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:	**Let's Go Learn, Inc.**
ASSESSMENT PROVIDER CONTACT INFORMATION:	**Richard Capone, Co-Founder/CEO:** **888-618-7323 or rcapone@letsgolearn.com**
NAME OF ASSESSMENT:	**ADAM: Adaptive Diagnostic Assessment of Mathematics**
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?	**K-7 Mathematics**
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	**Basic Requirements** • **A web browser (Chrome, Firefox, Safari)** • **High-speed Internet Access**

	• **Sound-enabled device using headphones or speakers**
	
	LGL Assessment Requirements
	Recommended Operating Systems
	
	• **Windows or MacOS on Desktop/Laptop: Latest Version**
	• **Chromebook running Chrome OS: Latest Version**
	• **iPad iOS: Version 15.3.1 or higher**
	  ○ **Supported**
	  ▪ **iPad 6 or higher**
	  ▪ **iPad Air v3 or higher**
	  ▪ **iPad Pro all versions**
	  ○ **Not Supported**
	  ▪ **iPad mini**
	• **Android OS on tablet: Latest Version**
	
	Recommended Browsers
	
	• **Chrome - latest version**
	• **Safari - latest version**
	• **Firefox - latest version**
	
	Recommended Screen Resolution
	
	• **Minimum screen resolution: 1366x768**
	
	Audio Settings
	Sound should be enabled on the computer and be audible to the user

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

ADAM can be used as a measure of student growth. It consists of 44 subtests that address key foundational skills in mathematics. ADAM's subtests employ scope and sequenced math skills organized in the order that they would be taught to students across each of these sub-tests. These leveled skills are also aligned with instructional grade-level content standards. ADAM, by design, uses an interval scale given that it is aligned to grade-level skills that span grades K-7. ADAM scores are reported as grade level scores, with partial year growth also noted.

ADAM assesses across 5 major math strands which span 44 sub-tests of K-7/8 mathematics. Grade scores range for all strands is K to 7. ADAM is used for grades K-12 for assessment of foundational math skills.

- **Numbers and Operations: 14 sub-test; 661 criterion-referenced test items, in 105 constructs**
- **Measurement : 7 sub-tests; 133 criterion-referenced test items, in 34 constructs**
- **Geometry: 11 sub-test; 203 criterion-referenced test items, in 53 constructs**
- **Data Analysis: 8 sub-tests; 106 criterion-referenced test items, in 36 constructs**
- **Algebraic Thinking: 4 sub-test; 305 criterion-referenced test items, in 43 constructs**

ADAM is criterion-referenced, adaptive in nature, and delivered online. It is diagnostic in nature and designed to identify each student's Zone of Proximal Development. Post assessment, comprehensive reports are provided to teachers and administrators to help with SLO creations and monitoring. ADAM assessment diagnostically evaluates each student's math abilities while providing the highest level of reliability and accuracy. ADAM is highly reliable with overall high coefficient alphas. In addition, Test-retest consistency are high from 0.69 to 0.84. Sections that make up individual sub-tests are items written to test specific skills within the scope and sequence of the sub-test. These CBM level sections acquire their reliability in part from the test design that aggregates specific skills items together while maintaining p-values that range from 0.25 to 0.75. For additional data, see Appendix B2: ADAM/DOMA Technical Manual.

Individual field testing of each CBM level section required a mastery versus non- mastery score of 0.75 or higher which was the lowest threshold requirement for decision consistency by pools of students with previously established skills mastered. ADAM was created to paint a picture of an individual's math strategies more accurately across multiple measures which follow a constructivist perspective of the protocol (Flores et al., 1991).

A Description of how the assessment is administered

Let's Go Learn's ADAM assessment is online and resides on our AI system. All Let's Go Learn assessments are administered online and thus any rater bias or test-admin bias has been eliminated by the very nature of the assessment being objectively delivered by a computer device online. The test-admin scripts provide guidelines for ensuring that technology checks have been performed prior to the assessments and that the admin of the assessments follows a standardized introduction of the assessments. We know that schools and districts may eliminate time limits for certain student groups. The assessments bookmark where a student leaves off, so teachers can elect to have students do the assessments in sections or classroom periods. In general, if the assessment is taken in one sitting, it would take between 1 and 2 hours. However, students can take ADAM at their own pace so that teachers have a clear idea of strengths and gaps. We recommend that assessments be administered at the beginning, middle and end of the school year to ensure that teachers can effectively monitor student progress. (See Admin Scripts in Appendix C)

A description of how scores are reported

Let's Go Learn's online platform offers instant reporting for a teacher to share with an administrator, parent, or student. ADAM Reports are comprehensible to all users, since they use easy-to-understand grade-level scores and simple narratives. Other reports are designed for the special education teacher who needs to write student IEPs faster and with greater accuracy. In addition, ADAM can find present levels and determine weekly, monthly, or quarterly student math goals. When used with formative assessments, progress monitoring becomes automatic. All data rolls up into a unified, vertically scaled grade-

level score dataset. Reports can be created for small-group instruction for classroom teachers or for school-based reports to inform principals and department leaders. Evidence-based teaching has never been easier with the dynamic range of reports for all stakeholders. Teachers do not have to score the assessments, and all scoring and reporting is available in real-time. See Appendix D2 for sample reports.

A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance

Let's Go Learn is committed to training and supporting districts/schools to ensure a successful implementation. The components of the Let's Go Learn Assessment Suite are part of a comprehensive web-based learning platform that combines powerful universal screeners and diagnostic assessments with personalized supplemental instruction. Due to the online nature of these programs, the timeline for implementation and training is short and relatively easy which leaves more time for teaching and learning.

A typical implementation support will consist of the following steps:

- The Implementation Manager will schedule a "kick-off" meeting with the appropriate staff members at the district/school.
- The virtual product tour/training is scheduled.
- Onsite professional development is scheduled (if needed)
- Student rostering is completed, and usernames/passwords are assigned.
- Assessment day is selected, and students complete the first assessment.

Let's Go Learn can work collaboratively with the team to design and deliver a customized 4–6-hour onsite training session for all teachers, administrators, and/or families. The proposed onsite training is designed to help staff interpret diagnostic assessment data and use data to make instructional decisions and monitor progress. Subsequent virtual training sessions will be used to reinforce learning and answer new questions.

Let's Go Learn also has a dedicated team to provide direct telephone support. Educators can reach the technical support team at our toll-free number: 888-618-7323 or by email: help@letsgolearn.com

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?

Let's Go Learn recommends that ADAM be given three times a year. At the start of the school year, all students should be assessed. Real-time reporting and narratives can easily be used to identify learning gaps and present grade levels for students with disabilities. Using our automatic diagnostic data reporting supports accurate IEP development with an approximate time savings of 50%. Using our assessment system, students' progress is monitored against the curriculum to determine if annual and short-term goals IEP goals are met. Also, our diagnostic testing can be utilized as a universal screener for RTI, with the instructional and formative assessment elements being used for Tiers 2 and 3. For classroom teachers, our system automatically sorts students into learning groups based on the commonality of deficits and strengths. This initial assessment will determine the learning groups for the fall semester. In the winter, students should be assessed again so the learning groups can be reconstituted based on the new results. The second administration establishes the learning groups for the spring semester. The final assessment should take place in late spring.

An example of how our diagnostics and reporting can be integrated into curriculum follows.

Direct Instruction: Time required: 10-15 minutes of direct instruction

Following diagnostic testing, the regular education teacher is to introduce the learning goals and objectives for the day. Once the learning goals and objectives (posted on the board) have been communicated and written in spirals by the students, the regular education teacher will provide direct instruction.

Small group instruction: Time required: 10 minutes

Following this instruction, students will engage in small-group activities (such as pair-share; jigsaw, etc.) to reinforce the lesson. Both teachers will circulate around the room assisting the small groups

Direct instruction (Special Educators): Time required: 5-10 minutes

Next, the special education teacher will deliver 5-10 minutes of instruction on the identified regular education learning goals and objectives and the topic of the day to reinforce learning. This instruction is to be presented to the whole class. The special education teacher will also break down materials into small chunks and re-explain information. In addition, the special education teacher will present the information visually and have notes available for students following class (as appropriate and pending evidence that students put effort into taking notes).

Cooperative Learning Groups: Time required: 25 minutes

Following direct instruction from the special education teacher, students will break into cooperative learning stations. Each class should have four to five learning stations with different activities that engage the learner in varying formats. The groups will be determined by the Let's Go Learn instructional grouping report. Students with similar needs will be grouped accordingly. Two of the learning stations are to be committed to LGL Edge activities. Each group member needs his or her own tablet or laptop. Learning will be differentiated and aligned with each student's specific learning needs. Each child in the class will engage in all groupings. The LGL Edge suite is appropriate for both remediation and acceleration of learning. During the learning activities portion of the class, the teachers will circulate around the room and support students as needed. The special education teacher may also use this time to check in with IEP goal attainment. To assess learning, the teachers will access the learning reports directly following the instruction. On-demand reporting is provided immediately.

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?

Students have to demonstrate mastery through multiple items related to ADAM, which is criterion-referenced to state standards. For New York, we performed an alignment to New York's Next Generation Learning Standards and 90% of ADAM's assessment items are aligned to these. Once students complete their assessments, teachers and administrators have access to their alignment reports, which list weaknesses and strengths in comparison to the NYS Next Generation Learning Standards. See Appendix E2 for Test Alignments to NYS Next Generation 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:

5. Below proficiency
6. Approaching proficiency
7. Meeting Proficiency
8. Demonstrating mastery

ADAM is criterion-referenced assessments scored in grade-level scores. Grade-level scores are directly aligned to the skills defined in content standards. This was done because they were intended to be used as diagnostic measures to inform instruction. In other words: What is the students' zone of proximal development? What skill do I teach next? What does the student already know? What do they not know? As such, the fundamental design of ADAM is an interval scale. No data transformation is necessary as one would require with a summative norm-referenced assessment that is being used as a growth measure. Grade level scores that are 2 years or more below a student's SY grade level are far below proficiency. GL scores that are within one year to two years below are approaching proficiency. GL scores that are at a student's SY grade level are considered meeting proficiency, and scores that are at and end-of year SY grade level are considered above proficient (demonstrating mastery). For more information, see Appendix B2, ADAM/DOMA Technical Document

If the selected assessment(s) are not standardized, please describe how the assessment process is comparable across grade levels/course-alike classrooms?

Because Let's Go Learn assessments are multiple measured grade-level criterion-referenced assessments, they allow teachers to easily set student learning objectives (SLOs) based on students' current abilities. Teachers don't have to go through a complicated score to skill conversion. LGL assessments determine student's exact skill level or zone of proximal development. Teachers choose an area of focus based on priority (i.e. possibly largest gaps) and then select a growth target appropriate for each student based on their fall testing data. Then in the spring, post-assessment data is reflected on these growth targets. The percentage of students who meet their growth targets map to New York State's 0-20 metric. Margin of error for pre- and post-assessments can optionally be automatically integrated into this scoring mechanism so that teachers or schools don't have to do these statistical calculations themselves.

How is the selected assessment able to maximize the efficiency with which student performance data is gathered to allow for more classroom instructional time?

ADAM is automatically scored in real-time, so data and narrative reports are immediately available to teachers. Therefore, they can monitor student progress efficiently and adjust instruction to meet individual and group needs.

If applicable, how will technology be utilized during the administration of the selected assessment to provide timely and actionable information?

Let's Go Learn Assessments are delivered online via web-enabled devices thus saving valuable instruction and intervention times in the classrooms. Due to the adaptive nature of the assessments, students will only be presented with content that they are ready to be tested on which also means test taking time is shortened based on student ability.

Please provide any additional information that may be useful when reviewing your application:

Given that ADAM is a criterion referenced adaptive measure, student data is not tied to a single grade level. That is a sixth grader, depending on their ability, may be moved back to lower grade levels to find their "instructional" level. If a sixth grader still has not mastered skills from prior years, ADAM will be able to identify those gaps, even if it over multiple years. The same is true for students working above grade level. This design feature, when combined with the ability to create classes of interest, allows ADAM to control for student's prior academic history, exposure (i.e. poverty), language ability, and disabilities. The focus in ADAM is on the student's actual ability level, not their current grade level expectations. The ability to dis-aggregate the data derived from ADAM provides teachers and administrators with the tools necessary to fairly and accurately track the growth of all students, whenever they begin instruction. The specific nature of the "classes" that might be organized and examined over time rests with the specific professionals at the school site. ADAM is designed to allow educators to identify and monitor student's growth – no matter what their ability levels or backgrounds. See Appendix E2 for ADAM/DOMA Test Alignment to NYS Next Generation Learning Standards.

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:

☐ OTHER

PLEASE SPECIFY: **CRITERION-REFERENCED ASSESSMENT TIED TO NY STATE STANDARDS SKILLS AND CONCEPTS**

DESCRIBE HOW THIS BASELINE DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH: **BECAUSE OUR DIAGNOSTIC ASSESSMENTS ARE CRITERION-REFERENCED TO NYSED STATE STANDARDS, THEY PROVIDE AN ACCURATE INDICATOR OF STUDENT GROWTH WHEN GIVEN AT BEGINNING, MIDDLE, AND END OF THE SCHOOL YEAR. OUR FORMATIVE ASSESSMENTS CAN ALSO BE USED TO OFFER ADDITIONAL AND TIMELY INDICATORS OF 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 growth reports provided in ADAM are designed to provide teacher, administrators, and parents with the timely, fine-grained information that they need to plan differentiated and personalized learning in Math, ADAM generates reports at the individual level (for each administration), small group level (for any groups of interest), class level, and school level.

Individualized diagnostic reports are the heart of ADAM. The individual summary report provides a full break out of the student's performance on each of the sub-tests that make up the assessments. Sub-tests are defined as the fundamental instructional areas that make up mathematics. Forty-four sub-tests make up ADAM. Each sub-test is broken up into sets of items that test a specific skill. The specific link of each grade-level score in ADAM to specific teachable skills allows these assessments to be used for both instructional improvement as well as student growth measurement. Sample miscue responses can also provide additional data for teachers above the obvious target skills to teach. These reports were designed for use in teacher conferencing and as a means for goal setting and measuring progress. Areas of concern (i.e. those area below grade level) are noted on the report for teachers.

In addition to the individual report, a more comprehensive qualitative report is available for parents and teachers. This report provides individual data but also provides background information on the tests, its results, and makes instructional recommendations for teachers and parents. The parent report was designed for parent – teacher conferencing and increasing communication between home and school. Parent reports are also available in Spanish.

ADAM data is also reported at the classroom level as well. All teachers can examine class-wide performance across multiple measures in reading. This allows for the easy and instant creation of small groups for teacher-led small group instruction or even for personalized learning assignments made by the teacher or via automated personalized learning instructional tools such as the Let's Go Learn Edge series or the free third-party Khan Academy.

All individual data in ADAM is aligned to NY Next Generation Learning Standards. The "standards" report aligns results from ADAM by subject area and grade. Three codes are used in this report: 1) a green check for mastery; 2) a blue thumbs up for ready to learn; and 3) a red hand for foundational support needed. Given that ADAM is a K-12 measure, teachers can examine which standards students have yet to master from prior years, as well as examine areas where standards students exceed grade level expectations.

When ADAM is employed multiple times across a school year (F-Spr, or F-W-Spr) gains score reports are available for all previous assessments. As is the case with all reports, gain scores are available at the individual level, small group level (for groups of interest), class level (teacher), and site level for each specific subtest.

ADAM provides teacher/administrators with a Data Portal that provides multiple options for examining results. The reports provide two options: 1) changes in performance bands (i.e. students below, at or above grade level) across multiple testing opportunities, or 2) grade- level gain scores (Fall to Spring) by individual, small group, or class(es) across multiple testing opportunities. These two methods are then applied to a teacher's class(es) to determine a percentage of students who have met their individual student learning objectives.

ADAM data is designed to allow teachers to target specific skill areas for growth based on individual teacher planning and goals. For example, ADAM is currently in use in New Jersey where teachers are required to develop SLO's. ADAM was designed to assist teachers with such targeted planning at Tier 1, Tier 2, and Tier 3 of the RTI/MTSS model of support.

The granularity of ADAM allows teachers to target specific skills areas within mathematics subjects, and to set numerical growth targets for those skills automatically. In so doing, teachers are setting the learning trajectory for that student. In the case of a remedial student that would mean working toward proficiency at grade level, but in the case of an advanced student it would mean reaching even higher levels of achievement. The tools in ADAM provide educators with an opportunity to find out - "did they go up?"

One feature of ADAM that teachers or administrators can easily form "classes" or groups of students for further analysis or for progress monitoring. In a normal case, the default "class" would be that of a classroom teacher. But teachers and administrators can also very simply create "classes" of interest. Such groups might include a teacher's ability-based math groups, their Language Learners, students in intervention, or SPED students.

Once organized into a class, reports can be generated and organized for that group. The "class" tool in ADAM allows teachers and administrators to move beyond the question, did my whole class go up? The ability to organize data by key groups of interest allows educators to identify which individuals and which groups of learners are making progress toward proficiency. Such specificity allows for targeted goal setting, and clear evaluation of change. See Appendix D2 for samples of reports.

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.[4]	☒

[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:

Let's Go Learn, Inc. 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative
Richard Capone 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 5/24/22
Co-Founder & CEO 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

N/A 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)	