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:	NWEA®
ASSESSMENT PROVIDER CONTACT INFORMATION:	Sylvia St. Cyr, Senior Director, Partner Accounts Phone: (503) 548-5329; Email: sylvia.stcyr@nwea.org
NAME OF ASSESSMENT:	MAP® Growth™
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?	Math (Grades K–12) Reading (Grades K–12) Language Usage (Grades 2–12) Science (Grades 3–12) Algebra 1 (Grades 6–12) Algebra 2 (Grades 6–12) Geometry (Grades 6–12)
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	MAP Growth assessments are delivered via an online platform and can be administered with a variety of devices, operating systems, browsers, and apps. Computer equipment must meet

	the minimum requirements specified by the manufacturers of the operating system and browser or app in use. System requirements are regularly updated online at https://teach.mapnwea.org/impl/maphelp/Content/MAPSetup/Technology/SystemRequirements.htm. MAP Growth includes and supports universal features, designated features, and accommodations, each with embedded and non-embedded features. Our Voluntary Product Accessibility Template (VPAT) for MAP Growth is available online at https://www.nwea.org/resources/map-growth-vpat. This document indicates the areas we support, do not support, and areas that may not be applicable to our assessment.
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.

MAP Growth is a state standards-aligned, computer adaptive assessment that accurately measures a student's performance in math, reading, language usage, and science. By dynamically adjusting to each response, MAP Growth helps identify a student's zone of proximal development and assists educators in making instructional decisions. Further insights are unlocked thanks to our robust MAP Growth Norms, which are representative of the national student population in demographics, school types, and test-taking abilities. With this context, MAP Growth delivers personalized achievement and growth projections based on grade, subject, weeks of instruction, and individual student performance.

School and district administrators can use MAP Growth data to:

+ **Measure** individual student achievement and academic growth
+ **Identify** school- or grade-level trends in achievement and academic growth
+ **Evaluate** programs, interventions, instruction, and curriculum
+ **Act** as a universal screener for the MTSS or RTI framework
+ **Predict** student performance on state summative and college readiness tests

Educators can use MAP Growth data in the classroom to:

+ **Assist** in differentiating instruction
+ **Provide** guidance for instructional grouping
+ **Set** student growth goals
+ **Inform** term-based instructional planning
+ **Facilitate** conversations about student growth with parents and/or caregivers

MAP Growth tests, which are vertically scaled across grades K–12, measure student performance using items aligned to the New York State (NYS) Next Generation Learning Standards. Each item is assigned a difficulty score on our RIT (for **R**asch Un**it**) scale via item calibration process. Because the scales are vertical and equal-interval across grades, educators can compare academic growth across students and time — within an academic year and over multiple years.

The assessments adapt based on how students answer each item, providing a more difficult item when a student answers correctly and a less difficult item when the student answers incorrectly. The MAP Growth item bank is large, high-quality, and at the core of how MAP Growth delivers highly accurate scores. The assessments draw from a bank of 50,000 items, including technology-enhanced items, across all grades and subjects.

MAP Growth reports transform data into actionable insights. Teacher-centric reports help educators use data to guide decisions that help students learn. School and district aggregate reports give administrators the context to measure the health and effectiveness of learning systems, like programs, interventions, instructional strategies, and curriculum.

To further guide instruction, MAP Growth links to the market's most extensive array of instructional content providers, such as Edmentum®, Newsela, and Khan Academy®. Schools and districts get more from the tools they are already using, and students get personalized instructional paths based on their individual learning level. Because MAP Growth is not tied to a particular curriculum offering, educators get an independent validation of student learning.

The *MAP Growth Technical Report* is provided as Attachment 1.

MAP Growth Assessment Administration

MAP Growth assessments can be administered to a whole class, a group of students, or one student at a time. The system is accessed from a single platform, which contains administration access, reports, and other data management and reporting tools. To access the system, educators enter their username and password in the login page. From the dashboard, users can perform the following tasks, depending on assigned role: manage user, student, organization, program, and test data; view MAP Growth reports; and create testing sessions and administer tests. Proctors can track student progress during testing, including how many questions students have completed and their testing status (i.e., Testing, Paused, Suspended, or Completed), through the proctor console.

It is simple for users of all technical abilities to administer the assessments. Our partners' experience of the MAP Growth assessment system is that it is intuitive, easy to operate, and engaging for both students and educators. The MAP Growth system has a visually appealing interface that is simple to navigate, providing users with embedded, page-specific online help, guides, and tutorials on-demand. All of this supports our ability to keep educators' time invested in learning the application to a minimum, while maximizing the ability to obtain useful and actionable information from the data. The *MAP Growth Test Administration Manual*, which details how the tests are administered, is provided as Attachment 2.

Scoring and Reporting

MAP Growth assessments are adaptive and employ the Rasch model. Both overall and instructional area scores (i.e., subscores) are reported for each subject. There is one RIT scale for each subject. Each RIT scale is a vertical scale with scores ranging between 100 and 350. Using the RIT scale to report test results not only makes it possible to follow a student's educational growth from testing season to testing season and year to year, but also allows comparisons of the scores from different students.

MAP Growth assessments produce multiple data points that give educators information for multiple purposes. Reports are available in a variety of formats at the student, class, school, grade, and district levels. The detailed data can be used to track trends and aid the process of planning for intervention programs and inform instructional decisions at the class, school and district levels. MAP Growth reports include group, sort, and filter settings, and allow data to be shown in multiple data display formats. Many of our standard reports can be downloaded or printed in PDF format, and all student data and test results are exportable in a comma-separated value (CSV) format.

For samples and descriptions of all MAP Growth reports, the MAP Growth Reports Portfolio is available at https://www.nwea.org/resource-center/resource/map-growth-reports-portfolio.

Implementation and Technical Assistance

To build and sustain long-term partnerships, we provide an Account Management team to support New York school districts and BOCES. Our Account Management team works closely with the school district and BOCES from initiation of the partnership, through enrollment and initial test administration, and then continues to grow and develop that partnership through deeper training and professional learning to support the effective use of our assessment solutions in support of school and district improvement. This team will help school and district leaders understand instructional use of assessment data, monitor student growth, evaluate school performance, and target instructional resources to improve learning.

Implementation Support

To support initial setup and full use of MAP Growth, the Account Management team will participate in planning calls with New York districts to prepare the district for testing.

NWEA will assign a Partner Success Manager to coordinate access to MAP Growth. They will support and guide district staff members as they prepare to use the assessments and learn to access and retrieve reports. The Partner Success Manager will also maintain regular contact before, during, and at the conclusion of the first testing term. They are available to answer questions throughout that time.

We will collaborate with each district to make desired timeline adjustments to best suit the needs of your schools, educators, and students.

Partner Support

The NWEA Partner Support team provides timely, knowledgeable, and courteous support to numerous partners across the country and throughout the world. We are proud of the relationships that we have built with our partners and are humbled by the positive feedback we have received.

New York school districts and BOCES may reach Partner Support via a toll-free telephone number, email, and our chat support platform. Our representatives take ownership of support requests, triage accordingly, and monitor from inception to resolution. Our support team members resolve over 90 percent of support requests during their initial contact with the partner.

Our Partner Support team is available by phone and email from 7:00 a.m. to 5:00 p.m. local time, Monday through Friday, excluding federally recognized holidays observed by NWEA.

We also provide on-demand, online support resource through our online Help Center, which is embedded in the assessment platform, and at our NWEA Connection website.

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?
NWEA believes that each and every student matters, and we offer assessments designed to help guide meaningful classroom instruction. MAP Growth assessments offer a personalized experience for students by adapting to each student's learning level — precisely measuring student performance and academic growth for each individual. Assessments are designed to be completed within a short amount of time (35–55 minutes per subject) and to provide teachers with actionable information about what each student knows and is ready to learn. MAP Growth assessments can be administered up to four times per year, enabling schools to test all students in the fall, winter, spring, and summer. We recommend that educators administer MAP Growth tests three times per school year to monitor their students' academic growth relative to the New York State standards. Results are used to inform term-based instructional planning and assist in grouping students and differentiating instruction. MAP Growth assessments provide teachers with a means to measure the growth and progress of every student over time, regardless of whether a student is performing on, above, or below grade level. In addition, the assessments compare and predict student achievement and growth over time using the 2020 MAP Growth Norms. These data can be used by teachers to personalize instruction quickly for individual, small group, or class activities. Teachers can also use the data to support efforts to engage students in achieving personalized learning goals and progress through student and family goal-setting activities. MAP Growth provides summary reports that align student results to the applicable standards. Data in these reports are used to guide teacher-led instruction and help educators design lesson plans based on the readiness level of each student, groups of students, or an entire class.

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?
MAP Growth assessments are aligned to New York State Next Generation Learning Standards in math, English language arts, and science, and our item pools are regularly updated to reflect the standards. In our test framework, we have broken out English language arts into Reading and Language Usage. . NWEA content specialists begin the test development process by closely studying the standards and accompanying materials and appendices. They look for areas of focus within each subject and map the learning progressions from one grade to the next. Content specialists then organize the critical concepts and progressions within the standards into a framework for each test. This two-tier framework contains the instructional areas and sub-areas that form the structure of the test. The instructional areas and sub-areas in the MAP Growth Math, Reading, Language Usage, and Science frameworks have a direct relationship with the NYS Next Generation Learning Standards. For example, the MAP Growth Math test for grades 2–5 has the instructional area Operations and Algebraic Thinking that includes two instructional sub-areas: 1) Analyze

Patterns and Relationships and 2) Represent and Solve Problems. The Operations and Algebraic Thinking instructional area corresponds to New York's Operations and Algebraic Thinking domain, while the instructional sub-areas represent the content in the cluster standards.

Items in MAP Growth assessments come from the robust NWEA item bank. The New York assessments consist of items that are carefully selected and aligned to the New York standards by NWEA content specialists. Items are aligned to individual standard statements when the content within the item clearly assesses the concept within the standard at the appropriate reading level, difficulty level, and level of cognitive complexity. Item alignments for these tests receive a second review for quality and consistency by at least one additional content specialist. As a result, each item in the assessment item pool has a confirmed alignment to the New York State Next Generation Learning Standards.

Creating tests in this manner means that they align tightly to the standards and provide an accurate measure of student achievement. The framework of MAP Growth assessments for New York is available at https://cdn.nwea.org/state-information/index.html#/state/new%20york, and evidence of alignment, including categorical congruence, of MAP Growth tests to the NYS Next Generation Learning Standards is provided as Attachment 3.

Reports provide standards-aligned, norm-referenced information about what students are ready to learn. For individual students, scores provide information about their achievement at a particular point in time and the extent of their learning since the previous test administration. It is a direct way for students to receive feedback on their progress in school, reflect on learning, and set goals for the next term. Educators may use the data in a similar way to monitor student learning and set goals for their students.

The Learning Continuum identifies skills and concepts each student may be measured on during a MAP Growth test by connecting RIT ranges to NYS Next Generation Learning Standards-aligned Learning Statements. Test items are represented by Learning Statements and can be grouped by state standards, giving teachers a view of how skills and concepts stretch across the RIT scale.

To help educators analyze test information, we provide a RIT to Concepts resource that shows vocabulary and concepts, grouped by RIT bands. Each band has an approximate grade reference, and many bands also include references to topics in the Learning Continuum. The RIT to Concept resource is available at https://teach.mapnwea.org/impl/maphelp/Content/Data/RIT2Concept.htm.

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

MAP Growth assessments are scored automatically. Once a student completes a MAP Growth test, scores are reported on the computer screen. MAP Growth provides an overall score for each content area and a score for each instructional area (domain) within that content area. The test blueprint, developed based on New York's content standards in a given subject,

specifies the total number of items and the number of items in each instructional area a student will see to allow for a reliable estimation of both overall and instructional area scores. MAP Growth uses the maximum likelihood estimation (MLE) method to calculate both overall and instructional area scores. The MLE method is commonly used in large-scale education assessment to estimate student ability or achievement. To calculate instructional area scores, MAP Growth uses the responses to items aligned to an instructional area and their item difficulty parameters.

One of the guiding principles of MAP Growth is to provide results to educators and other stakeholders as quickly as possible while maintaining a high level of integrity in the reported results. MAP Growth assessments are scored automatically, and reports are available in a variety of formats at the student, class, school, grade, and district levels. The timely data help educators group students for purposes that include intervention, gain insight into student performance, and inform instructional decisions in each classroom and across an entire school or district. School and district aggregate reports give administrators the context to measure the health and effectiveness of learning systems, like programs, interventions, instructional strategies, and curriculum. Educators can share clear and easy-to-understand individual student reports with families and caregivers, and NWEA provides high-quality and culturally sensitive resources in multiple languages that describe MAP Growth assessments and explain the results of our tests.

Reports provide norm-referenced (2020 MAP Growth Norms) and criterion-referenced (RIT scale) scores. Students can be grouped by percentile, from low (20th percentile and below) to high (81st percentile and above), based on their overall RIT score in the subject as well as instructional area within that subject. Educators can adjust the benchmarks against which achievement and growth are compared.

Additionally, to predict student achievement on the New York State Testing Program (NYSTP) in grades 3–8 English Language Arts (ELA) and Mathematics, NWEA conducted a linking study using Spring 2018 data to derive cut scores on MAP Growth that correspond to the NYSTP performance levels (Level I, Level II, Level III, and Level IV). With this information, which is included in MAP Growth reports, educators can identify students at risk of failing to meet state proficiency standards early in the year and provide tailored educational interventions. Correlations between MAP Growth RIT scores and NYSTP scores range from 0.74 to 0.87 across both content areas. These values indicate a strong relationship among the scores, which is important validity evidence for the claim that MAP Growth scores are good predictors of performance on the NYSTP assessments. Classification accuracy statistics that show the proportion of students correctly classified by their RIT scores as proficient (Level III or Level IV) or not proficient (Level I or Level II) on the NYSTP tests range from 0.79 to 0.88 across both content areas. These results indicate that RIT scores have a high accuracy rate of projecting student proficiency on the NYSTP tests.

Communicating with families and caregivers is important to creating a support system for student success. Educators can share clear and easy-to-understand individual student reports with families and caregivers, and NWEA provides high-quality and culturally sensitive resources in multiple languages that describe MAP Growth assessments and explain the results of our tests. We provide a general guide and overview of the MAP Suite in our Family Toolkit, which is available at www.nwea.org/the-map-suite/family-toolkit.

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

Not applicable. MAP Growth assessments are standardized based on the definition in this RFQ.

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

One of the guiding principles of MAP Growth is to be economical in the use of student time. The assessments are designed to provide as much information as possible for the time it takes to administer. The adaptivity of MAP Growth helps decrease the amount of testing time required for accurate results.

MAP Growth assessments are efficient, flexible, and easy to use, allowing all students — with or without accommodations — to test at various times and days during the test window. The tests are designed to be completed within a short amount of time (35–55 minutes per subject) within a classroom setting. MAP Growth offers flexibility with test administrations, and educators can schedule one-on-one, small group, or entire class administrations. While group administration provides consistency and preserves instructional time and teacher resources, none of the administration options has adverse effects on the validity or reliability of MAP Growth tests.

Because MAP Growth assessments are computer adaptive and supported by high-quality item pools anchored to vertical scales, educators gain the following major benefits:

+ Tests that provide scores with similar precision across the achievement range
+ Tests that provide superior precision over fixed-form tests
+ Tests that give educators data to establish baseline measures for student placement and to immediately identify and target instruction to individual student needs.

MAP Growth assessments produce multiple data points that give educators information for multiple purposes, providing an efficient way to view a student's full performance. Scores include Overall Scale Score (RIT Score), Observed or RIT Growth; Projected Growth; Projected Proficiency Status; Standard Error of Measurement (SEM); RIT Range; Instructional Area Scores; National Percentage Rank (Percentile Rank); Conditional Growth Percentile; and Mean RIT.

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

MAP Growth assessments are delivered via an online platform and can be administered with a variety of devices, operating systems, browsers, and apps. Scoring is automatic and timely. Individual scores are available immediately in the end-of-test screen. Once the student has completed the test, the end-of-test screen displays overall RIT score and instructional area scores. Student, class, school, grade, and district reports, as well as data exports, are available the next day and are updated daily.

Additional benefits of the adaptive technology of the MAP Growth assessment system include:

+ **Precise Data Faster:** Adaptive tests provide more accuracy in determining each student's achievement level using fewer items than a traditional fixed-form test, leading to shorter

testing time. Upon completion of a MAP Growth test, the assessment software calculates each student's score and immediately displays the score for the subject and instructional areas via the end-of-test screen.

+ **Flexible Reporting:** NWEA offers a robust suite of reports at the student, class, school, and district level. The assessment software calculates each student's score and displays an overall RIT score via the end-of-test screen. MAP Growth reports and instructional resources are student-centric, research-based, and data-driven. The reports also provide data needed to inform instruction, evaluate programs, justify budget decisions, and help educators make key decisions.
+ **Increased Student Confidence:** With adaptive testing, students gain confidence as they demonstrate what they are capable of doing without being bound by the restrictions inherent to a fixed-grade level instrument.
+ **Broader Spectrum of Measurement:** Tests adapt to each student's instructional level independent of grade level, providing a greater depth of performance analysis.
+ **Improved Security:** Each student is presented a unique version of the test based on their performance, thereby reducing the likelihood that students may observe and use the answer of another student.
+ **Student Test Engagement:** MAP Growth assessments mitigate rapid-guessing behavior when it begins by auto-pausing the student's test, so the proctor can reengage the student and resume the test. As a result, educators can trust that scores are more accurate and make sound instructional and program placement decisions based on those test results.

MAP Growth includes and supports universal features, designated features, and accommodations, each with embedded and non-embedded features. NWEA underscores individualization of student needs by supporting the use of their own assistive technology (AT) devices with MAP Growth. This is essential for some students, giving them the opportunity to use the tools and devices that are a part of their everyday learning rather than requiring them to use something new for one assessment. Our Voluntary Product Accessibility Template (VPAT) for MAP Growth is available online at https://www.nwea.org/resources/map-growth-vpat.

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

In addition to the *MAP Growth Technical Report*, *MAP Growth Administration Manual*, and *MAP Growth Evidence of Alignment to the NYS Learning Standards*, which are included as attachments, we provide links to the following documentation:

+ MAP Growth Theory of Action
+ NWEA 2020 MAP Growth Achievement Status and Growth Norms for Students and Schools
+ Achievement and Growth Norms for Course-Specific MAP Growth Algebra 1, Geometry, and Algebra 2 Tests
+ Linking Study Report: Predicting Performance on the New York State Testing Program (NYSTP) based on NWEA MAP Growth Scores

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:

MAP Growth assessments are designed to measure student achievement and growth over time. NWEA uses the Rasch item response theory model to create RIT scales for MAP Growth tests. Assessment results, reported as RIT scores, relate directly to the curriculum in each subject. RIT scores for each subject are vertically scaled, making it possible to follow a student's educational growth in a subject from testing season to testing season and year to year. Reports show results for both individual assessments and across multiple administrations, including how students perform at a specific time point and grow relative to their academic peers.

NWEA provides robust norms for achievement and growth over time at both student and school levels, based on data from the 2015–2016, 2016–2017, and 2017–2018 school years. Norms provide information to compare your students' performance at a single point in time — and their growth over time — with the performance and growth of other U.S. students relative to their academic peers and over an instructional period between tests. Comparing an individual student's score to peers nationwide helps educators move beyond the simple conclusion that a student either did or did not "make target growth" to understanding the comparative significance of their progress over time.

MAP Growth assessments distinguish themselves from other assessments in their ability to measure change over time and to compare each student's measured change to growth norms. Our Conditional Growth Index (CGI) makes this easy for educators, allowing for normative comparisons regardless of subject, grade level, instructional weeks, and starting RIT score. The CGI is useful for secondary statistical comparisons. Normative interpretations of growth are facilitated by the corresponding Conditional Growth Percentile (CGP). These features underscore the interpretation of our growth norms in relation to "growth scales."

☐ 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:

The student's initial MAP Growth assessment serves as a pre-assessment, providing valid and reliable data about their performance in each subject at the time of administration. Leveraging norms and linking study results, MAP Growth reports help educators predict proficiency on state tests and college readiness tests, group students for differentiated instruction, and engage students in mapping their own learning plan for the school year.

MAP Growth assessments have been demonstrated to be great predictors of students' proficiency on summative assessments such as the New York State Testing Program, as detailed in our 2020 linking study. With performance-level cut scores, educators can identify students at risk of failing to meet state proficiency standards early in the year and provide tailored educational interventions.

☐ 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:

With computer adaptive tests such as MAP Growth, each student experiences an individualized test based on their responses to each question. This adaptivity supports students with diverse needs, including students with disabilities, English language learners, and those performing outside of grade-level expectations.

The student's initial MAP Growth assessments provides student-level baseline data. Growth projections — based on grade, subject, weeks of instruction, and individual student performance — are derived from the 2020 MAP Growth Norms.

MAP Growth tests are vertically scaled, allowing growth to be measured by comparing performances between testing occasions. The starting score is treated as a factor predicting growth. If a student's starting score was below the grade level status mean, the expected growth is typically higher. Similarly, students with starting scores above the grade level mean would typically show less growth on average. Growth norms that condition on the starting performance of the student may be achieved through direct conditioning of the joint distribution of growth and initial status. This approach results in a normative measure of growth, called the conditional growth index (CGI), and its corresponding population percentile, called the conditional growth percentile (CGP).

The CGI operates as a standardized effect size that expresses how significant an individual student's growth was. CGI indicates how many standard deviation units above or below the growth norm a student's growth actually was. A CGI score of zero indicates a student grew an amount typical of their peers. Positive CGIs indicate that a student's growth exceeded the growth norms, whereas negative CGIs indicate that a student's growth was less than the growth norms. The CGI allows for normative growth comparisons regardless of subject, grade level, instructional weeks, and starting RIT score. The corresponding CGP is the student's percentile rank for growth. A CGP of 50 means that the student's growth (compared to their growth projection) was greater than 50% of all students in the norm reference group.

For each subject, growth norms, defined by the choice of starting performance and testing schedule (i.e., instructional time), represents a different growth scale. Nationally representative growth norms for each combination of pre-test performance and instructional weeks were produced for students based on the distribution of predicted growth scale values of students in the population.

Separate norms are available for Course-Specific Math assessments (Algebra 1, Algebra 2, and Geometry). Unlike the nationally representative norms for MAP Growth, norms for Course-Specific Math are user norms, which compare a student's achievement against other students who took the same assessment. Norms for Course-Specific Math assessments include both achievement and within-grade growth norms.

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.	☒
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]	☒

[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:

NWEA 1. Name of Organization (PLEASE PRINT/TYPE)	DocuSigned by: Hunt Winston 092F7CE6C50A4AE... 4. Signature of Authorized Representative
Hunt Winston 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	4/18/2022 5. Date Signed
COO 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)	