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:	Educational Vistas, Inc.
ASSESSMENT PROVIDER CONTACT INFORMATION:	Peter A. Cooper, National Sales Manager Phone: 518-925-6021 / Email: pcooper@edvistas.com
NAME OF ASSESSMENT:	Degrees of Reading Power (DRP)

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?	ELA, Reading Comprehension: Grades 2-12+
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	None. Compatible with all types of devices and browsers.
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.

A Description of the Assessment

Degrees of Reading Power (DRP) measures how well students can comprehend texts at increasing levels of text complexity. This measure of reading comprehension provides educators with a clear, concise picture of who is performing at or above grade level, and who might need extra help.

DRP tests provide holistic and analytic criterion-referenced measures of how well students read closely and deeply in order to comprehend increasingly challenging informational reading passages. The test results help classroom teachers, literacy coaches, and reading specialists—as well as local, district, and state level administrators—support the development of each student's reading comprehension skills. Currently, DRP tests are available for both online and paper/pencil administration. (The paper/pencil forms designed for younger students are consumable, machinescoreable booklets; older students tested on paper forms respond on a separate, scannable answer sheet.)

DRP tests consist of non-fiction paragraphs and/or passages on a variety of topics. Within these informational texts, words have been deleted and the student is asked to select, from a set of multiple-choice options, the correct word for each deletion. The test items are not discrete questions about the text; they are part of the text itself. In this way, the embedded items assess the ability to use the information in the text—its redundancy, semantic relationships, and idiosyncratic constructions—to integrate content.

The DRP Test is a direct measure, in that it is designed specifically to place student reading ability and the complexity of instructional materials on the same scale, known as the DRP Scale of Text Complexity. The test measures students' ability to process and understand increasingly complex text. Through its psychometric link to the complexity of reading materials, the DRP test directly connects reader ability to appropriate instructional materials with two integrated components—untimed comprehension tests for students in grades 2 through 12+ and analyses of the difficulty of books and other written materials. The most difficult texts the student can read at various comprehension levels (Independent, Instructional, and Frustration) are reported on The DRP Scale of Text Complexity. This data assists teachers in planning instruction and intervention strategies.

The DRP Test also provides diagnostic information about students' strengths and weaknesses in reading comprehension, by reporting student performance in each of three comprehension clusters:

- Key Ideas and Details – These assessment items require readers to demonstrate understanding of key ideas, details, and how they develop over the course of a text.
- Craft and Structure – These assessment items require readers to demonstrate knowledge of author's word choice, craft, and text structure.
- Integration of Knowledge and Ideas – These assessment items require readers to demonstrate reasoning about how the author connects ideas, presents an argument, and supports it with evidence.

The items aligned with Integration of Knowledge and Ideas are highly inferential tasks. They require readers to think hard and carefully about the meaningful connections within text; hence, they reflect how students transfer this thinking to the cross-text connections.

A Description of How the Assessment Is Administered

DRP tests are broad-band measures of reading comprehension, so the use of specific forms is not restricted to particular grades. Unlike conventional reading tests, any DRP test form can be given in any grade, provided there are enough difficult passages to measure the ability of higher-achieving students and enough easy passages to measure the ability of lower-achieving students.

DRP tests are designed to be focused tests of reading comprehension, consisting of texts that become progressively more difficult. In order to ensure that test results are not affected by differences in reading speed, it is important that these tests be administered without time limits. In practice, the typical student will complete a DRP test form within a class period—approximately 45 minutes.

Available for administration in either paper/pencil or online format, DRP administration is an efficient way to evaluate students' reading comprehension ability. The online browser-based platform, DataMate, features an intuitive interface that supports testing on PCs, Chromebooks, iPads, and many other popular devices.

Administering DRP online offers added benefits in efficiency and flexibility for schools and educators:
- Receive access to all available test forms to use throughout the school year (Forms A, B, and C, plus easier Form E in primary grades), included with each DRP online student license
- Submit DRP online tests immediately and securely through our next-generation online assessment platform
- Receive DRP online test results, with full reports, immediately after the test is submitted

The paper/pencil test is administered via consumable test booklets, for the lower grades, or reusable test booklets with separate answer sheets. Test Administration Procedures are available for all DRP test formats and included as part of each package purchase.

A Description of How Scores are Reported

DRP test scores are reported on a scale of text complexity. A percent, or level, of comprehension is associated with each DRP test score. As the percent of comprehension increases, the complexity or difficulty of the materials that a student can comprehend with that level of comprehension decreases accordingly. Example:

Student	DRP Test Form	Raw Score (No. of correct items)	DRP Scores at various Percents or Levels of Comprehension				
				Instructional			Independent
			50%	70%	75%	80%	90%
Juanita Doe	6A	35	68	60	57	54	46

The scores are reported on the same equal-interval scale. A DRP score increase of 5 points in grade 4 is equal to an increase of 5 points in grade 10. Thus, it is possible to measure individual growth in reading and compare the amount of growth among individuals or groups.

Scoring for online DRP tests begins as soon as students complete and submit their tests, with results available instantly. DRP paper/pencil tests may be scored by Educational Vistas Scoring Services. Educational Vistas provides complete scoring and reporting services to meet the needs of DRP users, including the option to order a data file. You have the option to print answer sheets, and upload locally on your Xerox machine to our online platform, DataMate. This way you can have paper and online reports/data all in one place.

The raw score on DRP test forms is the number of questions answered correctly. There is no correction for guessing. Because these test forms differ in length and difficulty, raw scores cannot be compared across different test forms. Raw scores must be converted to DRP Scores at one or more levels of comprehension. DRP Scores from different test forms may be compared directly if, and only if, they are at the same level of comprehension.

DRP test scores may be reported at many different levels of comprehension. Since these scores can be interpreted directly in terms of the difficulty of materials students are able to read and understand, they are considered criterion-referenced scores. Unlike norm-referenced test scores, the interpretation of a student's DRP score does not depend upon the performance of other students.

Deciding which of these criterion-referenced DRP scores to report depends on the purpose and intended audience for the report, as well as on the age or grade placement of the students. In general, a minimum of two DRP scores should be reported:

- Independent Level (P = .90) score
- Instructional Level (P = .75) score

When reporting criterion-referenced DRP scores, it is important to remember that a student's score consists of two components. The first component is a numerical value that ranges from 14 to 100. This component indicates the difficulty level of the texts the student can read. The second component of a DRP test score, the percent of comprehension, or P-value, indicates how well the student can actually read the texts. These two components are inseparable—one cannot be reported without the other.

DRP test scores may also be interpreted in norm-referenced terms using the most current national-norms tables. DRP test scores may be reported in terms of percentile ranks, stanines, and Normal Curve Equivalents (NCEs). These three types of scores describe student ability in relation to the distribution of scores obtained by students during norming, in the same grade and at the same time of year.

DRP Reporting

Scoring and all reports are available immediately following online DRP test completion for a student. A range of score reports is provided, including rosters, individual performance charts, group summary reports and profiles, and longitudinal reporting of individual student progress over multiple years and test administrations is available.

DRP Roster (Alphabetical or Rank Order): This report provides summary information on test performance organized at the district, school, or classroom level.

DRP Individual Performance Chart: This report provides data on the reading power of an individual student. The key data in this report are the student's independent reading level (90-percent comprehension of text) and instructional reading level (70- to 80-percent comprehension of text, depending on grade level). To help teachers understand and improve their students' reading skills, this report also provides three cluster scores, with implications for further instruction.

DRP Diagnostic Summary: This report, available at the district, school, and classroom level, helps educators set priorities for reading instruction as they relate to specific skill areas.

DRP School or District Profile: This report—available at the district, school, teacher, or classroom level—summarizes the data points of the Individual Performance Charts and provides a frequency distribution of the group's DRP scores. Like the contents of the Individual Performance Chart, these scores are aligned to the exemplar texts to standard textbooks and external benchmarks.

A Description of How the Assessment Provider Supports Implementation of the Assessment, Including Any Technical Assistance

Educational Vistas and the local testing coordinator will discuss the process for completing the org files and pre-ID files, which contain the class information and student data for taking the assessments. Additionally, we can work with the local technology teams, to setup auto data feeds from any system, along with single sign-on (SSO) should they wish to implement. They will also identify workable dates for the testing window. As part of these conversations, Educational Vistas will provide the client with introductory demos with training, and help to address any issues. The customer support team is available from 7 a.m. to 5 p.m. Eastern Time. Implementation and customer/technical support are included in the per-student license cost; there is no additional cost for these services.

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?

New York state curriculum in ELA is aligned to the NYS Next Generation Learning Standards and so is the DRP. Educators use DRP to assess students on the standards and align teaching strategies accordingly. The test provides a direct measure with all assessment items emphasizing the close, careful, and critical thinking/reading actions that lead to comprehension of complex texts.

Diagnostic Scores

The DRP Test is an assessment of student performance on the NYS Next Gen Standards. Passage sets on the DRP Tests contain a balance of three types of test items that correspond to the standards within each of three clusters (Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas), and the Reading Standards for Literacy in History/Social Studies and in Science and Technical Subjects. DRP assessment items in each of the clusters measure achievement of the standards in those categories. Diagnostic scores (Teach, Practice, Apply) are provided. These will assist teachers in differentiating instruction and in grouping students with similar needs for intervention, reinforcement, and enrichment purposes.

- A score at the **Teach** level means that the reader has scored very low on this cluster of items and needs to be introduced or reintroduced to the skills/strategies in these standards. The student has not demonstrated the ability to independently apply these comprehension strategies. Instructors should assume that the student has had minimal prior instruction in these skill areas and may need reinforcement of Fundamental Reading Skills.
- A score at the **Practice** level means that the reader has shown some understanding of the comprehension skills and strategies in this cluster of items and the standards they reflect, but repeated opportunities for focused practice, with teacher coaching, are needed until the student is able to apply the skills consistently and independently.
- A score at the **Apply** level means that the reader has demonstrated understanding and effective use of the skills and strategies in this comprehension cluster of items. In order to continue to improve in this area, the student needs multiple opportunities to apply the skills/strategies to a broad set of materials and increasingly complex text.

DRP Instructional Support Resources

The DRP NYS Next Gen Standards Program is a comprehensive assessment and instructional system, which includes instructional support materials that answer the question "So now what do I do?" after DRP test score reports are received in schools. Accessed online and through webinars, these tools are designed to be used by literacy coaches, reading specialists, and classroom teachers of English language arts/reading, science, social studies, and mathematics.

There is compelling research that indicates all students must have repertoires of both general and discipline-specific reading/thinking strategies in order to be successful learners of content area material. The DRP instructional support materials provide assistance to teachers in instructing the content knowledge of their subjects, while at the same time improving student literacy skills. Content area teachers, reading specialists, and literacy coaches will find the materials useful in daily classroom instruction, in intervention programs for struggling readers, and in professional development activities. The DRP instructional support resources include:

- DRP BookLink
- DRP Text Analyzer
- DRP professional development strategies and instructional activities

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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 Degrees of Reading Power (DRP) Program offers an assessment system that builds on forty years of development, research, and proven success in ELA achievement assessments.

Key Ideas and Details

These items require readers to:

- Read closely to determine explicit meaning of the text
- Make logical conclusions based on evidence in the text
- Make generalizations from supporting details in the text

Craft and Structure

These items require readers to:

- Determine technical, figurative, or connotative meaning of words and phrases
- Understand and apply language rules and patterns that impact text structure
- Recognize semantic relationships

Integration of Knowledge and Ideas

These items require readers to:

- Infer connections among ideas in the text such as cause and effect, comparison and contrast, and fact and opinion in order to construct meaning
- Interpret significant points in text based on the author's presentation of reasons and evidence

The DRP Core Comprehension Test provides diagnostic information about students' strengths and weaknesses and reports that information in the context of the College and Career Anchor 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

DRP tests have a number of properties that distinguish them from all other reading tests:

- Regardless of the difficulty of the paragraph or passage, all response options are common words— that is, they occur with high frequency in written materials. Since students should be able to recognize and understand the response options, failure to respond correctly to test items can be attributed to a failure to comprehend the text in which they appear.

- DRP paragraphs and passages are designed to reduce the likelihood that guessing strategies, associative processes, and other non-reading activities can be used to generate correct responses. Whereas all response options for an item are semantically plausible, no deliberately attractive distractors such as homonyms, synonyms, or antonyms are allowed among the response options. To eliminate word matching as a response strategy, words used as options do not appear in the text or in other items for that paragraph or passage. Likewise, no titles or other linguistic organizers are added to passages, since students should not be able to use purely associative processes to select correct responses.

  The use of the modified cloze procedure on the DRP Test requires that the reader constructs meaning as she/he reads and does not merely answer questions after reading. This thinking/reading process requires that readers interact with the text as they struggle to make sense of it. They apply metacognitive strategies—looking back, looking ahead, predicting meaning, making/refining inferences, and monitoring their understanding, etc., as they are engaged in close, careful, and critical reading.

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

N/A

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

Because the DRP measures reading and not speed of reading, it has been designed as an untimed test. Most students complete the assessment in 45 minutes. As an untimed test, scores are comparable regardless of the amount of time students are engaged in the test. In addition, once all students are finished with their assessments, the classroom may move on to other activities, because no specific timing windows must be adhered to as part of the administration.

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

The technology required to administer the DRP is typical for classrooms across the country. No special equipment or leading-edge systems are necessary. This gives schools with a broad range of devices access to the DRP, while allowing them to deliver a top-notch, current literacy assessment.

In the browser based DRP online system, students receive unique logins to access their secure test, or can use single sign-on (SSO). The online format allows students to flag test items and go back to those items later. Before they log off, students will receive a list of flagged items as well as any items that they did not answer. These prompts help students demonstrate their reading skills to the fullest. The test interface also contains accommodation features including sizing tools, highlighters, and text underlining tools.

Educators have access to data/reports immediately after a student completes their test.

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

<u>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:</u>

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: DRP CAN BE USED YEAR AFTER YEAR TO RELIABLY MEASURE READING GROWTH IN THREE IMPORTANT COMPREHENSION DOMAINS AND TO MONITOR WHETHER READERS ARE ON THE TRAJECTORY FOR COLLEGE AND CAREER READINESS.

☐ 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: TEACHERS AT ALL GRADE LEVELS CAN MONITOR STUDENT PROGRESS IN READING OVER TIME BY ADMINISTERING DRP TESTS AS PRE-TESTS AND POST-TESTS. IT IS IMPORTANT TO REMEMBER THAT PRE-TEST AND POST-TEST SCORES MUST BE OBTAINED AT THE SAME LEVEL OF COMPREHENSION. IN OTHER WORDS, GROWTH CAN ONLY BE DETERMINED BY COMPARING INDEPENDENT LEVEL (P=.90) DRP SCORES TO EACH OTHER, OR BY COMPARING INSTRUCTIONAL LEVEL (P=.75) DRP SCORES TO EACH OTHER

☐ 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 DRP test provides an assessment of students' core reading comprehension abilities, from grade 2 to college, expressed on a scale of text complexity. The test also provides a breakdown of student performance according to the three clusters of reading skills: Key Ideas & Details, Craft & Structure, and Integration of Knowledge & Ideas.

In addition to research conducted by the publisher and various users of the DRP, the validity of the DRP scale—the metric that directly links student achievement and the difficulty of printed texts— was confirmed in a large-scale study conducted by Student Achievement Partners and researchers at the University of Pittsburgh, and funded by the Gates Foundation. The researchers concluded that the scale "...climb[s] reliably...up the text complexity ladder to college and career readiness."

The scores obtained from the administration of Degrees of Reading Power (DRP) tests are valuable in guiding educational decisions in a number of areas: management of classroom instruction, monitoring individual and group progress in reading, establishment of goals and expectations, and school accountability.

Criterion-referenced DRP scores come as close to forming an absolute scale that has equal intervals as is known in academic achievement measurement. As with inches or meters, the interval from one unit to the next remains constant at any given point on the DRP scale. A DRP score increase of 5 points in grade 4 is equal to an increase of 5 points in grade 10. Similarly, an increase in Instructional Level (P = .75) DRP scores from 40 to 45 is the same as an increase in Instructional Level (P = .75) scores from 70 to 75. Thus, it is possible to measure individual growth in reading and compare the amount of growth among individuals or groups

While the DRP Score scale serves as a measure of growth in reading on an absolute scale, typical or "normal" growth can also be determined. Similar to the height-by-age tables used in pediatric practices, DRP norms tables provide information about students at various points in the distribution. Teachers should keep in mind the enormous differences among students, classes, and schools, when referring to norms tables. However, several generalizations can be made about growth in the ability to read as measured by DRP tests:

Students in grades 2 and 3 typically show rapid growth within a school year—as much as 10 DRP Units.
- Growth from grades 4 through 8 averages about 4 DRP Units per year.
- In high school, growth from fall to spring is smaller—about 1–2 DRP Units. This is partly a function of the fact that the top end of the distribution in these grades is reaching mastery on the trait being measured by DRP tests and is thus reaching ceiling on the test score scale.
- Growth rates are essentially identical in all parts of the distribution.

The table below pairs ranges of text complexity values with the grade spans in which they typically are found in student texts. These are not student scores.

GRADES K-1	**DRP Below 44**
GRADES 2-3	**DRP 42-54**
GRADES 4-5	**DRP 52-60**
GRADES 6-8	**DRP 57-67**
GRADES 9-10	**DRP 62-72**
GRADES 11-12	**DRP 67-74**

Note: College and Career Readiness (CCR) =70 DRP.

New York State's Metric

The table below shows how student outcomes could be tied to the 0–20 metric used in evaluating teacher performance. Note that this only equates percentages of students meeting outcomes to the New York scale; it does not dictate what those outcomes should be. That standard is determined at the local level. The typical growth rates discussed above can certainly influence how appropriate, individual student outcomes are defined and measured, but Educational Vistas does not establish those metrics for our clients.

Conversion to NYSED HEDI Scale

	Highly Effective			Effective			Developing		Ineffective												
HEDI Score	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% of students meeting DRP slot	97-100	93-96	90-92	85-89	80-84	75-79	67-74	60-66	55-59	49-54	44-48	39-43	34-38	29-33	25-28	21-24	17-20	13-16	9-12	5-8	0-4

*Districts determine what the appropriate student level outcomes are.

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.
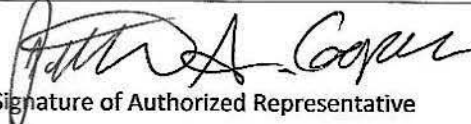
PLEASE SUBMIT ONE "FORM G" FOR EACH APPLICANT.

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.	☐N/A
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.[4]	☒

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[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:

Educational Vistas, Inc. 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative
Peter A. Cooper 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	4/26/2022 5. Date Signed
National Sales Manager 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)	