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:	IC3 Digital Literacy Certification Exams
Nature of Assessment:	☒ ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: ☐ GAIN SCORE MODEL ☐ GROWTH-TO-PROFICIENCY MODEL ☐ STUDENT GROWTH PERCENTILES ☐ PROJECTION MODELS ☐ VALUE-ADDED MODELS ☐ 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?	Digital Literacy, Technology Fundamentals
What are the technology requirements associated with the assessment?	Must have a computer with internet access. For minimum requirements, please visit our Technical Requirements Page, or see Appendix D: IC3 minimum technical requirements.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☒ YES ☐ 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 IC3 Digital Literacy certification is a credential that is designed to remain relevant in an ever evolving world of technology. With a focus on the most critical elements that drive technology today, IC3 delivers a comprehensive solution for learning how to succeed in any environment that requires the use of computers, devices, or the Internet. Best of all, because IC3 includes concepts and skills that apply to almost any school or career pathway, it's the ideal solution for any student or jobseeker looking to enhance or validate their digital skills.

Administration: IC3 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. IC3 Certification must be proctored to ensure the highest standards of testing integrity. Teachers and test administrators may become proctors at no cost.

Scoring: Each IC3 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. Please see Appendix C: IC3 Sample Score Reports.

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 IC3 Practice test (pre-test), which is based on the same exam objectives as the certification exam. A record of each students 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 should take the IC3 Practice test again (post-test.) Once again a record of each students score on the post-test must be kept to measure student growth.

The posttest and pre-test 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 (showed growth.)

Students should then sit for the IC3 certification exam and the percentage of students who achieve a passing score (score above the cut score) should be calculated.

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

(% of Passing Students x % of Students who showed growth)/200 = Teacher's Combined Score

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

HEDI Rating	**HEDI Points– NY State**
Ineffective	0-12
Developing	13-14
Effective	15-17
Highly Effective	18-20

Scores are found based on the following scale:

NY Range of Combined Scores	Range on 20 point scale	HEDI Scale NY
0-59.99%	0-12	I
60-74.99%	13-14	D
75-89.99%	15-17	E
90-100%	18-20	H

Sample teacher HEDI scores are calculated as follows:

Scenario	Hypothetical percentage above cut score on exam	Hypothetical percent gain	Hypotetical combined score	Value on 20 Point HEDI code	HEDI Rating - NY
Low					

New York State Next Generation Assessment Priorities Please provide detail on how the proposed supplemental assessment l 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:	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 practice tests in the curriculum will allow teachers insight into class progress on student-level growth targets.
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 minimum requirements, please visit the Certiport Technical Requirements Page, or see Appendix D: IC3 minimum technical requirements.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	NA

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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.	☑
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☑
The assessment can be used to measure one year's expected growth for individual students.	☑
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	☑
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.	☑
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.	☑
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]	☑

[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:

CERTIPORT 1. Name of Organization (PLEASE PRINT/TYPE)	Seth Swindle 4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Seth Swindle 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	9-15-16 5. Date Signed
MANAGER 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE **BLUE** INK)
2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of School Representative (PLEASE PRINT/TYPE)	