

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:	CentralReach LLC/Behavior Analysts Inc.
ASSESSMENT PROVIDER CONTACT INFORMATION:	assessments@centralreach.com
NAME OF ASSESSMENT:	The Assessment of Functional Living Skills (AFLS)/AFLSonline
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	<p><input checked="" type="checkbox"/> REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS])</p> <p><input checked="" type="checkbox"/> OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT</p> <p>PLEASE SPECIFY:</p> <p><input type="checkbox"/> A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT</p> <p><input type="checkbox"/> A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL</p> <p><input checked="" type="checkbox"/> A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO</p> <p><input checked="" type="checkbox"/> A PERFORMANCE INDEX</p> <p><input type="checkbox"/> AN ACHIEVEMENT BENCHMARK</p> <p><input type="checkbox"/> ANY OTHER COLLECTIVELY BARGAINED MEASURE OF STUDENT GROWTH OR ACHIEVEMENT</p> <p>PLEASE SPECIFY:</p>
WHAT IS THE GRADE(S) AND SUBJECT AREA(S) FOR WHICH THE ASSESSMENT CAN BE USED TO GENERATE A 0-20 STUDENT PERFORMANCE SCORE?	The AFLS/AFLSonline is an alternative assessment for students with autism and/or other developmental disabilities elementary through adulthood. It is aligned with standards in ELA, Math, Science, CDOS and social emotional/behavioral. AFLS also assesses skills in Vocational Studies and Independent Living and can be used for Transition Planning.
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	No additional requirements are necessary.
IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAs IN NEW YORK STATE?	<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.

AFLS® assessment description:

www.functionallivingskills.com/www.aflsonline.com

The Assessment of Functional Living Skills (AFLS®)/AFLSonline has the ease, look, and familiarity of the ABLLS-R/WebABLLS extended to necessary skills of independence in Basic, Home, School, Community, Vocational, and Independent Living settings.

- *The Assessment of Functional Living Skills (AFLS®) consists of: (online and book version)*
- The AFLS® Guide – A teaching companion that contains task analyses, teaching suggestions, and prompting strategies
- Six individually available assessment protocols including Basic Living Skills, Home Skills, School Skills, Community Participation Skills, Vocational Skills, and Independent Living Skills.

The AFLS® is comprised of over 1,900 skills in 66 functional skill areas within assessment protocols that assess functional, practical, and essential skills of everyday life. Although each assessment protocol can be used as a stand-alone assessment, we conceptualize all protocols as being different modules of an extended assessment that exists on a continuum spanning throughout a learner’s life in home, school, and community settings. Each protocol is different yet each is connected by unifying themes and overarching goals for maximizing a learner’s freedom, independence, and opportunities.

A description of how AFLS® assessment is administered:

The AFLS® Guide provides all the information necessary to administer the assessment. AFLS® Guide and Protocols provide educators with all of the instructions needed for assessing all 1,900 tasks within the 66 categories across the six different protocols. Teacher or other professionals through familiarity or observation and direct testing score on a 0-4 point scale. This is done via an electronic platform where teams can assess across multiple domains for one assessment per learner.

A description of how AFLS® assessment scores are reported:

AFLS® is a criterion-referenced assessment, which enables its users to generate programs and reports that show progress over time. Teachers using the AFLS® are able to generate different types of reports based on the students’ assessment scores and the skills tracking grids.

A description of how the Assessment Provider supports implementation of the assessment.

The comprehensive AFLS® Guide is included. The Authors are available to provide clinical training on the use of the platform. This platform is a companion to WebABLLS the ABLLS-R which is currently approved as a NYS alternative assessment platform and being used by BOCES, Schools and the NYCDOE.

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 AFLS is currently being used by several schools and BOCES in NYS. It is currently being proposed as a pilot for ADVANCE/MOSL by the NYCDOE in the Fall of 2022. The AFLS supports the day-to-day academic goals of the educator by using the specific individualized results to guide relevant skill selection, by using clearly worded and specific objectives for instruction, and by serving as a progress monitoring system that allows the educator to know when to move to the next step or skill.

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 AFLS can be used from grades K-12 and in a variety of systems, classrooms, and educational settings in and out of traditional school buildings. For the skills that are aligned with grade-level or course concepts, the AFLS demonstrates mastery through individual items/skills analysis and guides the educators to the next skills to be mastered.

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

Assessment items are scored 0-2 or 0-4. Assessment results are visually displayed on Skills Tracking Grids and explained fully on platform-generated reports.

Higher scores on assessment items and therefore more shading on Skills Tracking Grids are reflective of mastery. Mid-range scores on assessment items and shading on Skills Tracking Grids is reflective of proficiency. Scores of zero and a lack of shading on the Skills Tracking Grids can be reflective of below proficient results.

If the selected assessment(s) are not standardized, please describe how the assessment process is comparable across grade levels/course-alike classrooms?

The results of the AFLS are idiographic and not meant for comparison across groups. The results are specifically to guide individual program guidance and progress monitoring.

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 AFLS results are used to select skills to teach for individualized instruction. The AFLS monitors progress for more than 1900 individual skills. Assessing progress therefore allows the next set of individually selected skills to be chosen, taught, and progress monitored.

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

AFLSonline and WebABLLS platforms provide digital access from any device. Scores can be entered into the platform and will auto-populate with the grid and reporting features.

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

This platform is the companion assessment to WebABLLS the ABLLS-R which is currently approved as a NYS alternative assessment platform and being used by BOCES, Schools and the NYCDOE. This application is being submitted on behalf of the NYCDOE who would like to pilot this assessment in the Fall of 2022.

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.

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: THE AFLSONLINE MEASURES A STUDENTS DEVELOPMENT ACROSS THEIR K-12 SCHOOL PARTICIPATION AND INTO AND THROUGHOUT THEIR ADULTHOOD. DATA DERIVED FROM THE ASSESSMENT PROVIDES INDICATORS ASSOCIATED IN DETERMINING EDUCATIONAL PATHWAYS IN ADDITION TO GENERATING APPROPRIATE GOALS ACROSS THE NYS LEARNING STANDARDS AND ASSOCIATED BENCHMARKS

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:

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:

AFLS/AFLSonline SLO Target Setting Model captures and uses both historical data collected over time in addition to data collected during the beginning of the year (fall) and the end of the year assessment (spring) windows, as well as any interim assessment updates. During the beginning-of-year baseline assessment (fall) administration window, teachers administer the AFLS/AFLSonline assessment to create the vertical alignment with the New York State Learning Standards and setting a baseline for developing student learning objective targets. Using tools within AFLSonline teachers create a Baseline Report and a Program Worksheet with specific SLO targets. Associated Progress Reports are generated at various intervals from the Program Worksheet document where benchmark progress on SLO targets is recorded. For the end-of-year assessment period in the spring, teachers administer a full update of the assessment. Each assessment period (fall and spring, as well as any interim assessment updates) is assigned a different score color to represent the update on the Skills Tracking Grid. The Skills Tracking Grid provides a visual of the growth between assessment updates. All previous scores and end-of-year proficiency scores are available to track student growth towards SLO target standards. AFLS/AFLSonline student/teacher score data is synchronized via the LEA's data feed for the LEA to calculate and set appropriate individual differentiated targets for the SLO. A highly effective, effective, developing or ineffective (HEDI) score is then assigned to the tech based on the calculations in accordance with 3012-d.

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.	X
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	X
If used with a Student Learning Objective, the assessment can be used to measure one year’s expected growth for individual students.	X
For K-2 assessments, the assessment is not a “Traditional Standardized Assessment” as defined in Section 1.3 of this RFQ.	X
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.	X
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.	X
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request. ⁴	X

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

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

CentralReach/Behavior Analysts Inc. 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative
DAVID STEVENS 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	MAY 24, 2022 5. Date Signed
SENIOR DIRECTOR, CR INSTITUTE 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)	