

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:	Certiport, a Pearson VUE Business
ASSESSMENT PROVIDER CONTACT INFORMATION:	John Becker John.becker@pearson.com
NAME OF ASSESSMENT:	Intuit Design for Delight Innovator
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	<input checked="" type="checkbox"/> REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) <input 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 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?	Grade: 7-12 Subject area: Career and Technical Education
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	Must have a computer with internet access. For minimum requirements, please visit our Technical Requirements Page. Students can take an Exam from Home, or a school can set up a Certiport Authorized Testing Center and administer exams to a classroom following our exam security guidelines: https://certiport.pearsonvue.com/Educator-resources/Get-started

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
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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.

Summary: Intuit's Design for Delight (D4D) Innovator credential is a testament to an individual's proficiency in fostering innovative solutions through human-centered design principles. Rooted in the belief that great products emerge from empathizing with and understanding users' needs, the D4D Innovator credential equips professionals with the skills to drive meaningful change within organizations. Through a rigorous curriculum, participants learn to leverage techniques such as rapid prototyping, iterative testing, and empathetic research to create products and experiences that delight customers.

Achieving the D4D Innovator credential signifies not only mastery of design thinking methodologies but also a commitment to driving innovation at every level of the organization. Holders of this credential possess the ability to identify opportunities, challenge assumptions, and drive collaborative problem-solving processes that result in transformative outcomes. Whether working in product development, customer experience, or organizational strategy, individuals with the D4D Innovator credential are equipped to lead with creativity, empathy, and a relentless pursuit of excellence.

Administration: The Design for Delight (D4D) Innovator Certification exam is delivered through Certiport Authorized Testing Centers (CATC). Schools may become a CATC at no charge, however, they must download and install Certiport testing software to administer exams. The Design for Delight (D4D) Innovator Certification must be proctored to ensure the highest standards of testing integrity. Teachers and test administrators may become proctors at no cost.

Scoring: The Design for Delight (D4D) Innovator exam is scored by a computer scoring algorithm to produce consistent, valid and reliable results without bias. These results are available to the student and test administrator with scoring detail for each exam objective.

Technical Assistance: Certiport is dedicated to supporting our customers every step of the way. We encourage you to reach out to our expert team whenever you need technical assistance. Whether it's troubleshooting, guidance, or simply answering your questions, we're here to ensure a seamless experience. Our Technical support team can be contacted via Live Chat, Phone, or Email.

Please visit <https://certiport.pearsonvue.com/Support/Support-for-CATCs/Technical-support> for more information.

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?

The Design for Delight (D4D) Innovator certification program is designed to fit into a curriculum by incorporating the content into existing business courses. Learning and practice materials build to the exam and can be used by the instructor to scaffold learning. The certification program is designed to provide students with the knowledge and skills they need to establish skills to drive meaningful change within organizations. Educators can use the program's resources to teach students about topics such as customer experience, organizational strategy, creative problem solving, and empathetic research; all of which are typically taught in business fundamentals courses. Credential objective domains can be found at <https://Certiport.com/Intuit>.

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 Design for Delight (D4D) Innovator exam leads to an industry-recognized credential, created with subject matter experts and designed by psychometricians to be fair, valid, and reliable. You can learn more about the exam creation process here: <https://certiport.pearsonvue.com/About/Developing-a-certification-examination>. Credential objective domains for the D4D exam can be found at <https://Certiport.com/Intuit>.

Our assessments align directly with the NYS CDOS standards, they support career exploration and provide students with the criteria needed to successfully navigate the world of work. The students will effectively demonstrate their skills and knowledge as they progress and meet desired competencies. They will have the ability to transition into the workplace or post-secondary opportunities, having the required technical and academic skillsets.

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

Below Proficiency	Below 60%
Approaching Proficiency	60 – 69%
Meeting Proficiency	70 – 89%
Demonstrating Mastery	90 – 100%

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

The Design for Delight (D4D) Innovator assessment is standardized.

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

Certiport provides all the materials necessary to learn, practice, and certify. The teacher can focus on lesson plan implementation and classroom management. Our learning material and exam software can help track student progress if teacher decides to collect student assignments for grading. Pre-test results can be compared to practice (post) test results.

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

A score report is available at the end of the assessment.

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

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 PRE-ASSESSMENT PROVIDES A WAY FOR TEACHERS TO GATHER KEY INFORMATION, PRIOR TO THE LEARNING UNIT, ABOUT WHAT STUDENTS KNOW AND CAN DO AND HIGHLIGHTS STUDENT LEARNING STYLES AND INTERESTS. PRE-ASSESSMENTS PROVIDE EVIDENCE TO HELP TEACHERS EFFECTIVELY MATCH CLASSROOM INSTRUCTION WITH THE NEEDS OF STUDENTS. WHEN COMPARING A PRE-ASSESSMENT TO A POST-ASSESSMENT REPORT, RESULTS FOR EACH STUDENT SHOULD BE COMPARED TO DETERMINE THE NUMBER OF STUDENTS WHO ACHIEVED A HIGHER SCORE ON THE POST-TEST THAN ON THE PRE-TEST. THIS INFORMATION WILL BE A GREAT INDICATOR OF STUDENT GROWTH.**

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:

The teacher can use the pre-test to identify where the student falls on the scale with the pre-test, compared to the post-test and exam. After 150 hours or one year of study, a student should be able to pass the exam and fall within the band of 70-100%, on a spectrum of: meets proficiency, exceeds proficiency, and demonstrates mastery. An expanded spectrum may include further bars:

Below Proficiency	Below 60%
Approaching Proficiency	60 – 69%
Meeting Proficiency	70 – 89%
Demonstrating Mastery	90 – 100%

The appropriate progress for one year should take into consideration individual and environmental factors for student achievement. This standard test can be used to mark any progress, the size of which is determined based on the applicable school, local, and state regulations vis-a-vis benchmarks and individual learner needs.

FORM D

**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION**


**ASSESSMENT REPRESENTATIVE/PROVIDER
ASSURANCES AND SIGNATURE PAGE**

In submitting this assessment to be included in the New York State Education Department’s *Approved Assessment List for Use by LEAs in Teacher and Principal Evaluations* I certify that:

1. The organization will comply with all applicable Federal, State and local health, safety, and civil rights laws.
2. All individuals employed by or otherwise associated with the organization, who will have direct contact with eligible teachers, principals, or students, will be subject to all of the fingerprint and criminal history record check requirements contained in law, including, Education Law §§305(30), 1125(3), 1604(39), 1604(40), 1709(39), 1709(40), 1804(9), 1804(10), 1950(4)(II), 1950(4)(mm), 2503(18), 2503(19), 2554(25), 2554(26), 2590-h (20), 2854(3)(a-2), 2854(3)(a-3), 3035 and Part 87 of the regulations of the Commissioner of Education.
3. All instruction and content will be secular, neutral, and non-ideological.
4. All instruction and content provided to LEAs will be aligned to the applicable professional standards of practice for teachers and/or principals, including but not limited to, the NYS Teaching Standards or leadership standards, NYS Education Law, and NYS Commissioner’s regulations.
5. The organization is fiscally sound and will be able to complete services to the eligible local educational agency.
6. Any proprietary materials considered confidential by the organization must be specifically so identified, and the basis for such confidentiality must be specifically set forth in **Form E**, Request for Exemption from Disclosure Pursuant to the Freedom of Information Law.
7. Any costs and/or legal restrictions on the use of the product must be disclosed to NYS LEAs (i.e., copyright on the assessment(s), exclusive rights to a software provider, etc.) as soon as such information is available.

The undersigned hereby certifies that I am an individual authorized to act on behalf of the organization in submitting this application and assurances. I certify that all the information provided herein is true and accurate, to the best of my knowledge. I understand that, if any of the information contained herein is found to have been deliberately misrepresented, that may constitute grounds for denying the applicant’s request for approval to be placed on the *Approved Assessment List* or for removal from that same *List*. I further certify that the organization will comply with all the assurances set forth herein.

To be completed by the Assessment Representative/Provider of the assessment being proposed:

Certiport, a Pearson VUE Business 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative
Craig Bushman 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 05/03/2024

HMC
HMC

General Manager

3. Title of Authorized Representative (PLEASE PRINT/TYPE)

FORM E

**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION**

**REQUEST FOR EXEMPTION FROM DISCLOSURE
PURSUANT TO THE FREEDOM OF INFORMATION LAW**

New York State Public Officers Law, Article 6 (Freedom of Information Law) requires that each agency shall make available all records maintained by said agency, except that agencies may deny access to records or portions thereof that fall within the scope of the exceptions listed in Public Officers Law §87(2).

Any proprietary materials submitted as part of, or in support of, an application, which Applicant, or, in the case of an application submitted by a School Representative, the Copyright Owner / Assessment Representative, considers confidential or otherwise excepted from disclosure under the Freedom of Information Law, must be specifically so identified, and the basis for such confidentiality or other exception must be specifically set forth.

Please list **all** such documents for every portion of the application on the form below. Materials which are not indicated below may be released in their entirety upon request without notice to you.

According to law, the entity requesting exemption from disclosure has the burden of establishing entitlement to confidentiality. Submission of this form does not necessarily guarantee that a request for exemption from disclosure will be granted. If necessary, NYSED will make a determination regarding the requested exemptions, in accordance with the process set forth in Public Officers Law §89(5).

Material for which Exemption is Requested	Location / Page Number(s)	Basis for Request
Contractor is not requesting any exemptions to the Freedom of Information Law	N/A	N/A

FORM G

**STUDENT ASSESSMENTS FOR
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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. ²	<input checked="" type="checkbox"/>

² 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:

Certiport, a business of NCS Pearson, Inc. 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative
Craig Bushman 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	05/03/2024 5. Date Signed
General Manager 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

HMC
HMC

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)	