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:	Savvas Learning Company LLC
ASSESSMENT PROVIDER CONTACT INFORMATION:	Tim Hodkinson, Account Executive, Supplemental & Intervention, tim.hodkinson@savvas.com , 585.450.1051 Jim O'Connor, Senior Manager, Proposals, proposals@savvas.com
NAME OF ASSESSMENT:	Savvas Math Screener & Diagnostic Assessment (MSDA)
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?	Grades K-8, Mathematics
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	Savvas MSDA runs on most standard PC- and Mac-based systems, using common browsers and standard configurations. Detailed system requirements can be found at: https://help.learningservicestechnology.com/realize/en/Announcements/Content/system_requirements.htm Middle school students and advanced Grade 5 students will

	need a 4-function or scientific calculator.
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.

Overview

We at Savvas Learning Company are excited to submit our newest assessment program, the Savvas Math Screener and Diagnostic Assessments (MSDA) program, to the New York State Department of Education (NYSED) for inclusion in the approved list of Teacher and Principal Evaluation assessments. Developed in partnership with WestEd, a non-profit research, development, and service agency with expertise in assessments, the new Savvas assessment tools provide a clear picture of student performance at individual, classroom, and district levels, and offer teachers actionable data to inform instruction.

Description

The road to understanding is different for every learner. Students have different learning styles, abilities, and prior knowledge. The Savvas Mathematics Screener & Diagnostic Assessments (MSDA) program is a digital tool to help educators understand students' prior Mathematical knowledge in grades K-8. The result is personalized instructional recommendations for each student in New York districts and Board of Cooperative Educational Services (BOCES) organizations.

What sets this comprehensive assessment toolkit apart is that it combines all of the following:

- Universal Screener — Given by a teacher to the entire class around the first week of school, this short, on-grade-level, accessible screening identifies proficiency in the prior year's skills.
- Multistage Adaptive Diagnostic Assessment — This adaptive assessment identifies each student's level of understanding of mathematical concepts, adjusting to the individual's misconceptions and proficiencies in real time and providing a range of math problems that are on, above, and below grade level.
- Flexible Instructional Recommendations — Robust data and reporting from the diagnostic assessments generate specific, leveled instructional resources recommended to address the needs of the individual learner and the class as a whole.

Administration

Part 1 - Screener

The Screener is the first component of the MSDA, intended to be administered as close as possible to the beginning of the school year. It assesses student readiness for grade level Mathematics content. The Screener is a 20- to 30-item multiple choice test that will identify which Diagnostic is most appropriate to assign to your students. The Screener is assigned on the Savvas Realize platform and usually takes 20-40 minutes to complete. All students taking the same Screener will see the same items.

Part 2 - Diagnostic

The Diagnostic is the second portion of the MSDA. It provides more detailed information about student strengths and areas of improvement. Teachers will assign one of two Diagnostics to students based on whether the Screener results were above or below a set score.

Each Diagnostic contains a total of 30 items. In all, students generally need 45-60 minutes to complete a Diagnostic. This multistage adaptive assessment includes a set of items at the beginning which determines the remaining items to display. Students will see items appropriate for their personalized level, so not all students taking the same Diagnostic will see the same items. Results include scores and specific instructional recommendations for every learner.

Because it is an adaptive assessment, the Diagnostic is meant to be administered on the computer only and will not work as intended if printed. For more information about the Screener and Diagnostic

Assessments, see the **MSDA Summary Table** below.

MSDA Summary Table

		Screener			Diagnostic			
Grade	Level	Items	Time	Cut Score	Items	Time	Reference Sheet	Calculator
K	A	20	20-30	N/A	30	45-60	no	no
1	B	20	20-30	40%	30	45-60	no	no
2	C	22	20-30	36%	30	45-60	no	no
3	D	25	20-30	32%	30	45-60	no	no
4	E	25	20-30	32%	30	45-60	no	no
5	F	25	20-30	32%	30	45-60	yes	no
6	G	30	30-40	33%	30	45-60	yes	4-function
7	H	30	30-40	33%	30	45-60	yes	4-function
8	I	30	30-40	33%	30	45-60	yes	scientific

Score Reports - Screener Results

Within minutes after students complete the Screener assessment, teachers may find their scores in the **Class Results by Assignment** report on the **Data** tab in Realize. Although the results from the Screener inform which Diagnostic to assign, teachers may also use them to begin planning targeted instruction. Because they include prior-year math content, Screener results allow you to understand how well students know prerequisite skills. There are four types of reports in the Data tab of Realize:

1. **Standard Analysis** will display how students performed on each prior-year math skill or standard.
2. **Question Analysis** will display how the whole class answered each item on the Screener.
3. **Student Analysis** will display how each student performed overall and on each item.
4. Use **Performance Analysis** to group students by standard or overall score and assign resources in Realize.

Score Reports - Diagnostic Results

Teachers may quickly identify students requiring intervention or enrichment using the reporting feature of Realize. After students complete both assessments in the MSDA (Screener and Diagnostic), you may find their results within minutes in the **Class Summary** or **Student Report** tabs under the Class results by assignment section in Realize.

Students are not able to view their own Diagnostic results. This way, you will be able to review the

results first and can decide what and how to share that information with your students.

For more detailed information about how to navigate to these reports and what is in them, please see the **Class Summary for Diagnostic Assessments** and **Student Report for Diagnostic Assessments** help documents.

Implementation Support
After you have an account and can log in successfully, see the **Realize Instructor Help** for searchable information. You may also visit **My Savvas Training** for on-demand tutorials, virtual professional learning, chat, and email support.

If you are still having trouble, you may contact **Savvas Customer Care**. Savvas Customer Care contains contact information, sign in help and tutorials for how to get started setting up.

Savvas Customer Care
Monday through Friday
8:00 AM - 8:00 PM EST
1 (800) 848-9500

MSDA Webpage: https://www.savvas.com/index.cfm?locator=PS3gKo

Brochure: https://cloud.3dissue.com/202077/205776/241865/581M2037-enVision-MSDA-4-page-Brochure/index.html

Video: https://player.vimeo.com/video/537457349

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?

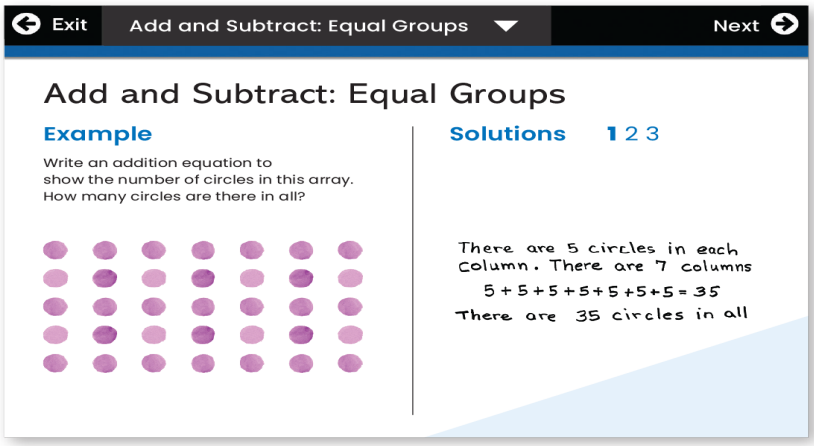
Integration with envision… or any other Core Math Curriculum
The Savvas Math Screener and Diagnostic Assessments, delivered through our award-winning **Savvas Realize™** learning management system, is available for use with any core math curriculum. For users of Savvas' **enVision® Mathematics** for grades K-8, the MSDA may be integrated to provide a seamless approach to closing skills gaps and meeting students' needs, through the capabilities offered via the **Savvas Realize™** platform.

After students have finished taking Diagnostic assessments, teachers can view instructional recommendations for each student in the Performance by Domain section at the bottom of their Student Report. These instructional recommendations have linked targeted instructional content.

Teachers can assign, present, or print any of the recommended instructional resources from Realize. Use the resources for beginning of the year planning, student grouping or differentiation, or simply to better understand where your new students are beginning their journey.

Details
Each identified area of growth will contain links to instructional resources, which for enVision customers, includes enVision content. However, all customers regardless of core Math curriculum product will have access to the new MSDA Concept Library. This new library of resources includes:

- Concept Videos (Levels A and B, or Grades K and 1)
- Concept Summary web pages that include instruction, videos, and worked-out examples with a variety of solutions (Levels C-I, or Grades 2 through 8)
- Practice pages that allow students to practice and apply specific skills and concepts (Levels B-I, or Grades 1 through 8)



These materials are grouped by level and by domain, and they are available to teachers at any time within the MSDA program in Realize. Some of these resources may also be recommended for specific students after they complete the Diagnostic. ***For enVision customers, aligned enVision resources will also appear.***

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?

Ensuring Accuracy
Savvas partnered with WestEd to develop the Math Screener and Diagnostic Assessments for grades K-8. A nonpartisan, nonprofit organization, WestEd's work is rooted in data, informed by research, and committed to equity. WestEd collaborated with Savvas on test design and development, field testing, psychometric and statistical analyses, norming studies, planning for subsequent validation studies, and reporting features. This partnership provided Savvas with the benefit of an independent, highly-respected third party to ensure the assessments are of high quality, producing reliable and valid results.

Reliability
Reliability is a measure of how consistent the scores are regardless of when the test is given or which set of items the student sees. Overall, the Savvas MSDA reliability estimates are favorable and expected for tests of this length and purpose.

Validity
In assessment, validity is often used to measure effectiveness and a fundamental consideration in evaluating tests. It indicates that test scores can be used to make inferences. Validity evidence is based on multiple criteria, including (1) test content, (2) internal structure, and (3) relations to other variables, among others.

1. **Evidence Based on Test Content**
   For the development of the Savvas MSDA, test content evidence involved many elements, such as:
   - Framing of content selection from the research literature. A literature review was conducted to identify the foundational mathematics skills necessary for success in elementary and middle school. The results of the literature review were used to guide item specifications.
   - Evidence for appropriate training of item writers. Through the item development process, item writers were trained using guidelines for universal design, bias, and sensitivity.
   - Evidence of item to standard alignment via item writing templates and item review procedures. Content experts verified the identified standard alignment during the item review process.
2. **Evidence Based on Internal Structure**
   Analyses of the internal structure of the assessments provide evidence that the test items accurately measure what they are intended to measure. Validity evidence based on the internal structure of the diagnostic assessments was provided through item analyses. The results of these analyses were used to select appropriate items.
3. **Evidence Based on Relations to Other Variables**
   Predictive validity studies that demonstrate the association between the Savvas diagnostic assessments and state summative assessments, including New York, are planned for the first operational school year and will be available by Fall 2022.

Evidence Based on Test Consequences
Consequential validity evidence can be provided in multiple ways. Savvas has developed an MSDA User Guide to help test users understand the purposes of the assessments and the intended score interpretations. The company also monitors feedback from the field to verify that educators understand how to administer the assessments and use the resulting score information.

Alignment to Standards

Standard alignment was a component of the item development process via item writing templates and item review procedures. Content experts from WestEd and Savvas verified the identified standard alignment during the item review process.

The Savvas MSDA program includes item and domain level standard alignment for

- items,
- reports,
- recommendations, and
- curricular resources.

The standards framework depends on which core Math curriculum you use. If purchased with a New York enVision ISBN, the MSDA is *aligned to New York Next Generation Learning Standards*. The standalone version of the MSDA is available as National or Common Core.

Core Math Curriculum	**MSDA Purchase Type**	**Standard Alignments in Reports & Curricular Recommendations/Resources**
enVision	Integrated	New York State Learning Standards
Other Math Curriculum	Standalone & Curriculum Agnostic	National or Common Core Standards

It is important to work with your local sales representative to select ISBNs based on your desired standard alignment. You may **request more information about MSDA**, learn more about **Savvas enVision K-12 Math Curriculum**, or visit our **New York Educators website** for more details about enVision in New York and contact information for your local sales representative. You may also see standards alignment documents for each grade by clicking on the "New York Mathematics" box about halfway down the New York Educators page, then select either "Elementary" or "Middle," and then click "New York Correlations."

New York Predictive Validity Study

Pending participation from at least one district or BOCES in a linking/predictive study, Savvas will customize performance level descriptors (PLDs) for New York as well. PLDs communicate the characteristics of the knowledge of students performing at each level and the ways that this knowledge deepens as the performance levels increase.

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

Scoring Method
The assessments are automatically scored upon completion and reported as scale scores. Scale scores are comparable across administrations throughout a school year or across school years. For more information about scale scores and how they can be compared to each other, please see the Growth Targets section later in this document.

Communicating Results to Stakeholders
Students will see screener results at the conclusion of their test-taking session; however, the diagnostic assessment will display results in the teacher dashboard only. This is so that the teachers can control how the reports are shared. They may wish to consult with students one-on-one, print and send them home, or email them to parents. Administrators will have access to results for all students and teachers in their school or district, depending on their role.

Performance Level Descriptors
Performance Level Descriptors (PLDs) communicate the characteristics of the knowledge of students performing at each level and the ways that this knowledge deepens as the performance levels increase.

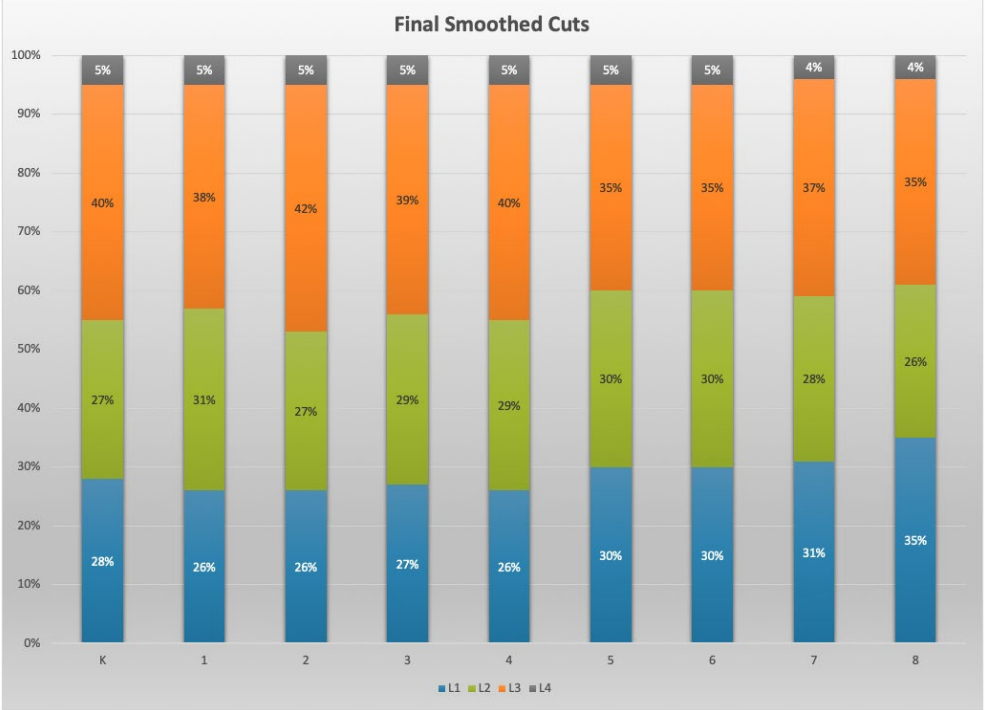
- **Level 1: Does Not Meet Expectations**
  Students performing at the Does Not Meet Expectations level demonstrate **minimal** understanding of the concepts, skills, and procedures of the grade-level mathematics standards.
- **Level 2: Approaching Expectations**
  Students performing at the Approaching Expectations level demonstrate **some** understanding of the concepts, skills, and procedures of the grade-level mathematics standards.
- **Level 3: Meets Expectations**
  Students performing at the Meets Expectations level demonstrate **expected** understanding of the concepts, skills, and procedures of the grade-level mathematics standards.
- **Level 4: Exceeds Expectations**
  Students performing at the Exceeds Expectations level demonstrate **sophisticated** understanding of the concepts, skills, and procedures of the grade-level mathematics standards.

Vertically Articulated Cut Scores by Grade

Grade	Approaching	Meets Expectations	Exceeds
K	1325	1365	1520
1	1370	1412	1542
2	1413	1455	1564
3	1452	1493	1586
4	1489	1528	1610
5	1517	1550	1634
6	1539	1572	1658
7	1561	1594	1676
8	1579	1610	1699

The estimated percent of students in each performance level across the grades is displayed below. These estimated percentages are based on Spring 2021 field test data. Operational percentages may vary.

Percentage of Spring 2021 Field Test Scale Scores in each Performance Level by Grade



Savvas collects usage and performance data for the Mathematics Diagnostic and Screener Assessment (MSDA) as it is being administrated. An internal analysis portal allows for student results aggregation and analysis, to include evidence of differentiation. In addition, our Technical Report will be updated. The Technical Report includes a section on performance level distribution, including the chart shown above.

The Savvas Mathematics Diagnostic and Screener Assessment (MSDA) Technical Report is available upon request and will include Fall 2021 operational data in the updated version available by the end of the 2021-22 school year.

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

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 adaptive nature of the Diagnostic assessment minimizes time taking tests and gives more accurate results than a fixed test of the same length. As the students go through assessments, the computer adapts the level of difficulty to their responses. Results are calculated upon completion and are instantly available in easy-to-read reports.

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

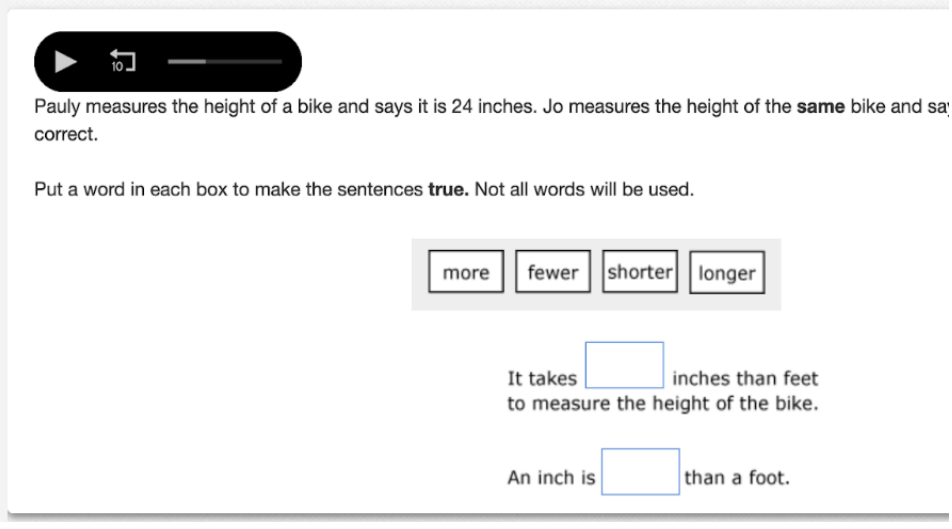
The MSDA is administered on the Savvas Realize platform. During administration, students may click the "play" triangle to have an item read to them. For the Screener only, students can go back and answer any unanswered items before submitting and will receive a score report upon completion which includes percent correct as well as specific skills aligned to items that were or were not answered correctly. The Diagnostic will not allow students to go back or view scores upon completion in case they will be given again. Teachers have control over how and when students receive results on the Diagnostic.

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

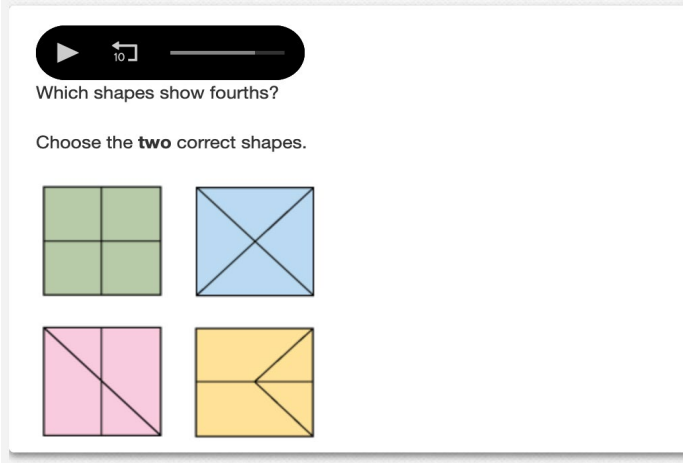
MSDA does not include "Traditional" Standardized Assessments

The MSDA assessments are not "Traditional" Standardized Assessments as defined in Section 1.3 of this RFQ. "Traditional" standardized assessments require the student (and not the examiner/assessor) to directly use a bubble answer sheet. The Savvas Math Screener and Diagnostic Assessments are computer-based assessments with multiple item types, including:

- **Drag and Drop** items allow the student to match, sort, or fill in missing terms by dragging and dropping items.

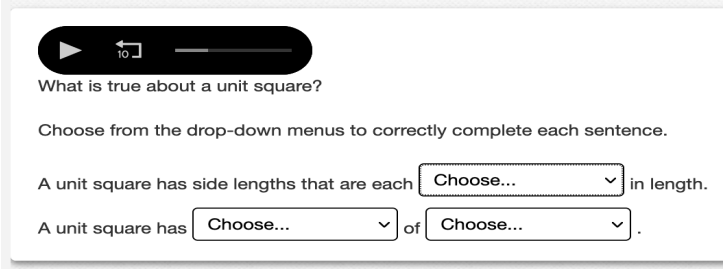


- **Hot Spot** items allow the student to click an image or text that has predefined regions.



- **Fill in the blank: Text Entry** items allow the student to click the box and then type in alphanumeric answers.

- **Fill in the blank: Drop Down** items allow the student to complete sentences by choosing words or phrases from drop-down lists of possible answers.



Accessibility, Universal Design, Bias and Sensitivity

The Screener and Diagnostic Assessments were developed to be accessible for all students to support score interpretations and valid inferences about mathematics achievement for all students. Our item development guidelines and item writer training on accessibility, universal design, and bias and sensitivity helped to ensure that test items and supporting materials were as free as possible from unnecessary access barriers that might limit the demonstration of student achievement.

Specifically, all item writers received training on WestEd's accepted practices in universal design. They

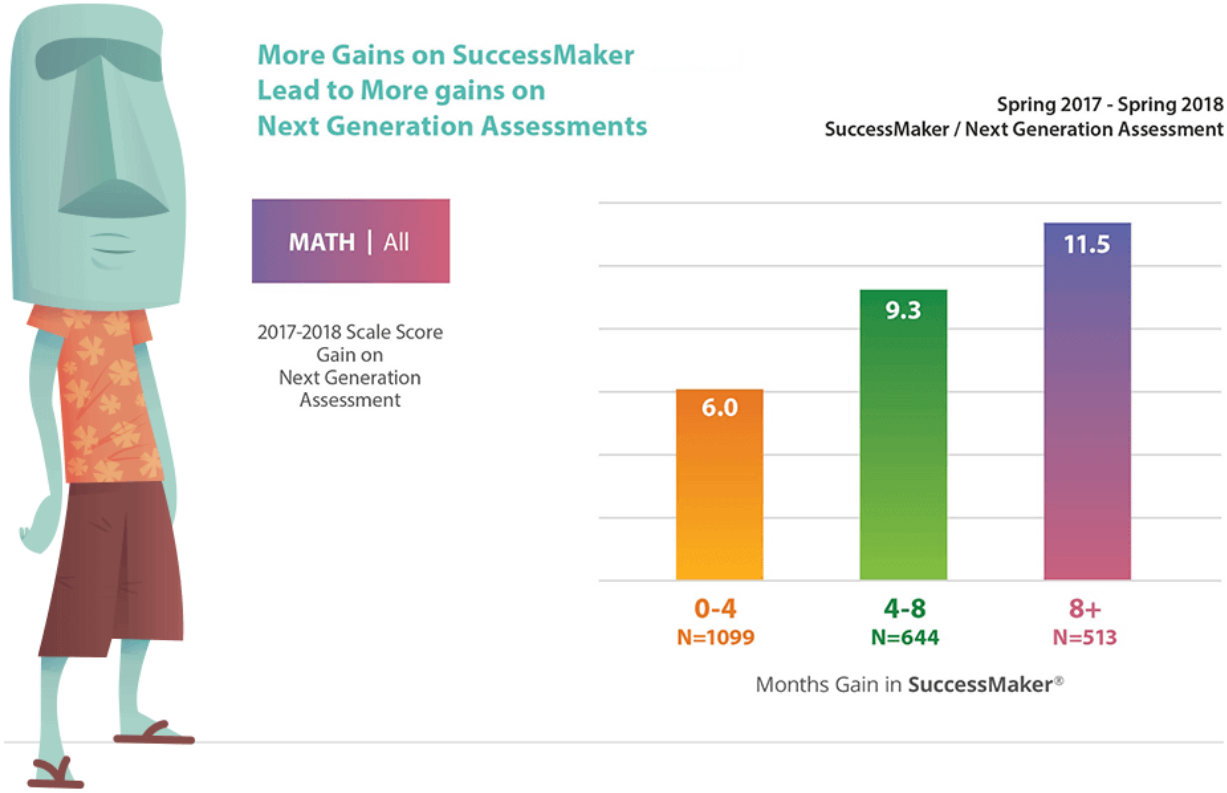
received additional training on methods to avoid bias and sensitive content in item development. The item development process was iterative with many rounds of review at WestEd and Savvas to ensure that the final item pool adhered to the approved guidelines.

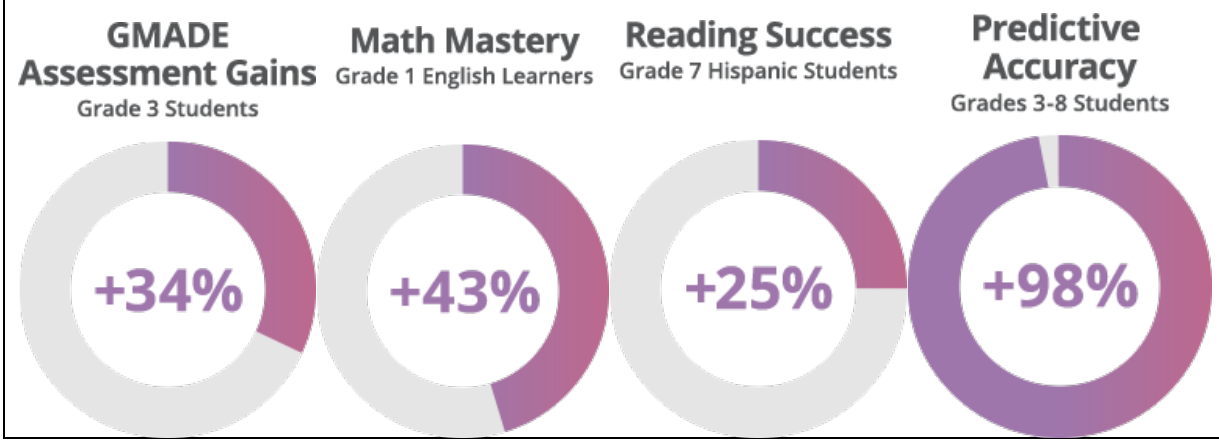
Further, alternative text was developed for all graphics used on operational forms. Text-to-speech was also used for most of the text included on the Savvas Mathematics Screener and Diagnostic Assessments with a few exceptions. Specifically:

- All question stems are read.
- Answer choices are read unless:
    - reading an answer choice gives away the answer,
    - an answer choice is a numerical value (e.g., "15"),
    - an answer choice is a numerical value plus a unit of measure (e.g., "15 inches”),
    - an answer choice is an algebraic expression or equation (e.g., "3x + 5 = 17"),
    - an answer choice is a table of values, or
    - an answer choice is an image that will already have alternative text.

Future SuccessMaker Integration

MSDA will link to award-winning and newly redesigned Savvas *SuccessMaker®* adaptive learning for additional targeted support.





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:

The Savvas MSDA can be used as a pre-assessment baseline. The Screener portion is a relatively short assessment administered early in the school year to students in kindergarten through Grade 8. The Screener assesses prerequisite skills for the student's current grade. For example, the Grade 2 screener assesses the Grade 1 standards that prepare students to succeed in learning Grade 2 standards. The Screener is designed to:

- Identify serious learning challenges that require additional screening;
- Provide a snapshot of readiness for grade level instruction; and
- Indicate which Savvas Diagnostic Assessment would be the most appropriate for each student.

The Diagnostic Assessment works in tandem with the Screener to provide more granular diagnostic information for students. The Diagnostic Assessment can be used to identify students' strengths and weaknesses relative to grade-level content and provide associated connections to instructional support. The Diagnostic Assessment is intended to be given early in the school year, shortly after the Screener. Because it is an assessment of the on-grade level content knowledge students are expected to master by the end of the year, many students are anticipated to have knowledge gaps. The goal is to leverage student performance data from the Diagnostic to personalize instruction for each student so that gaps in knowledge and skills are addressed over the course of the school year. When given multiple times throughout the year, the Savvas Diagnostic can be used as both a component of the baseline pre-assessment and alone as a measure of student growth as the school progresses.

☐ 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:

Baseline Collection Method

The method for collecting baseline data is to administer both the MSDA Screener and Diagnostic assessments as close to the beginning of the school year (BOY) as possible. Then, at another point in the school year, and depending on the student, another Diagnostic is administered. For the second administration, teachers may administer the Diagnostic for the prior-year, current grade or next grade level up, depending on baseline MSDA performance as well as other formative data collected throughout the interval between administrations.

Varied Student Preparedness

Because the MSDA is vertically scaled, growth can be calculated regardless of the Diagnostic taken. This allows educators to capture growth from a wide variance of initial student preparedness.

Vertical Scaling

Scale scores for tests on a common scale are used to report consistent information about student achievement regardless of the form administered, the group taking the assessment, or the date on which the assessment was taken. This contrasts with other types of scores with interpretations that vary depending on the specific form taken such as number correct scores.

There are two types of scales commonly used with educational assessments: horizontal and vertical scales. Horizontal scales support the consistent interpretation of scores (e.g., students' scores, cut scores, etc.) within grade. Vertical scales support the consistent interpretation of scores across grades. For example, a score of 1500 can be interpreted similarly for a student in fourth grade and for a student in fifth grade. Differences in vertical scale scores across time provide a metric of growth in student performance. For example, if a student's mathematics score was 1450 in fourth grade and 1500 in fifth grade, then the student's observed mathematics achievement increased by 50 scale score points from fourth to fifth grade. Because vertical scales provide a straightforward gauge of student growth, they are commonly used with educational assessment systems that span multiple grade levels.

Vertically Articulated Cut Scores by Grade

Grade	Approaching	Meets Expectations	Exceeds
K	1325	1365	1520
1	1370	1412	1542
2	1413	1455	1564
3	1452	1493	1586
4	1489	1528	1610
5	1517	1550	1634
6	1539	1572	1658
7	1561	1594	1676
8	1579	1610	1699

Setting Growth Targets

Student growth targets are calculated by comparing the difference of scale score cut points on the Diagnostic assessment from grade level to grade level, adjusted for performance level and the standard error of measurement.

Student Growth Target Calculation

To calculate the growth targets, we first look at the difference in scale scores from grade to grade on the MSDA Diagnostic assessment. Note that because there are no cut scores for Grade 9, scores for Grade 8 are two less than the performance level minimum, based on a decreasing trend as grade levels progress.

Difference in Cut Scores from Grade to Grade

Grade	Approaching	Meets Expectations	Exceeds
K	45	47	22
1	43	43	22
2	39	38	22
3	37	35	24
4	28	22	24
5	22	22	24
6	22	22	18
7	18	16	23
8	18	14	16

Adjusting for the standard error of measurement (SEM) and setting a minimum of 0.5 SEM results in the following growth targets for students who are included in the growth calculation.

Scale Score Growth Targets by Grade and Baseline Performance Level

Grade	Does Not Meet	Approaching	Meets Expectations
K	31	33	8
1	29	29	8
2	25	24	8
3	23	21	10
4	14	8	10
5	8	8	10
6	8	8	7
7	7	7	9
8	7	7	7

Differentiated Student Growth Targets

Notice that the targets are indeed differentiated based on baseline PLDs (Does Not Meet, Approaching or Meets Expectations). For students who exceeded expectations on the baseline, their growth target is to maintain that performance level of Exceeds Expectations. If students score in the Exceeds Expectations performance level at any point in the year, they count as having met the target.

Using MSDA for Educator Evaluation

The percentage of eligible students who met their MSDA growth target is the number of students who met or exceeded their expected growth target (Total # Students Meeting Growth Targets) expressed as a percentage of the total number of eligible students tested at the baseline and at least one other time during the school year (Total # Eligible Tested Students).

$$MSDA\ \%\ Meeting\ Growth\ Targets\ = \frac{Total\ \#\ Students\ Meeting\ Growth\ Targets}{Total\ \#\ Eligible\ Tested\ Students}$$

Use the table below to convert this percentage meeting growth targets into a point value and rating using the 20-point scale for HEDI (Highly Effective, Effective, Developing, Ineffective).

% Of Students Meeting MSDA Growth Targets	HEDI Points	HEDI Rating
0-4%	0	Ineffective
5-8%	1	
9-12%	2	
13-16%	3	
17-20%	4	
21-24%	5	
25-28%	6	
29-33%	7	
34-38%	8	
39-43%	9	
44-48%	10	
49-54%	11	
55-59%	12	
60-66%	13	Developing
67-74%	14	
75-79%	15	Effective
80-84%	16	
85-89%	17	
90-92%	18	Highly Effective
93-96%	19	
97-100%	20	

For example, if Mr. A had 100 students eligible for evaluation purposes, and 90 of them met their growth target, Mr. A would receive 18 HEDI points and a rating of “Highly Effective.”

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 APPR, 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.[3]	☒

[3] 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:

Savvas Learning Company LLC 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative
Jim O'Connor 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	11/4/21 5. Date Signed
Senior Manager, Proposals 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)	