



**STUDENT ASSESSMENTS
AND ASSOCIATED GROWTH MODELS FOR
TEACHER AND PRINCIPAL EVALUATION**

FORM C

PUBLICLY AVAILABLE SERVICES SUMMARY

This form will be posted on the New York State Education Department’s Web site and distributed through other means for all applications that are approved in conjunction with this RFQ to allow districts and BOCES to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Information	
Name of Assessment Provider:	Greenwood Publishing DBA Heinemann
Assessment Provider Contact Information:	
Name of Assessment:	Fountas and Pinnell Benchmark Assessment System
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILES <input type="checkbox"/> PROJECTION MODELS <input type="checkbox"/> VALUE-ADDED MODELS <input type="checkbox"/> OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-6
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	ELA
What are the technology requirements associated with the assessment?	Use of spreadsheet to record scores, computers with CD-ROM ports
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

Please provide an overview of the assessment for districts and BOCES. Please include:

- **A description of the assessment;**
- **A description of how the assessment is administered;**
- **A description of how scores are reported (include links to sample reports as appropriate);**
- **A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance. (3 pages max)**

The F&P Benchmark System has been created and refined as a teaching and assessment tool over the past twenty years, representing 26 points on a gradient of reading difficulty. Each point on that gradient represents a small but significant increase in difficulty over the previous level. Following the Benchmark Assessment System’s standardized assessment procedure, assessors use the leveled benchmark books to identify each student’s reading level.

The F&P Assessment System is administered during a one-on-one student-teacher assessment conference. The student reads aloud and talks about a series of benchmark books while observed. The assessor notes the reader’s behaviors on carefully constructed benchmark forms. Using established scoring conventions and procedures for analysis, the assessor gathers information about each individual’s reading processing, fluency and comprehension. This assessment is embedded in instruction, providing: 1) independent, instructional and recommended placement levels, 2) identification of students who need intervention and extra help, and 3) document student progress across a school year.

Scores are reported on a 26-point gradient, indicated by a level A through Z. The gradient corresponds to grade-level equivalents: Kindergarten - A-C, Grade One - B-I, Grade Two – H-M, Grade Three – L-P, Grade Four – O-T, Grade Five – S-W, Grade Six – U-Z.

The assessment provider supports effective administration of the assessment through the components of the system: Benchmark assessment books, assessment guides, assessment forms, data management CD-ROM and folders for paper storage, Professional Development DVDs and guides. In addition to assessment administration materials, the provider has also created materials to assist teachers in using the assessment data to support instruction.

Please provide an overview of the student-level growth model or target setting model for SLOs for districts and BOCES, along with how student-level growth scores are aggregated to create teacher-level scores, and how those teacher-level scores are converted to New York State’s 0-20 metric.

All students will be tested for a baseline level. Continuously enrolled students will have a benchmark score from the end of the previous school year. New students will be tested in September-October to create a benchmark. The benchmark will serve to determine individual student’s baseline score for that school year. Based on that score, teacher’s will determine a target score for a year’s growth, using the Fountas & Pinnell (F&P) gradient scale. For students who are not on grade level, the score will take into account the current level of performance to select a growth score that will narrow or eliminate (depending on the student’s level) the gap in achievement. All students will be assigned a target score that represents one year’s growth. Students will be retested at the end of the school year (May-June) to determine progress. A percentage of students who attained their target will be determined. That percentage will be converted to a 0-20 scale, as described in the APPR document.

New York State Next Generation Assessment Priorities

Please provide detail on how the proposed supplemental assessment I or assessment to be used with SLOs addresses each of the Next Generation Assessment Priorities below.

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):

The Fountas & Pinnell Benchmark Assessment System is a performance-based assessment. It measures student performance in reading fluency and comprehension in a one-on-one environment, ensuring student engagement in the assessment and reliable results. A performance assessment is the most valid of assessment methods. The benchmark texts ensure that the student reading

	level is accurate, by allowing the assessor to adjust the level of the assessment to the performance of the student, in real time.
Assessments Woven Tightly Into the Curriculum:	Because of the reliability and validity of this assessment, teachers can make immediate use of the assessment results. The assessment provides information on specific areas in which to adjust instruction, information for responsive instructional groups and a depth of information for instructional text selection, from an instructional level to an independent level. This is the specific information needed to adjust instruction and the instructional climate to optimize learning and progress.
Performance Assessment:	This is a performance assessment in a very pure form. Students display their fluency and comprehension while reading. The benchmark texts allow assessors to select the best text for performance as part of the assessment itself. Students have both the opportunity to display their highest level of performance as well as their individual areas of need through the carefully constructed assessment protocols.
Efficient Time-Saving Assessments:	While an individual test requires approximately 20 minutes per student, the accuracy of the data provides for many efficiencies. The 20 minutes is intensive for the individual student, making full use of that time to provide valuable data. Instruction in the classroom continues throughout the testing period, with returning students being provided the necessary supports to return to instruction. The assessment results are clear and immediately accessible for instructional adjustment. Other tests often require hours of teacher release time to “drill-down” through the data to determine individual student needs. The F&P results yield immediately useful data to adjust reading groups, suggest independent reading selections, and provide appropriate instructional supports.
Technology:	The only technology required to support this assessment is a computer that can run CD-ROMs and excel or other data collection programs.
Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness (only applicable to supplemental assessments):	



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FORM H

**APPLICANT CERTIFICATION FORM –ASSESSMENTS FOR USE WITH STUDENT
LEARNING OBJECTIVES**

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria.

PLEASE SUBMIT ONE "FORM H" FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	X <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.	X <input checked="" type="checkbox"/>
The assessment can be used to measure one year's expected growth for individual students.	X <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.	X <input checked="" type="checkbox"/>
For assessments previously used under Education Law §3012-c, the assessment results in differentiated student-level performance. If the assessment has not produced differentiated results in prior school years, the applicant assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	<input 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.	X <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. ⁴	X <input checked="" type="checkbox"/>

⁴ Please note, pursuant to Section 2.3 of this RFQ, an assessment may be removed from the approved list if such assessment does not comply with one or more of the criteria for approval set forth in this RFQ

To be completed by the Copyright Owner/Assessment Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

<p>Greenwood Publishing DBA Heinemann</p> <p>1. Name of Organization (PLEASE PRINT/TYPE)</p>	<p><i>Lori P. Lampert</i></p> <p>4. Signature of Authorized Representative (PLEASE USE BLUE INK)</p>
<p>Lori P. Lampert</p> <p>2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>January 4, 2016</p> <p>5. Date Signed</p>
<p>Sales Operations Manager</p> <p>3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	
<p>New Lebanon CSD</p> <p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p><i>Leslie H. Whitcomb</i></p> <p>4. Signature of School Representative (PLEASE USE BLUE INK)</p>
<p>Leslie H Whitcomb</p> <p>2. School Representative's Name (PLEASE PRINT/TYPE)</p>	<p>1/7/16</p> <p>5. Date Signed</p>
<p>Superintendent of Schools</p> <p>3. Title of School Representative (PLEASE PRINT/TYPE)</p>	