

**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.

<b>Assessment Provider Information</b>	
NAME OF ASSESSMENT PROVIDER:	IXL Learning, Inc.
ASSESSMENT PROVIDER CONTACT INFORMATION:	David Lee, Proposals Manager, <a href="mailto:proposals@ixl.com">proposals@ixl.com</a> , 650-372-4040
NAME OF ASSESSMENT:	IXL Real-Time Diagnostic
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	<input checked="" type="checkbox"/> REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) <input checked="" type="checkbox"/> OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT PLEASE SPECIFY: <input checked="" type="checkbox"/> A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT <input checked="" type="checkbox"/> A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL <input checked="" type="checkbox"/> A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO <input checked="" type="checkbox"/> A PERFORMANCE INDEX <input checked="" type="checkbox"/> AN ACHIEVEMENT BENCHMARK <input type="checkbox"/> 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?	PreK-12 Math and ELA
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	IXL is a web-based platform that is accessible by popular web browsers or via free app for iPad and Android tablets and phones.
IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAs IN NEW YORK STATE?	<input checked="" type="checkbox"/> YES  <input type="checkbox"/> 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.

The IXL Real-Time Diagnostic helps teachers understand exactly what students know, and precisely what to do to help them improve. The Real-Time Diagnostic pinpoints each student's grade level proficiency overall and in key math and ELA strands. Lightweight and flexible, the Diagnostic can be used for district- or school-wide benchmarking or throughout the year as an instructional diagnostic. However teachers choose to use it, IXL's diagnostic pinpoints students' grade-level proficiency in just 45 minutes and generates a personalized action plan to help each student close gaps quickly and grow from where they are. With these actionable insights, teachers can make smarter decisions about how to reach every student where they are at—*right now*.

- **Accurately assess student knowledge:** The Real-Time Diagnostic assesses students at a deep level across every concept in IXL's K-12 curriculum. This provides teachers with precise insights on students' grade level proficiency in key math and language arts strands:
  - For math, these include Algebra & Algebraic Thinking; Fractions; Geometry; Measurement; Numbers & Operations; and Data, Statistics, & Probability.
  - For ELA, these include Reading Strategies; Vocabulary; Writing Strategies; and Grammar & Mechanics.

Easy-to-read reports show whether students are meeting grade-level expectations and allow teachers to track their growth over time.
- **Equally useful for administrators *and* teachers:** Accurate benchmarking is essential for high-level reporting and decision-making, so IXL's diagnostic allows administrators to easily set up assessment windows to capture that data. But teachers also need reliable insights between benchmarks to understand how to help students make meaningful progress. The Real-Time Diagnostic fills in those gaps too: in as little as 10 minutes a week, it provides teachers with up-to-date proficiency levels.
- **View a personalized action plan for each learner:** Based on each student's diagnostic results, the Real-Time Diagnostic provides targeted recommendations that will help them grow. These personalized action plans link seamlessly to specific IXL skills, giving teachers a simple way to differentiate instruction, fill knowledge gaps, and facilitate meaningful progress.
- **Provide a positive student experience:** For students, the Real-Time Diagnostic does not feel like a traditional test. The questions are engaging, and it is a safe space for students to tap into an innate curiosity to learn more about themselves.

The Real-Time Diagnostic flexes to provide the information teachers need, when they need it. There are two ways that educators can use the IXL Diagnostic:

- **As an instructional diagnostic assessment:**
  - IXL's Real-Time Diagnostic provides immediate insights that support your teachers' daily instruction. With IXL, teachers can get real-time data at any time, providing them with more frequent data on their students' knowledge, thus empowering them to more quickly address any gaps in student understanding.
  - It takes as little as 45 minutes to pinpoint student knowledge levels, and as little as 10 minutes a week to maintain students' levels and receive up-to-date action plans.
  - These insights make it easy for teachers to differentiate instruction, plan for small-group instruction, and help students close knowledge gaps efficiently.
  - Please see more information and screenshots on the IXL Diagnostic in real-time mode at [www.ixl.com/materials/us/i\\_guides/Admin\\_Guide\\_IXL\\_for\\_Diagnostic\\_Assessment.pdf](http://www.ixl.com/materials/us/i_guides/Admin_Guide_IXL_for_Diagnostic_Assessment.pdf).
- **As a benchmark assessment:**
  - The Real-Time Diagnostic is also available in Snapshot mode, which allows educators to get all the benefits of a benchmark assessment in a flexible, lightweight format.
  - Administrators can set up one or more Snapshot windows (specific timeframes) during the year for students to complete their diagnostic. In as little as 45 minutes, students can pinpoint their knowledge levels. They can also complete their Snapshot assessment over a few shorter sessions.
  - Teachers and administrators will then get accurate data on their students' grade-level proficiency in key math and/or language arts strands, and be able to track their progress from Snapshot to Snapshot. IXL's easy-to-read reports help quickly identify trends, such as whether students are meeting grade-level expectations.
  - The Diagnostic also generates a personalized action plan for each student that suggests specific IXL skills to help them close gaps quickly and grow from where they are.

- Administrators and teachers can use these insights to identify areas for improvement and hold data-driven conversations with stakeholders.
- Please see more information and screenshots on the IXL Diagnostic in Snapshot mode at [www.ixl.com/materials/i\\_guides/Admin\\_Guide\\_IXL\\_for\\_Benchmark\\_Assessment.pdf](http://www.ixl.com/materials/i_guides/Admin_Guide_IXL_for_Benchmark_Assessment.pdf).

The student experience in the Real-Time Diagnostic is the same no matter which way it is used. The Diagnostic is built right into IXL, so there is nothing for teachers or students to set up. And, it offers a positive environment for students, helping them learn more about themselves and encouraging them to focus on how they can grow at their own pace.

The Snapshot mode for the Real-Time Diagnostic allows school and district administrators to get all the benefits of a benchmark assessment in a lightweight format:

- **Capture student knowledge levels at a fixed point in time:** Administrators can select one or more specific times during the year for students to complete their diagnostic in math and/or language arts. This benchmark data enables administrators to identify areas for improvement and hold data-driven conversations with stakeholders.
- **Assess students efficiently:** The Diagnostic pinpoints students' knowledge levels in as little as 45 minutes per subject, and provides administrators with data on their grade-level proficiency in key math and language arts strands. This allows district and school leaders to get the insights they need without placing a large burden on teachers or students.
- **Track student performance over time:** Insights from previous Snapshots are always available, allowing administrators to track how student progress between each Snapshot.
- **Personalized next steps for growth for each student:** Based on their responses in the Diagnostic Snapshot, IXL provides each student with a personalized action plan that contains specific skill suggestions for remediation and enrichment. This gives teachers a simple way to differentiate instruction, fill knowledge gaps, and facilitate meaningful progress.

**How it works**

**Creating a Diagnostic Snapshot**

- Primary administrators can set up Snapshots from their Settings page. For each Snapshot, they can choose:
  - The start and end date of the Snapshot window
  - The subject/s they would like to assess (math and/or ELA)
  - The grade levels that will be assigned the Diagnostic Snapshot
  - The school/s that will be assigned the Snapshot
  - What they want to name the Snapshot (e.g. "Fall benchmark - 5th grade")
  - See Snapshot setup instructions at: [www.ixl.com/help-center/article/5601594/how\\_can\\_i\\_use\\_the\\_real\\_time\\_diagnostic\\_for\\_benchmark\\_assessment](http://www.ixl.com/help-center/article/5601594/how_can_i_use_the_real_time_diagnostic_for_benchmark_assessment)

**Student experience**

- During a Snapshot window, students will see a notification when they sign in to IXL that directs them to complete their Snapshot by the specified date. The notification provides a link to the Diagnostic arena.
- In the Diagnostic arena, students will answer questions to assess their knowledge. The diagnostic pinpoints students' knowledge levels in as little as 45 minutes per subject. Students can complete the Snapshot in one sitting, or over multiple sessions.
- As students answer questions, a progress indicator will show them how close they are to finishing. A notification will let them know when their Snapshot is complete.
- Dual-subject Snapshot
  - If students have been assigned Snapshots in both math and ELA in the same timeframe:
    - In the Diagnostic arena, students will be assessed on just one subject at a time.
    - When entering the Diagnostic arena, students will be able to choose which subject they want to diagnose first.
    - Students will see a notification when they have finished diagnosing in the first subject, and be prompted to start on the second subject.

**Diagnostic Scores**

IXL’s diagnostic scores range from 0-1300 correspond to grade levels for easy interpretation. A diagnostic level increase of 100 reflects growth of approximately one grade level. For example, a score of 500 indicates student readiness to begin work on fifth grade skills, while a level of 550 shows the student has demonstrated knowledge of about half of the fifth grade curriculum.

**Diagnostic Snapshot data**

- Administrators
  - After the Snapshot window has closed, administrators can visit the Diagnostic Levels report to download the data from that Snapshot as a .csv file (by clicking the export icon at the top of the report).
  - Administrators will also be able to download data from previous Snapshots.
- Students
  - Students will be able to view their Diagnostic Snapshot Action Plan from their completed Snapshot by visiting their Student Stats page (the Diagnostic tab). The Snapshot Action Plan will include their overall and strand levels, as well as skill recommendations to help them grow from where they are.
  - Students will also be able to download their Diagnostic Snapshot Action Plans from previous Snapshots from the bottom of their Student Stats page.
- Teachers
  - Teachers can visit the Student Action Plan report for individual students to view and download the Diagnostic Snapshot Action Plans from students’ current and prior Snapshots.

**Diagnostic Levels Report**

- **Benefits:** With the Diagnostic Levels report, administrators get a real-time look at whether students are on, above, below, or far below grade level across the district, based on their diagnostic levels. Administrators can also quickly see how the Real-Time Diagnostic is being implemented in district schools.
- **What’s in the report:** At a glance, administrators can see the percentage of students in each grade level who are currently on, above, below, or far below grade level, in math and in language arts. Additionally, administrators will see the percentage of students who do not currently have a pinpointed diagnostic level. For each grade level, administrators can drill down and see the number of students and each individual that is on, above, below, or far below grade level, or are not pinpointed.
- Screenshots of the Diagnostic Levels report can be found at [www.ixl.com/materials/i\\_guides/Admin\\_Guide\\_IXL\\_for\\_Benchmark\\_Assessment.pdf](http://www.ixl.com/materials/i_guides/Admin_Guide_IXL_for_Benchmark_Assessment.pdf)

**Assessment Implementation Support and Technical Assistance**

IXL is committed to New York State LEA and BOCES’ success, and will be a collaborative partner throughout implementation. In support of this effort, IXL will dedicate a Strategic Account Manager and District Partnership Specialist to work with LEAs and BOCES to ensure a streamlined onboarding, deliver tailored professional development training, identify best practices to meet LEA and BOCES assessment objectives, and conduct data reviews to discuss progress and needs to maintain ongoing success. With this dedicated team, NY State LEAs and BOCES have a direct line of contact for all account and implementation matters.

For general technical assistance, IXL offers helpdesk support via phone (855-255-6676) from 8AM to 7PM ET, Monday to Friday. Users may also contact IXL via email ([help@ixl.com](mailto:help@ixl.com)). Other than closure for major holidays, IXL’s attentive staff will respond to inquiries within one business day.

Users also have on-demand access to IXL’s online help center ([www.ixl.com/helpcenter](http://www.ixl.com/helpcenter)) which provides helpful information including user guides and answers to frequently asked questions related to IXL features, accounts, rostering, and licenses.

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?

IXL’s Real-Time Diagnostic provides grade level scoring capabilities for six strands of mathematics, and four strands for ELA, as well as an overall grade level comparison for Math, Reading, and overall ELA. The Diagnostic creates individualized action plans with recommendations that teachers can print for students and parents. Teachers also receive a strand analysis breakdown for all six math strands and all four ELA strands. This strand analysis provides teachers with quintile grouping of students within each strand, highlights which students fit into each group, provides the grade level range of each subgroup, and what skills these students should be working on in order to improve their strand score. This resource can be instrumental in data collection for SLOs, day-to-day instruction enhancement and tool to strengthen small group work. Just as importantly, IXL’s personalized action plans provide a flexible pathway for growth. Instead of locking students in, IXL’s guidance empowers teachers to remain in the driver’s seat and make choices for their students when needed. With IXL and teachers working side-by-side to help students grow, learning becomes truly, authentically personalized.

Teachers will have access to IXL’s robust curriculum with over 7,000 math and ELA skills to choose from as well as custom aligned skill plans to the Next Generation Learning Standards and Engage NY. With comprehensive skills covering every learning objective from Pre-K to 12th grade, teachers can feel confident that they have content to support any learning need. They can extend their daily lessons, provide targeted remediation and enrichment, and reach every student at the right level.

Teachers will be able to supplement their day to day programming with our custom skills to close learning gaps for all students in both Math and ELA. IXL uses the insights from student work in the curriculum and the Real-Time Diagnostic to power personalized guidance for every learner. IXL’s personalized action plans seamlessly link students to the skills that will help them build on the knowledge they have and remediate gaps in understanding.

**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?**

IXL’s Diagnostic algorithm evaluates students on grade level objectives based on a range of New York State standards. The Diagnostic pinpoints students’ level of understanding in six math strands and four English language arts strands, and also identifies students’ overall math level, overall language arts level, and overall reading level.

- The mathematical strands are: Numbers & Operations, Algebra & Algebraic Thinking, Fractions, Geometry, Measurement, and Data, Statistics & Probability.
- The four English language arts strands are: Reading Strategies, Vocabulary, Writing Strategies, and Grammar & Mechanics.

Students’ levels are based on grade level and proficiency within the grade level. For example, a score of 550 in Numbers and Operations means the student is working at the 5th grade level and has demonstrated proficiency in about half of the 5th grade curriculum and is ready to work on skills that are medium difficulty for the grade level. If a student is in the 5th grade and is showing scores in the 600s, it can be assumed that student has displayed mastery in the 5th grade strands. Teachers and administrators can use this data to correlate to their growth goals as well as the Next Generation Assessment priorities within the district. Teachers and Administrators can correlate the score on the diagnostic and utilize our Next Generation Learning Standards skill plans to assign skills that will address the learning gaps with each individual student.

To ensure true alignment to the Next Generation Learning Standards, IXL’s Diagnostic assessment development is rooted in the standards themselves. IXL’s curriculum experts begin by analyzing and unpacking every standard – this involves extracting the concepts, skills, priorities, and tasks included in each standard. The team determines what the measurable attributes of the standard are, i.e., what a student should be able to do to demonstrate mastery of the standard, and develops assessment items based on the measurable attributes. The items are then refined and leveled to ensure they assess the target attributes. Each item undergoes at least four rounds of reviews by IXL content leads, including both former educators and subject experts. IXL leverages feedback from teachers as well as student performance data to continually monitor and ensure performance and leveling are as expected. A full sweep is periodically conducted to identify items whose expected difficulty diverges from their demonstrated difficulty. Those items are then modified, re-leveled, or both.

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

IXL's Diagnostic provides grade level scoring capabilities for six strands of mathematics, and four strands for ELA, as well as an overall grade level comparison for Math, Reading, and overall ELA. These scores are auto-populated as students work through the diagnostic. Students will be given grade bands when they start the diagnostic, but as more questions are answered, the bands will become smaller until they are pinpointed scores for the above referenced areas. This allows students and teachers to start seeing how they are performing before the diagnostic is fully completed. In addition, as students work in the diagnostic, and daily skill work, their diagnostic score will change over time, allowing for a truer sense of growth over time.

All IXL's data is stored in each individual student account that parents and students can access. Once logging in, parents and students can see the student action plan and recommendations that were specifically created for each student based on their diagnostic performance. IXL will always provide recommended skills to improve strand scores, even if students are performing above grade level. Additionally, teachers and administrators have access to these same reports, and many more.

At the teacher level, teachers can view each individual student action plan with recommendations, and print these plans for students and parents. Teachers also receive a strand analysis breakdown for all six math strands and all four ELA strands. This strand analysis report provides teachers with quintile grouping of students within each strand, highlights which students fit into each group, provides the grade level range of each subgroup, and what skills these students should be working on in order to improve their strand score. This resource can be instrumental in data collection for SLOs, day-to-day instruction enhancement and tool to strengthen small group work.

At the administrator level, IXL provides reporting from the district level, all the way to the individual student level. A district administrator will be able to export all diagnostic scores to a CSV file to upload into a data warehousing tool if needed, and can also access the data live through the IXL platform at any time. IXL also provides a breakdown of student progress on the diagnostic through grouping of students by far above grade level, above grade level, at grade level, below grade level and far below grade level via the Diagnostic Levels report. These tiers are only viewable to school and district administrators, and can assist with tiered intervention. IXL can provide a rubric to districts with the breakdown of what determines a student falling in one of the previously listed criteria groups as needed.

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

IXL's Diagnostic provides students with adaptive questions, beginning at the student's grade level. For example, a 5th grade student would start receiving 5th grade questions, and as he answers correctly, or incorrectly, IXL will provide alternate questions until it can determine the students true ability level. This is the same for all grade levels. Starting questions are determined by the grade level in which a student is entered into IXL. All questions are based on NYS standards for each grade level, and are built to look comparable to NYS assessments like the Regents exam. In addition, IXL provides a New York Regents Skill Plan that allows teachers and students to follow the requirements of the state for the end-of-year assessment with IXL skills that match each standard. For example, please sample the Regents skill plan for Algebra 1 at [www.ixl.com/math/skill-plans/new-york-regents-exams-algebra-1](http://www.ixl.com/math/skill-plans/new-york-regents-exams-algebra-1).

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 IXL Real-Time Diagnostic helps teachers understand exactly what students know, and precisely what to do to help them improve. Lightweight and flexible, the Real-Time Diagnostic can be used for district- or school-wide benchmarking or throughout the year as an instructional diagnostic. However teachers choose to use it, IXL’s diagnostic pinpoints students’ grade-level proficiency in just 45 minutes and generates a personalized action plan to help each student close gaps quickly and grow from where they are. With these actionable insights, teachers can make smarter decisions about how to reach every student where they are at—right now.

The Real-Time Diagnostic assesses students at a deep level across every concept in IXL’s K-12 curriculum. This provides teachers with precise insights on students’ grade level proficiency in key math and language arts strands. Easy-to-read reports show whether students are meeting grade-level expectations and allow teachers to track their growth over time.

Accurate benchmarking is essential for high-level reporting and decision-making, so IXL’s Diagnostic allows administrators to easily set up assessment windows to capture that data. But teachers also need reliable insights between benchmarks to understand how to help students make meaningful progress. The Real-Time Diagnostic fills in those gaps too: in as little as 10 minutes a week, it provides teachers with up-to-date proficiency levels.

Based on each student’s diagnostic results, the Real-Time Diagnostic provides targeted recommendations that will help them grow. IXL’s personalized action plans link seamlessly to specific IXL skills, giving teachers a simple way to differentiate instruction, fill knowledge gaps, and facilitate meaningful progress.

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

The Real-Time Diagnostic is uniquely powerful in its capability to operate in two modes: Real-Time assessment and Snapshot benchmark assessment.

**First, the Real-Time Diagnostic is a non-traditional assessment as it allows students to work in the Diagnostic Arena throughout the year, at any time.** This provides students, teachers and administrators with a more detailed, and ongoing picture of each student’s progress over time. Students’ first attempt at the diagnostic takes approximately 35-45 minutes per content area (Math or ELA), but does not need to be completed in one sitting. Students can work in the Diagnostic Arena for 10-15 minutes on one day, and then the same for the next few days until their initial Diagnostic is completed. From there, if students answer 10-15 questions a week, the diagnostic data will remain fresh throughout the year, and growth monitoring can occur. In real-time mode, teachers always have an up-to-date understanding of students’ knowledge, and thus are able to identify and address knowledge gaps much sooner.

**The second Diagnostic option is IXL’s Snapshot mode, which provides a more traditional benchmark for schools and districts.** Leaders can create a Snapshot window (any length of time they choose) of when students can access the Diagnostic Snapshot. During this time, students can work within the Diagnostic (in the same manner listed above) until they complete their initial diagnostic. Then, once the window closes, students cannot go back in until the next window is scheduled. Teachers and administrators then receive the students’ scores in a more traditional benchmarking way through the year. This shows growth over time, but only based on when the window was open, and each benchmark was taken.

In both options, the questions and adaptability are available for all students. Significantly, the Diagnostic goes beyond assessment; it provides actionable next steps for effective data-driven instruction, including strategic student groupings for remediation and personalized action plans to accelerate growth for every student.

IXL recommends that educators use the Real-Time Diagnostic on a frequent basis throughout the year to get always-accurate data on student knowledge levels. Administrators can then set up Snapshots a few times a year, e.g., three times per year, to get benchmark data to inform planning and decision-making for daily instruction. [The initial Diagnostic will serve as a pre-assessment, while all assessments taken after, can be used to collect historical data on each student to determine growth patterns across school years.](#)

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



Research on the IXL Real-Time Diagnostic shows that it is a well-constructed and reliable measure of student achievement in math and ELA, and that it is a strong predictor of student performance on state assessments. Correlations of the Diagnostic with external achievement measures are consistently in the high .70s, indicating the strands are measuring the same general domain (i.e., math and ELA, respectively). Moreover, Real-Time Diagnostic scores are highly reliable (omega = .96 for math, .96 for ELA). Importantly, IXL’s Real-Time Diagnostic correctly identified 73-84% of students performing below grade level in math, while 73-88% of students in ELA. A key advantage of IXL’s Real-Time Diagnostic, with always current data on student proficiency, is that it enables students to complete the Diagnostic multiple times throughout the school year, thus empowering teachers to identify students’ learning needs and help students close gaps more quickly and earlier in the school year.

Studies have also shown that the Real-Time Diagnostic is a strong predictor of future student performance, using well-established standardized assessments as criterion (i.e., outcome) measures:

- The IXL Real-Time Diagnostic scores correlated .90 in math and .86 in ELA with the Indiana ILEARN state assessments. Also, the IXL Real-Time Diagnostic correctly classified 84% of students underperforming in math and 88% of students underperforming in ELA based on Indiana proficiency standards.
- The IXL Real-Time Diagnostic scores correlated .81 in math and .78 in ELA with the NWEA MAP Growth assessments. Moreover, the IXL Real-Time Diagnostic correctly classified 73% of students underperforming in math and 77% of students underperforming in ELA based on MAP norms.
- There are strong, positive correlations between IXL’s Diagnostic and the Virginia SOL scores (all rs > .70), with a high degree of overlap in student proficiency classifications by the IXL Diagnostic and SOL. The study also showed high test-retest reliability of IXL’s Diagnostic, based on scores from the beginning and the end of the school year (rs > .90).

These research studies are attached in Appendix A for review.

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:

Students who take the Snapshot Diagnostic will be able to monitor their progress over time by extracting their scores from the three benchmarks each year. Data for each benchmark will remain in their IXL database year after year to create a full growth model for each individual student.

As attached in Appendix A, research has shown that the Real-Time Diagnostic is a strong predictor of future student performance, with strong correlation and proficiency classification alignment, using well-established standardized assessments as criterion, including the NWEA MAP Growth, Virginia SOL, and ILEARN assessments. Given these comprehensive studies, and that the IXL Diagnostic is built on the Next Generation Learning Standards, it stands to reason that the Diagnostic would also be a strong predictor of performance on New York assessments. IXL commits to conducting a research study with a New York school district that meets necessary criteria, e.g., state assessment scores and IXL Diagnostic data, to demonstrate IXL's predictive validity with a New York assessment.

Furthermore, IXL's extensive efficacy research, including studies of New York schools, prove that IXL is effective in improving student achievement, helping them grow from where they are and perform better on state assessments. This research can be reviewed at [www.ixl.com/research](http://www.ixl.com/research).

The efficacy and validity research demonstrates a key strength of IXL. Not only is the Real-Time Diagnostic assessment accurate and predictive of students' performance, IXL is actionable, empowering teachers and students with personalized and adaptive learning so that every student is supported with opportunities to grow from where they are.

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:

As described previously, a student's initial assessment on the IXL Diagnostic serves as a pre-assessment, accurately measuring their working grade level at that time and thus serves as an indicator of preparedness for the course. The pre-assessment is also a good predictor of student growth, as validation studies have shown that the Diagnostic is a strong predictor of future student performance, including high test-retest reliability, based on scores from the beginning and the end of the school year, i.e., a strong correlation between a student's scores at two points in time.

While accurate assessment and precise prediction of future performance are necessary for improving student learning, it is not the end goal. Based on a student's assessment, the IXL Diagnostic empowers teachers with a personalized action plan to help every student accelerate their growth. This actionable insight is what sets the Diagnostic apart. In fact, and somewhat counter intuitively, a strong actionable assessment should focus less on a high correlation with performance on a criterion test. This is because if significant learning occurs between testing occasions, the correlation will actually drop, and that is a good thing as it indicates the student has grown from where they were.

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 IXL Real-Time Diagnostic establishes a student's baseline level with an initial assessment in the Diagnostic. To begin, the Diagnostic takes into account a student's enrolled grade level to generate questions and then adapts to the student based on their performance. After answering 40-50 questions (35-45 minutes on average) on each subject in the Diagnostic, which can be completed in multiple sessions, the student's grade level proficiencies come into focus as pinpointed diagnostic scores. This becomes a student's baseline working grade level.

Students will receive an overall score for Math, overall ELA and Reading. IXL's diagnostic scores correspond to grade levels for easy interpretation. For example, a score of 500 equals beginning level 5th grade, and a 550 equals 50% mastery of 5th grade standards. Students can receive scores below, at, or above their actual grade level based on their performance.

An average growth score for one full school year is 100-120 points. A 120 point growth score will show more than one year growth, and also accommodate any summer slide that may occur during the months when students are not in school. While each student may be at a different working level, the growth target for every student should be to advance one grade level from where they began. For example, if a student's initial Diagnostic score is a 530 at the beginning of the school year, they should be at a 630-650 by the end of the school year to show one year's worth of growth (plus the additional overage to cover summer slide).

To support each unique student towards their growth target, IXL generates a personalized action plan with targeted skill recommendations specifically for them. With open access to IXL's complete PK-12 curriculum, students are always supported at their level. Whether they are a struggling student on an IEP or an accelerated learner working above grade level, IXL helps each student grow from where they are.

With IXL Analytics reports, teachers have up-to-date data on students' progress. From the initial baseline to a student's current working level, IXL provides complete history data to demonstrate growth over time.

**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.	<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"/>
If used with a Student Learning Objective, 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, Education Law §3012-d under RFQ #15-001, or for purposes other than APPR, 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. <sup>3</sup>	<input checked="" type="checkbox"/>

<sup>3</sup> 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:**

IXL Learning, Inc. 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative
Paul Mishkin 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	February 14, 2022 5. Date Signed
Chief Executive Officer 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)	