and cut point for risk is a range of scores where students' future performance is more difficult to predict. For students with scores in this range, the overall likelihood of achieving subsequent math goals is approximately 40% to 60%. These students are likely to need strategic support to ensure their achievement of future goals. Strategic support generally consists of carefully targeted supplemental support in specific skill areas in which students are having difficulty. To ensure that the greatest number of students achieve later math success, it is best for students with scores in this range to be monitored regularly to ensure that they are making adequate progress and to receive increased or modified support if necessary to achieve subsequent math goals.
- ***Well Below Benchmark.*** For students who score below the cut point for risk, the overall likelihood of achieving subsequent math goals is low, approximately 10% to 20%. These students are identified as likely to need intensive support. Intensive support refers to interventions that

incorporate something more or something different from the core curriculum or supplemental support. Because students who need intensive support are likely to have individual needs, we recommend that their progress be monitored frequently and their intervention modified dynamically to ensure adequate progress.

#### Math Composite Score

The Math Composite Score is a combination of multiple *Acadience Math* scores and provides the best overall estimate of students' math skills. *Acadience Data Management* will calculate the Math Composite Score for you, provided that all required measures necessary for calculating it have been administered. To calculate the Math Composite Score yourself, see the Math Composite Score Worksheets at the end of this document. Benchmark goals and cut points for risk for the Math Composite Score are based on the same logic and procedures as the benchmark goals for the individual *Acadience Math* measures. However, because the Math Composite Score provides the best overall estimate of a student's skills, it should generally be interpreted first. If a student earns a Math Composite Score that is at or above the benchmark goal, the odds are in the student's favor of reaching later important math outcomes. Some students who score At or Above Benchmark on the Math Composite Score may still need additional support in a math skill, as indicated by a Below Benchmark score on an individual *Acadience Math* measure (i.e., Beginning Quantity Discrimination, Number Identification Fluency, Next Number Fluency, Advanced Quantity Discrimination, Missing Number Fluency, Computation, or Concepts and Applications). This potential need for additional support is especially true for a student whose Math Composite Score is close to the benchmark goal. The *Acadience Math* measures that are used to calculate the Math Composite Score vary by grade and time of year. As such, the Math Composite Score is not comparable across different grades and does not provide a direct measure of growth across grades. The Math Composite Score is also not comparable across different times of year and should not be used as an indicator of growth within a grade. However, because the logic and procedures used to establish benchmark goals are consistent across grades and times of year, the percent of students at different benchmark status levels can be compared, even though the mean scores are not comparable.

See Attached document titled, ***Acadience Math Benchmark Goals and Composite Score*** located here <https://drive.google.com/drive/folders/14nRyKAI9LGRjX0dwAke3UEhtqclETpiE?usp=sharing> ).

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

*Acadience Math* offers both Onsite and Online workshops and training. This professional development supports both print and online assessments, as well as data management.

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?

*Acadience Math* includes measures for early numeracy, computation, and problem solving. The measures function as indicators of the essential skills that every child must master in order to become proficient in mathematics. These measures are used to regularly monitor the development of math skills in order to provide timely instructional support and prevent the occurrence of later math difficulties. By design, the *Acadience Math* measures are brief, powerful indicators of mathematical skills that:

- are quick and efficient to administer and score;
- serve as universal screening (or benchmark assessment) and progress monitoring measures;
- identify students in need of intervention support;
- evaluate the effectiveness of interventions; and
- support the Response to Intervention (RtI)/multi-tiered model.

These measures also help identify the skills to target for instructional support. *Acadience Math* also provides progress monitoring measures for at-risk students while they receive additional, targeted instruction to close achievement gaps. Finally, these measures assist educators in examining the effectiveness of school- wide math supports.

The advantages of *Acadience Math* are that it:

- directly measures math skills that are responsive to instruction;
- is standardized;
- is thoroughly researched, reliable, and valid;
- is designed for use within a problem-solving, Outcomes-Driven Model of decision-making;
- provides research-based benchmark goals for interpreting results; and
- is efficient and economical.

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 *Acadience Math* measures are general outcome measures designed to be indicators of math skills. An indicator is a brief, efficient index that provides a fair degree of certainty about a larger, more complex system or process. *Acadience Math* measures are not intended to be comprehensive, in-depth assessments of each and every component of math skills. Instead, they are designed to measure key components that are representative of that skill area, and predictive of overall math competence. The *Acadience Math* Early Numeracy measures focus on some of the foundational skills required to develop number sense, which predicts academic achievement in math. The *Acadience Math* Computation measure focuses on basic computation skills (i.e., addition, subtraction, multiplication, and division). Computation plays a role in overall math achievement. The *Acadience Math* Concepts and Applications measure evaluates the ability of a child to understand and apply math concepts.

The *Acadience Math* measures were designed to align with today's rigorous standards in Mathematics (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010) and focus on grade-specific content at each grade. For more information on the alignment of *Acadience Math* to the college and career readiness standards located here

<https://drive.google.com/drive/folders/14nRyKAI9LGRjX0dwAke3UEhtqclETpiE?usp=sharing> ).

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:

5. BELOW PROFICIENCY
6. APPROACHING PROFICIENCY
7. MEETING PROFICIENCY
8. DEMONSTRATING MASTERY

*Acadience Math* benchmark goals are empirically derived, criterion-referenced target scores that represent adequate math progress. A benchmark goal indicates a level of skill at which the student is likely to achieve the next *Acadience Math* benchmark goal or math outcome. Benchmark goals for *Acadience Math* are based on research that examines the predictive validity of a score on a measure at a particular point in time, compared to later *Acadience Math* measures and external outcome assessments. If a student achieves a benchmark goal, then the odds are in favor of that student achieving later math outcomes if the student receives research-based instruction from a core classroom curriculum.

The cut points for risk indicate a level of skill below which the student is unlikely to achieve subsequent math goals without receiving additional, targeted instructional support. Students with scores below the cut point for risk are identified as likely to need intensive support. Intensive support refers to interventions that incorporate something more or something different from the core curriculum or supplemental support. Intensive support might entail:

- delivering instruction in a smaller group;
- providing more instructional time or more practice;
- presenting smaller skill steps in the instructional hierarchy;
- providing more explicit modeling and instruction; and/or
- providing greater scaffolding.

In addition to information on where a student is performing relative to the benchmark goals and cut points for risk, *Acadience Math* also allows interpretations based on where the student’s skills are relative to their past performance. The performance descriptors are intended to describe the current level of skill for the student in comparison to other students in the district. Local norms allow a school or district to compare an individual student’s performance to other students in the district. National norms allow a school or district to compare a student’s performance to other students.

The reports provided by *Acadience Data Management* are designed to inform decisions about instruction at both the individual student level and the system level. The reports are intended to be used within a data-based decision-making model such as the Outcomes-Driven Model. In addition to the reports that can be used to answer questions within the Outcomes-Driven Model, *Acadience Data Management* also offers a Parent Report. The Parent Report shows a summary of an individual student’s benchmark scores and helps explain the significance of the scores in parent-friendly language.

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

The *Acadience Math* measures are standardized assessments, which means every assessor, or person who administers *Acadience Math* to students, should administer and score the measures the same way every time with every student. A standardized assessment allows you to compare results across students or across time, or to compare student scores to a target goal. A standardized administration also ensures that the research on the reliability and validity of the measure is applicable to the obtained scores. For norm-referenced interpretations with *Acadience Math*, descriptors for levels of performance are provided in Table 3.2 in the *Acadience Math Administration Manual* located here <https://drive.google.com/drive/folders/14nRyKAI9LGRjX0dwAkE3UEhtqclETpiE?usp=sharing> ).

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 amount of time it will take to complete the benchmark assessment for each student will vary by grade and time of year (see chart below)

Grade	Time of Year and Measures	Time to Test	Total
Kindergarten	BOY, MOY, EOY: BQD, NIF, NNF	Three 1-minute tests given individually	3 minutes
First Grade	BOY: NIF, NNF, AQD, MNF, Computation	Four 1-minute tests given individually Two 2-minute tests done whole class	8 minutes
	MOY, EOY: AQD, MNF, Computation	Two 1-minute tests given individually Two 2-minute tests done whole class	6 minutes
Second Grade	BOY, MOY, EOY: Computation, Concepts and Applications	Two 2-minute tests and one 5-minute test done whole class	9 minutes
Third–Sixth Grade	BOY, MOY, EOY: Computation, Concepts and Applications	Two 3- to 6-minute tests and one 10- to 16-minute test	18–28 minutes

*Note:* BOY = beginning of year, MOY = middle of year, EOY = end of year. Time to test does not take into account time required for scoring the measures.

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

While the measures are administered paper pencil, *Acadience Data Management* is a digital, online data management and reporting service that allows schools and districts to manually enter data for *Acadience Math* benchmark and progress monitoring assessments and receive automated reports and analyses. All *Acadience Data Management* features and reports are available immediately after data have been entered. Reports are based on all applicable data (for the selected district, school, or class) which have been entered at the time the report is run.

PLEASE PROVIDE ANY ADDITIONAL INFORMATION THAT MAY BE USEFUL WHEN REVIEWING YOUR APPLICATION:

Please see additional documentation here:  
<https://drive.google.com/drive/folders/14nRyKAI9LGRjX0dwAkE3UEhtqclETpiE?usp=sharing>



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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:

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:

In addition to information on where a student is performing relative to the benchmark goals and cut points for risk, *Acadience Math* also allows interpretations based on where the student's skills are relative to their past performance. For example, even though a student's Computation score of 45 correct digits might be below the cut point for risk, the score of 45 might represent substantial progress compared to previous scores. For individually referenced interpretations, *Acadience Math* results are used to examine individual student performance over time. Evaluating student growth is essential in determining whether the student is making adequate progress toward later goals.

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:

There are four frames of reference in providing meaning for *Acadience Math* scores: (a) criterion-referenced benchmark goals and cut points for risk; (b) individually referenced interpretations; (c) local norm-referenced interpretations; and (d) system-wide or national, norm-referenced interpretations. While all frames of reference provide valuable information about a student, the authors of *Acadience Math* generally regard the criterion-referenced information as most important, followed by the individually referenced information, and then the local norm-referenced information. These four frames of reference can be used to interpret results on individual scores and on the Math Composite Score (MCS). The MCS is a combination of multiple *Acadience Math* scores and provides the best overall estimate of the student's math proficiency. For more information about the MCS as well as worksheets for calculating it, see Appendix 4, pages 126–158 in the *Acadience Math* Administration manual located here <https://drive.google.com/drive/folders/14nRyKAI9LGRjX0dwAkE3UEhtqclETpiE?usp=sharing>.

*Acadience Math* benchmark goals are empirically derived, criterion-referenced target scores that represent adequate math progress. A benchmark goal indicates a level of skill at which the student is likely to achieve the next *Acadience Math* benchmark goal or math outcome. Benchmark goals for *Acadience Math* are based on research that examines the predictive validity of a score on a measure at a particular point in time, compared to later *Acadience Math* measures and external outcome assessments. If a student achieves a benchmark goal, then the odds are in favor of that student achieving later math outcomes if the student receives research-based instruction from a core classroom curriculum.

The cut points for risk indicate a level of skill below which the student is unlikely to achieve subsequent math goals without receiving additional, targeted instructional support. Students with scores below the cut point for risk are identified as likely to need intensive support. Intensive support refers to interventions that incorporate something more or something different from the core curriculum or supplemental support. Intensive support might entail:

- delivering instruction in a smaller group;
- providing more instructional time or more practice;
- presenting smaller skill steps in the instructional hierarchy;
- providing more explicit modeling and instruction; and/or
- providing greater scaffolding.

#### **Individually Referenced Interpretations: Analyzing Student Growth and Progress Over Time**

In addition to information on where a student is performing relative to the benchmark goals and cut points for risk, *Acadience Math* also allows interpretations based on where the student's skills are relative to their past performance. For example, even though a student's Computation score of 45 correct digits might be below the cut point for risk, the score of 45 might represent substantial progress compared to previous scores. For individually referenced interpretations, *Acadience Math* results are used to examine individual student performance over time. Evaluating student growth is essential in determining whether the student is making adequate progress toward later goals. Examining student growth (i.e., progress monitoring) is also essential in RtI models of service delivery and educational decision-making. Progress monitoring helps the teacher decide whether the instructional support the student is receiving is adequately addressing the student's needs, or whether changes should be made to that support.

Progress monitoring is done with students who are not on track with math skills at the time of the *Acadience Math* benchmark assessment. The purpose of progress monitoring is to provide ongoing feedback to the teacher about the effectiveness of instruction and to make timely decisions about changes to instruction so that students will meet grade-level goals. Progress monitoring involves ongoing assessment of target skills for students who are receiving instruction in those skills. The standardized procedures for administering an *Acadience Math* measure apply when using *Acadience Math* for progress monitoring. Students who are below the benchmark goal on one or more measures may receive

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progress monitoring assessment in targeted areas that are the focus of instruction or intervention. Teachers may also choose to monitor any other students about whose progress they have concerns. Students should be monitored in material that matches the skill area or areas targeted for instruction. Material selected for progress monitoring must be sensitive to growth, yet still represent an ambitious goal. The appropriate monitoring level can be identified using survey-level assessment, or “testing back” until the appropriate level is found. Material that is too difficult will not be sensitive to small changes in student skill and can result in student and teacher frustration as well as inaccurate decisions about the effectiveness of instruction. Material that is too easy will not leave enough distance between the current level of student performance and the goal, likely resulting in lowered expectations and less progress. For students who are performing below grade level, the purpose of progress monitoring is to provide information to guide instruction, with the primary goal of instruction being to improve student progress and bring the student up to grade-level performance.

**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.

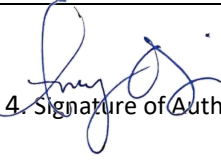
PLEASE SUBMIT ONE “FORM G” FOR EACH APPLICANT.

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 checked="" type="checkbox"/>
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. <sup>1</sup>	<input checked="" type="checkbox"/>

<sup>1</sup> 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:**

<p><b>Lexia Voyager Sopris Inc.</b>                  1. Name of Organization (PLEASE PRINT/TYPE)</p>	 4. Signature of Authorized Representative
<p><b>Amy Otis</b>                  2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p><b>04.05.2022</b>                  5. Date Signed</p>
<p><b>Vice President, Bids and Proposals</b>                  3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p>4. Signature of School Representative</p>
<p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>5. Date Signed</p>
<p>3. Title of School Representative (PLEASE PRINT/TYPE)</p>	