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:	Certiport, a Pearson VUE Business
ASSESSMENT PROVIDER CONTACT INFORMATION:	John Becker John.becker@pearson.com
NAME OF ASSESSMENT:	Cisco Certified Support Technician Networking
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	☒ REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) ☐ OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT PLEASE SPECIFY: ☐ A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT ☐ A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL ☐ A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO ☐ A PERFORMANCE INDEX ☐ AN ACHIEVEMENT BENCHMARK ☐ 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?	Grade: 7-12 Subject area: Career and Technical Education
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	Must have a computer with internet access. For minimum requirements, please visit our Technical Requirements Page. Students can take an Exam from Home, or a school can set up a Certiport Authorized Testing Center and administer exams to a classroom following our exam security guidelines: https://certiport.pearsonvue.com/Educator-resources/Get-started

IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAS IN NEW YORK STATE?	☒ YES ☐ 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.

Certiport and Cisco have collaborated to establish the Cisco Certified Support Technician (CCST) certification program, leveraging Cisco's global dominance in Internet technology. The Cisco Certified Support Technician **Networking** (CCST) credential validates the skills and knowledge of individuals in providing technical support for Cisco networking devices. This credential demonstrates proficiency in troubleshooting and resolving networking issues, configuring and verifying device connectivity, and assisting customers with basic network operations. It showcases the ability to support Cisco networks effectively, ensuring smooth operations and resolving network-related problems in a timely and efficient manner.

Administration: Cisco Certified Support Technician (CCST) 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. The CCST Certifications must be proctored to ensure the highest standards of testing integrity. Teachers and test administrators may become proctors at no cost.

Scoring: Each CCST 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.

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 Cisco Certified Support Technician (CCST) exams are generally suited to Information Technology coursework. Credential objective domains for these exams can be found at certiport.com/Cisco. Learning and practice materials build to the exam and can be used by the instructor to scaffold learning.

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 Cisco Certified Support Technician (CCST)exams are industry-recognized credentials created with subject matter experts and designed by psychometricians to be fair, valid, and reliable. You can learn more about the exam creation process here: https://certiport.pearsonvue.com/About/Developing-a-certification-examination.aspx. Credential objective domains for the Cisco Certified Support Technician (CCST) exams can be found at certiport.com/CCST.

Our assessments align directly with the NYS CDOS standards, they support career exploration and provide students with the criteria needed to successfully navigate the world of work. The students will effectively demonstrate their skills and knowledge as they progress and meet desired competencies. They will have the ability to transition into the workplace or post-secondary opportunities, having the required technical and academic skillsets.

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

Below Proficiency	Below 60%
Approaching Proficiency	60 – 69%
Meeting Proficiency	70 – 89%
Demonstrating Mastery	90 – 100%

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

The Cisco Certified Support Technician (CCST) assessments are standardized.

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

Certiport provides all the materials necessary to learn, practice, and certify. The teacher can focus on lesson plan implementation and classroom management. Our learning material and exam software can help track student progress if teacher decides to collect student assignments for grading. Pre-test results can be compared to practice (post) test results.

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

A score report is available at the end of the assessment.

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

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: **THE PRE-ASSESSMENT PROVIDES A WAY FOR TEACHERS TO GATHER KEY INFORMATION, PRIOR TO THE LEARNING UNIT, ABOUT WHAT STUDENTS KNOW AND CAN DO AND HIGHLIGHTS STUDENT LEARNING STYLES AND INTERESTS. PRE-ASSESSMENTS PROVIDE EVIDENCE TO HELP TEACHERS EFFECTIVELY MATCH CLASSROOM INSTRUCTION WITH THE NEEDS OF STUDENTS. WHEN COMPARING A PRE-ASSESSMENT TO A POST-ASSESSMENT REPORT, 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. THIS INFORMATION WILL BE A GREAT INDICATOR 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:

The teacher can use the pre-test to identify where the student falls on the scale with the pre-test, compared to the post-test and exam. After 150 hours or one year of study, a student should be able to pass the exam and fall within the band of 70-100%, on a spectrum of: meets proficiency, exceeds proficiency, and demonstrates mastery. An expanded spectrum may include further bars:

Below Proficiency	Below 60%
Approaching Proficiency	60 – 69%
Meeting Proficiency	70 – 89%
Demonstrating Mastery	90 – 100%

The appropriate progress for one year should take into consideration individual and environmental factors for student achievement. This standard test can be used to mark any progress, the size of which is determined based on the applicable school, local, and state regulations vis-a-vis benchmarks and individual learner needs.

written notice will be provided to the program office if at any time the Applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.	
APPLICANT SIGNATURE	JDM JDM
CO-APPLICANT SIGNATURE (IF NECESSARY)	
NAME AND TITLE OF AUTHORIZED CONTACT FOR COPYRIGHT OWNER / ASSESSMENT REPRESENTATIVE, IF DIFFERENT FROM THE APPLICANT	
ADDRESS	
CITY, STATE ZIP	
PHONE	
FAX	
EMAIL (REQUIRED)	
TAX I.D. NUMBER	
NYS VENDOR I.D. NUMBER	

IMPORTANT: For-profit corporations, non-profit corporations, and LLCs, are required to attach the following document(s), as applicable:

- **If a New York State corporation:** the Certificate of Incorporation, together with any Certificates of Amendments to such document filed to date.[1] (See important footnote below.)
- **If a foreign corporation**: (1) the Application for Authority to do business in New York State filed with the NYS Dept of State, **and** (2) the Certificate of Incorporation filed in the State of incorporation, (3) together with any amendments to such documents filed to date.* (See important footnote below.)
- **If a New York State LLC**: the Articles of Organization, together with any amendments to such document filed to date. * (See important footnote below.)
- **If a foreign LLC**: (1) the Application for Authority to do business in New York State filed with the NYS Dept of State, **and** (2) the articles of organization filed in the State of formation, (3) together with any amendments to such documents filed to date. * (See important footnote below.)
- **If the corporation or LLC will use an assumed name in New York State**: the certificate of Assumed Name

[1] Ensure that these documents include appropriate language authorizing the provision of these services. Information pertaining to the "Consent Obtaining" process may be accessed at the NYSED Office of Counsel website or you may also contact the Office at 518-474-6400 if you have any questions regarding this requirement.

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.	☒
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☒
If used with a Student Learning Objective, 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, 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.	☒
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.[2]	☒

[2] 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:

Certiport, a business of NCS Pearson, Inc. 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative
Craig Bushman 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	07/12/2023 5. Date Signed
General Manager 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	JDM JDM

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)	