

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:	Lexia Voyager Sopris Inc.
ASSESSMENT PROVIDER CONTACT INFORMATION:	Amy Otis / Vice President, Bids and Proposals lvsbidscontracts@voyagersopris.com 800.547.6747
NAME OF ASSESSMENT:	Acadience Reading K-6
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	<input checked="" type="checkbox"/> REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) <input checked="" type="checkbox"/> OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT PLEASE SPECIFY: <input type="checkbox"/> A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT <input type="checkbox"/> A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL <input checked="" type="checkbox"/> A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO <input type="checkbox"/> A PERFORMANCE INDEX <input type="checkbox"/> AN ACHIEVEMENT BENCHMARK <input type="checkbox"/> ANY OTHER COLLECTIVELY BARGAINED MEASURE OF STUDENT GROWTH OR ACHIEVEMENT PLEASE SPECIFY:
WHAT IS THE GRADE(S) AND SUBJECT AREA(S) FOR WHICH THE ASSESSMENT CAN BE USED TO GENERATE A 0-20 STUDENT PERFORMANCE SCORE?	Age range: Students in grades K-6 (approximately ages 5-12) Subject Area: English Language Arts
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	Students do not need technology. All measures can be administered with print and manual paper/pencil scoring. The MAZE measure can be administered paper pencil, or via computer with internet connectivity if licensed to use Acadience Learning Online (ALO) a digital experience. Data can be entered manually into the Acadience Data Management system using any computer with internet connectivity. The measures

	<p>also can be administered and scored by the assessor using a touchscreen tablet device with Acadience Learning Online (ALO). With this option, data automatically populates the dashboard for an intuitive and interactive reporting experience.</p>
<p>IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAS IN NEW YORK STATE?</p>	<p><input checked="" type="checkbox"/> YES</p> <p><input type="checkbox"/> NO</p>

PLEASE PROVIDE AN OVERVIEW OF THE ASSESSMENT FOR LEAs. (3 PAGES MAX) PLEASE INCLUDE:

- A DESCRIPTION OF THE ASSESSMENT;
- A DESCRIPTION OF HOW THE ASSESSMENT IS ADMINISTERED;
- A DESCRIPTION OF HOW SCORES ARE REPORTED (INCLUDE LINKS TO SAMPLE REPORTS AS APPROPRIATE);
- A DESCRIPTION OF HOW THE ASSESSMENT PROVIDER SUPPORTS IMPLEMENTATION OF THE ASSESSMENT, INCLUDING ANY TECHNICAL ASSISTANCE.

A description of the assessment;

Acadience Reading K–6 is a universal screening and progress monitoring assessment that measures the acquisition of essential early literacy and reading skills from kindergarten through sixth grade. *Acadience Reading* is comprised of six brief individually administered measures that function as indicators of the essential skills that every child must master to become a proficient reader. These measures are used to regularly monitor the development of these essential skills in order to provide timely instructional support and prevent the occurrence of later reading difficulties.

Acadience Reading K-6 is used for:

- universal screening to find students who may be at risk for reading difficulties;
- identifying skills to target for instructional support;
- progress monitoring at-risk students while they receive additional, targeted instruction; and
- examining the effectiveness of school-wide literacy supports.

Acadience Reading K-6 measures, by design, are indicators of recognized research-based foundational, or core, early literacy and reading skills. A detailed description of FSF, PSF, LNF, RAN, NWF, ORF, Retell and MAZE can be found in the *Acadience Reading K-6* Assessment Manual and *Acadience RAN* Assessment Manual.

A description of how the assessment is administered;

Measures were explicitly designed and field-tested such that they can be administered and scored with ease. Wait rules, discontinue rules, and reminder prompts are embedded into the administration directions. Scoring booklets are large enough to be easily readable, and an early-reader font is used for kindergarten through second-grade student materials. *Acadience* materials have integrated reminders to enhance the administration of the measure. This also holds true for digital administration with a touch-screen tablet device. The following features ensure *Acadience* is easy to administer and intuitive for educators.

- Stratification of test items to increase equivalence and consistency of scores from one form to another.
- Explicit directions and reminders to facilitate student understanding of the task.
- A checklist of common response patterns to facilitate linkages to instruction.

MAZE can be administered in groups or individually. Explicit directions and reminders to facilitate student understanding of the task.

Acadience Reading provides two types of scores at each benchmark assessment period: (a) a raw score for each individual measure and (b) a composite score (the Reading Composite Score). The Reading Composite score combines scores from the measures that correlate highly with later outcomes. The component measures used in the Reading Composite Score depend upon grade and time of year. The Composite Score is the best overall predictor of later outcomes and conveys that all of the aspects of reading proficiency are critical.

There are four frames of reference for interpreting *Acadience Reading* scores: (a) criterion-referenced benchmark goals and cut points for risk, (b) individually referenced interpretations, (c) local norm-referenced interpretations, and (d) national norm-referenced interpretations. These four frames of reference can be used to interpret results on individual scores or the Reading Composite Score.

A description of how scores are reported;

Acadience Reading provides two types of scores at each benchmark assessment period (located here <https://drive.google.com/drive/folders/14nRyKAI9LGRjX0dwAkE3UEhtqclETpiE?usp=sharing>):

1. A raw score for each individual measure and
2. A composite score (the Reading Composite Score).

Each of the scores is interpreted relative to the benchmark goals and cut points for risk. The *Acadience Reading* benchmark goals and cut points for risk are based on research that examines the predictive probability of a score on a measure at a particular point in time, as compared to later *Acadience Reading* measures and external measures of reading proficiency and achievement. *Acadience Reading* benchmark goals and cut points for risk provide three primary benchmark status levels that describe students' performance: (a) At or Above Benchmark, (b) Below Benchmark, and (c) Well Below Benchmark. These levels are based on the overall likelihood of achieving specified goals on subsequent *Acadience Reading* assessments or external measures of reading achievement.

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

Support and training for *Acadience Reading K-6*, *Acadience Data Management* and *Acadience Learning Online* is available with *Acadience Learning Inc. (ALI)* and *Voyager Sopris Learning (VSL)*. Together we offer a variety of different training workshops developed by the authors. Workshops are available for new users to learn to administer and score *Acadience Reading* measures, for educators who wish to further their knowledge of using *Acadience Reading K-6* to make data-based educational decisions. High quality training options developed directly by the authors of *Acadience Reading* include topics such as, how to give and score the measures, data interpretation, connecting your data to instruction, and a train-the-trainer model (*Acadience Reading Mentors*). Training formats include onsite workshops, live and recorded online workshops, and ALI's annual training event, the *Acadience Super Institute*. Our professional development specialists are available to work closely with districts to develop a customized training package that meets the specific needs of your staff.

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 *Acadience Reading K-6* measures are indicators that are a brief, efficient index to provide a fair degree of certainty about a larger, more complex system or process. *Acadience Reading K-6* measures are quick and efficient indicators of how well a child is doing in learning particular essential early literacy and reading skills that are representative of that skill area and predictive of overall reading competence. See Table 1.5 in the *Acadience Reading K-6 Assessment Manual* (located here: <https://drive.google.com/drive/folders/14nRyKAI9LGRjX0dwAkE3UEhtqclETpiE?usp=sharing>) summarizing the key features of the *Acadience Reading K-6* measures. These skills are the basic building blocks that every child must master in order to become a proficient reader and can be improved with effective instruction. Educators may review student *Acadience Reading K-6* data in an ongoing fashion and use that information to make real-time adjustments to their instruction, as well as observe the impacts of those adjustments.

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 key skills assessed by *Acadience Reading K-6* are those identified by a body of research as being predictive of achieving important and meaningful reading outcomes (NRP, 2000). *Acadience Reading K-6* measures provide valuable information about student performance with respect to the five core components of reading: phonemic awareness, the alphabetic principle, reading fluency, vocabulary, and comprehension. *Acadience Reading K-6* measures the foundational reading skills identified in today's rigorous standards.

The Reading Composite Score represents a range of different reading behaviors required for overall reading proficiency. It is a combination of multiple *Acadience Reading* scores and provides the best overall estimate of the student's reading proficiency.

The *Acadience Reading K-6* measures were designed to be economical and efficient indicators of a student's progress toward achieving a general outcome such as reading or phonemic awareness, and to be used for both benchmark assessment and progress monitoring. With General Outcome Measures (GOM), student performance on a common task is sampled over time to assess growth and development toward meaningful long-term goals. GOMs measure key skills that are representative of important outcomes such as reading competence. The GOM approach is different from another commonly used formative assessment approach called Mastery Monitoring in which test content is drawn directly from the content taught (e.g., end-of-unit tests in a curriculum). For further discussion of the differences between GOM and Mastery Monitoring, please see Kaminski, Cummings, Powell-Smith, & Good, 2008.

As GOMs, the *Acadience Reading* measures were designed to be economical and efficient indicators of students' skills, and they include the following features:

- They are standardized assessments, which means they are administered and scored exactly the same way every time with every student. An assessment must be standardized in order to compare results across students or across time, or to compare student scores to a target goal.
- They include alternate forms of approximately equal difficulty, so that student progress can be measured over time.
- They are brief and repeatable, so that students can be assessed efficiently and frequently.
- They are reliable, which means they provide a relatively stable assessment of the skill across time, different forms, and different assessors.
- They are valid, which means they are measuring the essential early literacy skills they are intended to measure.
- They are sensitive to student growth over relatively short periods of time.

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

Interpreting Acadience Reading Scores

Acadience Reading provides two types of scores at each benchmark assessment period:

1. A raw score for each individual measure and
2. A composite score (the Reading Composite Score).

Each of the scores is interpreted relative to the benchmark goals and cut points for risk. *Acadience Reading K-6* benchmark goals are empirically derived, criterion-referenced target scores that represent adequate reading skill for a particular grade and time of year. Benchmark goals and cut points for risk are provided for the Reading Composite Score as well as for individual *Acadience Reading K-6* measures. A benchmark goal indicates a level of skill at which students are likely to achieve the next *Acadience Reading* benchmark goal or reading outcome. Thus, for students who achieve a benchmark goal, the odds are in their favor of achieving later reading outcomes if they receive effective core reading instruction.

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

The *Acadience Reading K-6* benchmark goals and cut points for risk are based on research that examines the predictive probability of a score on a measure at a particular point in time, as compared to later *Acadience Reading* measures and external measures of reading proficiency and achievement.

The *Acadience Reading* benchmark goals and cut points for risk provide three primary benchmark status levels that describe students’ performance: (a) At or Above Benchmark, (b) Below Benchmark, and (c) Well Below Benchmark. These levels are based on the overall likelihood of achieving specified goals on subsequent *Acadience Reading* assessments or external measures of reading achievement (see Chart below). Each of the benchmark status levels link to a likely need for support (see chart below and more info at <https://drive.google.com/drive/folders/14nRyKAI9LGRjX0dwAkE3UEhtqclETpiE?usp=sharing>).

Benchmark Status	Overall Likelihood of Achieving Subsequent Early Literacy Goals	Likely Need for Support
Above Benchmark	90–99%	Likely to Need Core Support ^a
At Benchmark	70–85%	Likely to Need Core Support ^b
Below Benchmark	40–60%	Likely to Need Strategic Support
Well Below Benchmark	10–20%	Likely to Need Intensive Support

^a Some students may benefit from instruction on more advanced skills.

^bSome students may require monitoring and strategic support on component skills.

Acadience Data Management and Reporting

Immediate feedback is a necessary component of effective assessment. The Acadience Data Management system from the authors of *Acadience Reading* provides a way to enter your results online and receive a variety of reports that facilitate instructional decision making at the district, school, classroom and student levels. Learn more at: www.acadiencelearning.net. A wide variety of reports are available in Acadience Data Management, including reports at the student, classroom, group, grade, school, and district level, and reports designed for parents/guardians. For more information, see

Acadience Data Management Report Descriptions and Acadience Data Management Report Samples. <https://acadiencelearning.net/features.php>

All Acadience Data Management features and reports are available immediately after data have been entered. Reports are based on all applicable data (for the selected district, school, or class) which have been entered at the time the report is run. Acadience Learning has experience providing system-level reports to state departments of education as well as to large school districts and state-wide or multi-state projects and would work with the district as requested to do so. Reports are available both in color, for viewing online or printing to a color printer, and black and white, for printing when a color printer is not available.

Acadience Learning Online (ALO) is the only assessment application for online test administration and data management developed by Acadience authors, Dr. Roland Good and Dr. Ruth Kaminski, and the team at Acadience Learning Inc. (ALI). ALO allows educators to use a tablet touchscreen device to assess students and immediately see results in an intuitive dashboard interface. ALO provides a robust data management system which includes a dynamic dashboard experience and standard reporting features used to support decision-making in an Outcomes Driven Model (ODM) framework.

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

The *Acadience Reading K-6* measures are standardized assessments, which means every assessor, or person who administers *Acadience Reading K-6* to students, should administer and score the measures the same way every time with every student. A standardized assessment allows you to compare results across students or across time, or to compare student scores to a target goal. A standardized administration also ensures that the research on the reliability and validity of the measure is applicable to the obtained scores.

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

Acadience Reading can be administered online through *Acadience Reading Online* or through a traditional pencil/paper method. Acadience assessments were carefully crafted to be efficiently administered with a minimal impact on instructional time. Estimated time requirements for benchmark assessments by grade and time of year are noted in the *Acadience Reading K-6 Assessment Manual*, Table 4.2 on p. 35 (also located below). These times range from 3 - 8 minutes for students, depending on the grade level and time of year. All assessments are 1-minute timed measures, except for Maze which is a 3-minute timed assessment and the optional RAN measures. The Maze measure may be group-administered. ORF is 1 minute for passage reading, and up to 1 minute for retell, per passage. The estimates shown in Table 4.2 account for time giving directions. When using individual measures for progress monitoring, time will only include the relevant measure (e.g., NWF = 1 minute, plus time to give the directions, max = 2 minutes). The only additional time required of assessors beyond what has been described here is the time required for scoring assessments (e.g., 1 - 2 minutes for Maze scoring). Reading Composite Scores are calculated automatically for users who purchase the Acadience Data Management System. For Acadience RAN, students complete two measures, RAN Objects plus either RAN Letters or RAN Numbers (see Acadience RAN Assessment Manual, pp. 1-2). The time needed to complete each RAN measure ranges from approximately 30 seconds to 2 minutes (students will complete the entire form)

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

Acadience Learning Online (ALO) is a progress web application that allows assessors to administer and score the Acadience assessment measures online and provides immediate results through its dashboard so educators can take action with their data. ALO includes a robust data management system which includes a dynamic dashboard experience and standard reporting features used to support decision-making in an Outcomes Driven Model (ODM) framework. If the decision is made to administer the measures paper/pencil, data can be entered into ADM, which is the legacy data system for paper/pencil administration that provides educators the option to manually enter data and generate actionable reports.

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

Please see additional documentation here:

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

Please complete the following section if the selected assessment is being used for the Required Student Performance subcomponent (SLOs) and/or is being used with Optional Student Performance subcomponent as an SLO:

Process for Measuring Student Growth:

Consistent with Department regulations and guidance, an SLO is an instructional planning tool developed at the start of an educator’s course or building principal’s school year that includes expectations for student growth. It should represent the most important learning aligned to national or state standards, as well as any other school and LEA priorities. The goals included in the SLO must be specific and measurable, based on available prior student learning data. Before setting targets for expected growth, educators will determine students’ levels of preparedness at the start of the course by reviewing relevant baseline data. This baseline data may come from a variety of sources which include, but are not limited to, a student’s prior academic history, pre-tests, or end of course assessments from the prior year.

SLOs are developed and approved through locally-determined processes consistent with the Commissioner’s goal-setting process. SLOs should be based on the best available student data and should be ambitious and rigorous for all students. Superintendents must certify that all individual growth targets used for SLOs represent, at a minimum, one year of expected growth.

WHAT MEASURE(S) OF BASELINE DATA ARE USED IN CONJUNCTION WITH THE SELECTED ASSESSMENT TO MEASURE STUDENT GROWTH (SELECT ALL THAT APPLY):

HISTORICAL DATA

CURRENT COHORT

PREVIOUS COHORT(S)

DESCRIBE HOW THE HISTORICAL DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:

EARLY COURSE FORMATIVE ASSESSMENT AND/OR OBSERVATIONAL DATA

DESCRIBE HOW THE EARLY COURSE FORMATIVE ASSESSMENT AND/OR OBSERVATIONAL DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:

PRE-ASSESSMENT

DESCRIBE HOW THE PRE-ASSESSMENT INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:

OTHER

PLEASE SPECIFY:

DESCRIBE HOW THIS BASELINE DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:

The data obtained from the Beginning-of-the-Year Benchmark assessment serves as a baseline from which to measure growth. The purpose of the Beginning-of-the-Year Benchmark is to identify those students who may need additional instructional support to achieve benchmark goals. The benchmark assessment also provides information regarding the performance of all children in the school with respect to benchmark goals.

PLEASE EXPLAIN HOW GROWTH TARGETS FOR EACH STUDENT ARE SET FOR THE SELECTED ASSESSMENT AND METHOD OF COLLECTING STUDENT LEVEL BASELINE DATA, INCLUDING HOW TARGETS ARE DIFFERENTIATED, AS NECESSARY, BASED ON THE INFORMATION PROVIDED BY THE BASELINE DATA. IN PARTICULAR, PLEASE EXPLAIN HOW THE ASSESSMENT IS USED WITH STUDENTS WHOSE PREPAREDNESS FOR THE COURSE/GRADE LEVEL IS VARIED:

Pathways of Progress is an innovative approach that empowers educators to set goals that are meaningful, ambitious, and attainable. It increases the precision with which progress is evaluated at the student and classroom levels. Pathways of Progress, when combined with the *Acadience Reading* K–6 benchmark goals and Reading Composite Score, provides teachers with a frame of reference for examining where their students are, specifying where they need to get to, and evaluating whether they are making adequate progress.

Acadience Reading® Pathways of Progress™ offers a means of indexing student progress that can be used to evaluate the effectiveness of instruction, establish meaningful, attainable, and ambitious goals, and provide feedback on progress to students and educators. Pathways of Progress is based upon student growth percentiles. Student growth percentiles provide a measure of “how (ab)normal a student’s growth is by examining their current achievement relative to their academic peers—those students beginning at the same place” (Betebenner, 2011, p. 3). Pathways of Progress is based on an analysis of students across grades K–6 whose *Acadience Reading* scores were entered into ADM (N = 2,395,969). The Pathways are calculated in a three-step process:

1. At each grade level, students were grouped by their beginning-of-year Reading Composite Score (BOY RCS) for scores between the first and the 99.5th percentile rank. For each unique BOY RCS, the 20th, 40th, 60th, and 80th quantiles were calculated for the end-of-year *Acadience Reading* K-6 measure or RCS.
2. A stiff spline quantile regression model was fit to each quantile using BOY RCS as the predictor (mean RMSE = .99 for all grades).
3. The predicted quantile scores from the regression model corresponding to each unique BOY RCS were rounded to the nearest one, forming the end-of-year pathway borders.

After end-of-year benchmark administration, each student’s score will fall into a single pathway based on the expectation of progress from their beginning-of-year score (Pathway 3 = Typical Progress).

Pathways of Progress provides educators with a research-based tool for (a) establishing individual student progress-monitoring goals; (b) evaluating individual student progress and rate of growth; and (c) reflecting on the effectiveness of support at the classroom, school, or district level. When used in conjunction with the *Acadience Reading* benchmark goals, Pathways of Progress further empowers educators to set goals that are meaningful, ambitious, and attainable. While benchmark goals are meaningful, there may be some students for whom they are not ambitious enough, and others for whom they are unattainable. Pathways of Progress helps increase decision-making precision with respect to goal setting and evaluating progress. Pathways of Progress allows teachers to use a normative context, in addition to the benchmark goals, when setting goals and evaluating progress. Pathways of Progress clarifies what rate of progress is Typical, Above Typical, or Well Above Typical. Pathways of Progress also informs educators when the rate of progress is Below Typical or Well Below Typical. Teachers can use the Pathways of Progress goal-setting utility available in *Acadience Data Management* to see the target scores for each pathway and set end-of-year goals for students. These features will assist teachers when tracking students’ progress toward their goals throughout the year. Setting goals is particularly important for students who are performing Below or Well Below Benchmark and in need of additional instructional support.

Summative Growth Reports (available in ADM) are based upon the Pathways of Progress analysis. Individual student-level pathways are identified for each student in a classroom. These individual student data are then summarized by classroom. The overall reading progress for a classroom can then be compared to the overall reading progress of other classrooms at the same grade level. Importantly, when using Pathways of Progress, students are only compared to other students who had the same initial composite score. As such, Summative Growth results are appropriate for diverse learners and should not

unfairly disadvantage a teacher of students with low skills. It is highly recommended that all teachers in schools using the Summative Growth Report have access to the goal-setting utility at the beginning of the year or as soon as possible thereafter.

FORM G

**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION**

APPLICANT CERTIFICATION FORM

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria.

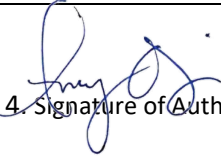
PLEASE SUBMIT ONE “FORM G” FOR EACH APPLICANT.

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	<input checked="" type="checkbox"/>
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	<input checked="" type="checkbox"/>
If used with a Student Learning Objective, the assessment can be used to measure one year’s expected growth for individual students.	<input checked="" type="checkbox"/>
For K-2 assessments, the assessment is not a “Traditional Standardized Assessment” as defined in Section 1.3 of this RFQ.	<input checked="" type="checkbox"/>
For assessments previously used under Education Law §3012-c, Education Law §3012-d under RFQ #15-001, or for purposes other than educator evaluation, the assessment results in differentiated student-level performance. If the assessment has not produced differentiated results in prior school years, the applicant assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	<input checked="" type="checkbox"/>
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.	<input checked="" type="checkbox"/>
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request. ¹	<input checked="" type="checkbox"/>

¹ Please note, pursuant to [Section 2.2](#) of this RFQ, an assessment may be removed from the approved list if such assessment does not comply with one or more of the criteria for approval set forth in this RFQ

To be completed by the Copyright Owner/Assessment Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

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

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