

**FORM C**

**STUDENT ASSESSMENTS  
FOR  
TEACHER AND PRINCIPAL EVALUATION**

**PUBLICLY AVAILABLE SERVICES SUMMARY**

This form will be posted on the New York State Education Department’s Web site and distributed through other means for all applications that are approved in conjunction with this RFQ to allow LEAs to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

<b>Assessment Provider Information</b>	
NAME OF ASSESSMENT PROVIDER:	YouScience, LLC
ASSESSMENT PROVIDER CONTACT INFORMATION:	Richard Harris, Regional Sales Director 751 Quality Drive, #200, American Fork, Utah 84003 (801) 653-9356 <a href="mailto:Richard.Harris@youscience.com">Richard.Harris@youscience.com</a>
NAME OF ASSESSMENT:	See assessment names list on <b>Appendix “A”</b> or online at <a href="https://resources.youscience.com/exam-catalog">https://resources.youscience.com/exam-catalog</a>
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	<input checked="" type="checkbox"/> REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) <input checked="" type="checkbox"/> OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT PLEASE SPECIFY: <input checked="" 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 checked="" type="checkbox"/> A PERFORMANCE INDEX <input checked="" 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?	7-12
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	Students need a computer or tablet with internet access and a major internet browser on the device (Google Chrome, preferably, but Edge or Firefox can also be used) to be able to

	take the assessments. A mouse is also preferable to a touchpad or touch screen.
IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAs IN NEW YORK STATE?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

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

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

**Description of Assessments:**

Precision Exams by YouScience (“Precision Exams”) effectively assess technical skills within all 16 CTE Clusters for specific courses and Pathways. Precision Exams include both a Knowledge and Performance Standard. Both are clearly defined as SLO’s here <https://resources.youscience.com/exam-catalog>.

Precision Exams are the most comprehensive, easy-to-use, CTE specific assessments and certifications solution available. Our ready-to-implement statewide solution meets the vast majority of New York’s CTE assessment needs and requirements at a cost of only \$20.00 per exam or a one-year site license for \$4,950. Individual course assessments are to be used for end of course and multiple assessments can be stacked for end-of-program assessments.

Each of our 200+ Career Skills Exams and Standard sets is created and validated in concert with industry and subject matter experts to match real-world job skills and marketplace demands. Each Career Skills Exam measures the knowledge and skills detailed in the exam’s corresponding standards documentation, which can be found at <https://resources.youscience.com/exam-catalog>.

Every Career Skills Standards set outlines the objectives business, industry and educator experts have determined fundamental for each program area and level. To appropriately measure exam standards, the taxonomy dimension of Precision Exam’s competency model consists of a hierarchical categorization of program elements (knowledge, skills, abilities), evaluated by a targeted mix of test items ranging from knowledge- through synthesis-levels of cognitive skills described in Bloom’s taxonomy.

The test blueprint is weighted on a proportional plan for each subscale (standard) including the cognitive taxonomy of the standard and its indicators, and the overall emphasis of each content area. Our competency-based assessments are computer administered objective exams that include multiple-choice, multiple-select, matching, ordering, drag-and-drop, hot spot, labeling, and scenario or case study-based items.

**Assessment Administration:**

All exams are 100% online with no requirement for downloads nor admin rights. Pretest is administered at the beginning of the course to assess baseline knowledge. Posttest is administered at the end of course/pathway. Exam length is 90 minutes with the average time across all tests at 40 minutes. IEP/ADA exceptions can be made upon request. Teachers follow 3 steps to create exam code in the online system, students create an account within the online system and enter the teacher created test code. Once all students have entered the exam code the proctor will approve launch of all students at once and the students will begin testing.

Follow link for online step-by-step instructions. <https://www.youscience.com/newyork/training.html>

YouScience offers live US support and onboarding services for its Precision Exams products from 7 AM to 8PM ET and a 24 hour a day specified rep designated to NYS exclusively.

**Score Reporting:**

Reports are available to all level of administration up the line as access is granted based on individual role. For example, teacher would have access to their class reports, Dept. head would have access to all class reports under their prevue, principal access would include all classes and district leaders to all schools’ data.

**Reporting is broken out as follows:**

- Teacher Standards Report includes the test standards blueprint (displaying the number of exam items and item point value for each program standard), a summary score per standard for each student per class, and a class and state summary score by standard.
- Summary Suite Report provides a full roll-up reporting solution that can show Student Academic Growth (available with Pre/Post testing). The report is role-based access (State, District, School, or Proctor level) which allows the authorized user to see all data under which their role permits. For example, a State Level authorized user can see all data within the state, whereas a District Level user can only see data from within own district, or a Proctor Level can only see the data he/she actually proctored. The authorized users can then drill down to the specific level needed
- Assessment Standards Report is another report which can be pulled at all different levels. Users can see how districts, schools, or even individual students are performing on a particular assessment. The report includes passing percentages and standards-level detail.

Normative reporting is available through reports that measure individual and class assessment scores compared to school, district, and state averages over time.

Reporting is an important feature of the Precision Exams’ assessment system. We believe that an assessment is only useful if teachers and administrators can readily access the information the data illuminates. Our reports are available to the user instantly and can be securely accessed from anywhere the user has internet access.

**Implementation and Technical support:**

YouScience offers live US support and onboarding services from 7 AM to 8PM ET and a 24 hour a day specified rep designated to NYS exclusively.

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 exam standards are integrated into the teacher's lesson plans. Projects and lessons can be based on these standards during the course. The exam standards/blueprint help teachers to align with industry standards in the subject areas. If a pre-test is given, the teacher knows where to direct the instruction to fill voids in student knowledge. The written portion of the exam is delivered at the end of the course or program. The performance piece can be delivered entirely at the end of the course or at any time throughout the course.

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?

All certification exams in our portfolio are based on industry standards. They are written by and with experts from industry who determine the level of mastery that should be attained by students who take the exams if they are to pass. Cut scores are determined in a manner that ensures students have the proper level of proficiency, both in the written and performance/hands on portions of the exams. Exams are revised and updated every one to three years to ensure they stay up to date with current standards.

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

Each assessment has a different percent that demonstrates proficiency. That percentage is available before taking the assessments. If a pre-test is given, the student and educator can know where to focus their educational efforts. If mid-term assessments are given, that gives another look at where they are at in this range of proficiency. The final assessment is the only one that can earn an industry-recognized certificate that provides specific verbiage that can be used to fill out college or job applications that demonstrate the skills and knowledge learned in that course.

The CTE assessments are all given by logging into the YouScience platform. There are easy instructions for the educator to guide the students in taking the assessments. We have excellent, responsive support from 7 AM ET to 5 PM PT that can be reached through chat or phone calls. Psychometric exam data is collected over a school year and used to determine a cut-score percentage for each exam. The cut-score is used to evaluate whether the student proficiently demonstrates knowledge of the subject.

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

All Precision Exams assessments are developed using national industry standards in close consultation with industry experts to obtain consistency across grade levels and course-alike classrooms.

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

Precision Exams assessments provide for immediate, online access by the students upon initiation of the exams by instructors. Exam results are delivered to both the student and the instructor immediately so that both student and instructor can quickly shift instructional focus to the performance aspects of the certification. Such efficiencies in both the delivery of the examination process and the gathering of exam results leads to significantly more classroom instructional time focused on those areas where students need additional support and instruction.

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

Because Precision Exams are administered on an entirely cloud-based platform, administration of the exams and grading are delivered with maximum efficiency which results in immediate test results. With these quickly obtainable results, test administrators can take steps without delay to identify and address gaps in student learning.

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

Browsing our website is very helpful (see [www.youscience.com](http://www.youscience.com)). Our Regional Directors or Customer Experience Managers are available to answer specific questions you may have at (800-470-1215).

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: BEFORE A TEACHER BEGINS TEACHING A COURSE, THE STANDARDS SHOULD BE CAREFULLY REVIEWED. ONCE A TEACHER HAS USED THE CTE ASSESSMENTS AND VIEWED RESULTS, THEY CAN EMPHASIZE AREAS THAT NEED ATTENTION.

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: THE PRE-ASSESSMENTS ARE PERFECT FOR SEEING INDIVIDUAL STUDENT AND ENTIRE CLASS KNOWLEDGE. INSTRUCTION CAN BE GEARED TO ADDRESS AREAS WHERE KNOWLEDGE IS NOT MEETING THE STANDARDS.

PRE-ASSESSMENT

DESCRIBE HOW THE PRE-ASSESSMENT INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH: THE PRE-ASSESSMENTS ARE PERFECT FOR ASSESSING WEAKNESS IN INDIVIDUAL STUDENTS AND IN THE CLASS AS A WHOLE. WHEN A TEACHER HAS THAT INFORMATION AND THE STANDARDS THAT ARE BEING ASSESSED, HE OR SHE CAN TAILOR THE INSTRUCTION TO FACILITATE STUDENT GROWTH.

OTHER

PLEASE SPECIFY: N/A

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

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 CTE assessments may be given as a pre-assessment at the commencement of the school year or semester. Course-specific standards are available for the teacher to know where the students, individually and as an entire class need extra focused instruction. Upon completion of the course, a post assessment is completed to evaluate individual student and entire class growth and teacher success. This data is used to guide students in choosing areas of education to focus on, to broaden their perceptions of what they are capable of and to help investigating careers.

**FORM G**

**STUDENT ASSESSMENTS FOR  
TEACHER AND PRINCIPAL EVALUATION**

**APPLICANT CERTIFICATION FORM**

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

PLEASE SUBMIT ONE “FORM G” FOR EACH APPLICANT.

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	<input checked="" type="checkbox"/>
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	<input checked="" type="checkbox"/>
If used with a Student Learning Objective, the assessment can be used to measure one year’s expected growth for individual students.	<input checked="" type="checkbox"/>
For K-2 assessments, the assessment is not a “Traditional Standardized Assessment” as defined in Section 1.3 of this RFQ.	<input checked="" type="checkbox"/>
For assessments previously used under Education Law §3012-c, Education Law §3012-d under RFQ #15-001, or for purposes other than educator evaluation, the assessment results in differentiated student-level performance. If the assessment has not produced differentiated results in prior school years, the applicant assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	<input checked="" type="checkbox"/>
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.	<input checked="" type="checkbox"/>
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request. <sup>4</sup>	<input checked="" type="checkbox"/>

<sup>4</sup> Please note, pursuant to [Section 2.2](#) of this RFQ, an assessment may be removed from the approved list if such assessment does not comply with one or more of the criteria for approval set forth in this RFQ



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

YouScience, LLC 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative
Edson Barton 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed
CEO 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

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

**Appendix A: New York State Learning Standards**

The New York State Learning Standards are adopted by the New York State Board of Regents for educational purposes including assessment, curriculum, and professional learning.

For the purposes of this RFQ, Applicants must demonstrate that the assessment is aligned with the New York learning standards for applicable content area and grade level the assessment is designed to measure.

In instances in which there are no such standards that apply to the content area / grade level, evidence of alignment must be provided to research-based learning standards.

Please see the [NYSED website](#) for further information on current NYS Learning Standards.

**Appendix B: Types of Assessment Definitions**

Assessment Method <sup>5</sup>	Description
Capstone Project Assessment	<ul style="list-style-type: none"> <li>• Culminating project that assesses competency in multiple areas</li> <li>• Scoring method: pre-specified rubrics</li> </ul>
Course-Embedded Assessment	<ul style="list-style-type: none"> <li>• Assessment procedures that are embedded into a course’s curriculum</li> <li>• May include test items or projects and may differ between classrooms</li> <li>• Usually locally-developed</li> <li>• Can be used to assess discipline-specific knowledge</li> <li>• Scoring methods: raw scores, answer key or pre-specified rubrics</li> </ul>
Localized Assessment	<ul style="list-style-type: none"> <li>• Assessment instruments developed and/or adapted within the LEA for internal use only that are administered across grade level/course</li> <li>• Scoring methods: Answer key, internal scoring</li> </ul>
Performance-Based Assessment	<ul style="list-style-type: none"> <li>• Uses student activities to assess skills and knowledge</li> <li>• Assesses what students can demonstrate or produce</li> <li>• Allows for the evaluation of both process and product</li> <li>• Scoring methods: pre-specified rubrics</li> </ul>
Portfolio-Based Assessment	<ul style="list-style-type: none"> <li>• Purposeful collections of student work over time to demonstrate growth and achievement in one or multiple areas</li> <li>• Usually includes a component of self-reflection</li> <li>• Scoring methods: pre-specified rubrics</li> </ul>
Standardized Assessment	<ul style="list-style-type: none"> <li>• Assessment instruments developed outside of the LEA with standardized administration and scoring</li> <li>• Psychometrically tested</li> <li>• Content may not always be linked to local curriculum</li> <li>• Scoring methods: Answer key, external scoring (i.e., by testing company, other educators)</li> </ul>

<sup>5</sup> Adapted from Stanford University’s Institutional Research and Decision Support [Assessment Methods publication](#) (2014).