



**STUDENT ASSESSMENTS
AND ASSOCIATED GROWTH MODELS FOR
TEACHER AND PRINCIPAL EVALUATION**

FORM C

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 districts and BOCES to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Information	
Name of Assessment Provider:	Certiport, Inc.
Assessment Provider Contact Information:	Agent: Seth Swindle Tel: 801.847.3175 Email: sswindle@certiport.com
Name of Assessment:	Adobe Certified Associate Exams
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILES <input type="checkbox"/> PROJECTION MODELS <input type="checkbox"/> VALUE-ADDED MODELS <input type="checkbox"/> OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	7-12
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Arts, A/V Technology,
What are the technology requirements associated with the assessment?	Must have a computer with internet access. For up-to-date information on minimum requirements, please visit our Technical Requirements Page .
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

Please provide an overview of the assessment for districts and BOCES. 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. (3 pages max)

Description: The workplace demand for digital media skills—creating, managing, integrating, and communicating information by using Adobe’s video, graphic, web, illustration, or design software—is on the rise. The Adobe Certified Associate certification program validates valuable digital communication skills while providing credentials that demonstrate real-world prowess to prospective employers and academic institutions.

Administration: ACA Certification exams are 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. ACA Certification must be proctored to ensure the highest standards of testing integrity. Teachers and test administrators may become proctors at no cost.

Scoring: Each ACA 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 details for each exam objective.

Please provide an overview of the student-level growth model or target setting model for SLOs for districts and BOCES, along with how student-level growth scores are aggregated to the create teacher-level scores, and how those teacher-level scores are converted to New York State’s 0-20 metric.

At the beginning of each instructional period, students take an ACA Practice test (pre-test), which is based on the same exam objectives as the certification exam. A record of each student's score on the pre-test must be kept as it will serve as a baseline for measuring the number of students who show growth.

At the end of the instructional period, students take the ACA Practice test again (post-test.) The post-test and pre-test results for each student should be compared to determine the percentage of students who showed growth (achieved a higher score on the post-test than on the pre-test)

Students should then sit for the ACA certification exam and the percentage of students who achieve a passing score should be calculated.

All these results should be plugged into the following formula to determine the teacher's combined score.

$$(\% \text{ of Passing Students} \times \% \text{ of Students who showed growth}) / 200 = \text{Teacher's Combined Score}$$

The teacher's combined score can then be used to determine the teacher's point value on the 20-point HEDI scale and their subsequent HEDI rating.

Combined Scores	20-Point HEDI Scale	HEDI Rating
90-100%	18-20	H
75-89.99%	15-17	E
60-74.99%	13-14	D
0-59.99%	0-12	I

Sample teacher HEDI scores are calculated as follows:

Scenario	Hypothetical Percentage of Students who Pass	Hypothetical Percentage of Students who Grew	Hypothetical Combined Score	Value on 20-Point HEDI code	HEDI Rating
Low performing students making large gains	96%	94%	$(96+94)/200= 95$	19	Highly Effective
High performing students making small gains	95%	65%	$(95+65)/200=80$	16	Effective
High performing students with small gains	90%	50%	$(90+50)/200=70$	14.33	Developing

New York State Next Generation Assessment Priorities Please provide detail on how the proposed supplemental assessment I or assessment to be used with SLOs addresses each of the Next Generation Assessment Priorities below.	
Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	N/A
Assessments Woven Tightly Into the Curriculum:	<p>Assessments are woven into the curriculum through additional learning products and practice tests. Practice tests are offered on an online platform, which allows students to take the tests at any location and any time. Moreover, teachers can choose from several pre-made practice tests or make their own practice test using a bank of objective aligned questions. The periodic use of practice tests in the curriculum will allow teachers insight into class progress on student-level growth targets.</p> <p>Certiport also offers a range of learning content for ACA exams</p>
Performance Assessment:	Performance assessments are strongly encouraged in all instances where learning and certification are equally valuable. The assessments are vital in ensuring that students are meeting expectations.
Efficient Time-Saving Assessments:	As mentioned previously, practice tests may be administered at any time throughout the curriculum. These tests provide a teacher dashboard that allows teachers to quickly and efficiently see a snap shot of class performance.
Technology:	Must have a computer with internet access. For up-to-date information on minimum requirements, please visit our Technical Requirements Page .
Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A



**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION**

FORM H

**APPLICANT CERTIFICATION FORM –ASSESSMENTS FOR USE WITH STUDENT
LEARNING OBJECTIVES**

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

PLEASE SUBMIT ONE “FORM H” FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

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"/>
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, 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. ⁴	<input checked="" type="checkbox"/>

⁴ Please note, pursuant to Section 2.3 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>CERTIPORT 1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p>Seth Swindle 4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Seth Swindle 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>9-15-16 5. Date Signed</p>
<p>MANAGER 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

<p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p>4. Signature of School Representative (PLEASE USE BLUE INK)</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>	