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:	NCS Pearson, Inc. (Pearson)
Assessment Provider Contact Information:	Dr. Chris Hammill, National Sales Manager, Classroom Assessments Chris.hammill@pearson.com (813) 825-5484
Name of Assessment:	aimsweb™Plus
Nature of Assessment:	☒ ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: ☐ GAIN SCORE MODEL ☐ GROWTH-TO-PROFICIENCY MODEL ☐ STUDENT GROWTH PERCENTILES ☐ PROJECTION MODELS ☐ VALUE-ADDED MODELS ☐ OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-8
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Reading, Math
What are the technology requirements associated with the assessment?	aimswebPlus is web-based and requires no network or computer-based installation. See the appendix for minimum system requirements and prerequisite items for general use.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☒ YES ☐ 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)**

aimswebPlus is an assessment, reporting, and data-organization system designed to support screening, progress monitoring, and Response to Intervention (RTI). It provides two types of nationally normed assessment instruments to support universal screening and progress monitoring in reading, language arts, and mathematics.

To establish benchmark student performance, aimswebPlus uses both untimed, standards-based measures and timed assessments built on the strong foundation of curriculum-based measurement (CBM) practices. More than 30 years of scientific research shows that using CBM for frequent assessment of basic skills is not only time efficient but also accurately and reliably reflects student progress. Educators can use CBM as part of the assessment of foundational reading and mathematics skills during universal screening. For young students, new CBM measures are offered to further assess early literacy (phonics and phonological awareness) and early numeracy (number sense) skills.

For most students, a battery comprising multiple brief measures is used for universal screening. Most of the CBM measures—validated to represent critical growth indicators of student achievement—take 1–4 minutes to administer. Administration times by measure are included in the Introductory Guide (included with this response); see pp. 13, 18. 23, 26. The standards-based measures are designed to measure essential knowledge and skills as efficiently as possible, so that in a single class period teachers can obtain comprehensive and accurate information about student and classroom performance in reading and mathematics. Additionally, the multi-measure battery provides composite scores and student and classroom profiles of strengths and weaknesses to tailor instruction to the needs of all students.

Because CBM measures are quick to administer and simple to score, they can be given frequently to provide teachers with continuous student progress data. Results are charted for timely, data-based evaluations. For progress monitoring, aimswebPlus provides 10 or 20 forms of each measure (by grade).

Through universal screening and benchmarking, aimswebPlus identifies and groups students according to risk. Student performance is reported three times per year relative to established cut scores and national or local norms. Progress monitoring enables more frequent assessment to demonstrate growth toward individualized goals and to document response to instructional changes. This scalable solution is cost effective, flexible, and sustainable.

Selected progress-monitoring and screening measures are combined into a composite that is ideal for educator effectiveness systems because it offers a highly valid yet time-effective score.

The aimswebPlus measures for Kindergarten and Grade 1 are individually administered. At grades 2 through 8, all measures are self-administered online in a group format, except Oral Reading Fluency (grades 2-3) which is individually administered.

Examiners can use digital record forms to administer and score the individually-administered aimswebPlus measures online. Scores are automatically captured, calculated, and uploaded to the aimswebPlus data system. This data capture technology enables on-the-fly administration and scoring for oral response assessments. As the student reads the test and gives oral responses, the administrator simply clicks or taps the student's errors onscreen and the system will score the assessment and upload the results. Reports are available right away.

Digital record forms can be used on personal computers (PC or Mac) or on almost any web-enabled device with a supported browser, including desktop/laptop (PC and Mac), Chromebook/Chromebox, and tablet (iPad).

If manual options are preferred, the individually-administered aimswebPlus measures can be administered by paper and pencil instead of the digital record form, and results entered into the system. As scores are entered and saved, reports become available immediately through the data system.

The individually-administered assessments are available as PDFs, are easily accessed, and can be viewed and printed within the user interface. You can view sample reports at http://www.aimswebplus.com/reports.

New York educators and students will benefit from multiple features that make aimswebPlus well suited for inclusion as part of an educator effectiveness evaluation system, including the following:

- Its measures are administered at the beginning and end of the year (as well as in the middle of the year) for benchmarking and screening, so aimswebPlus provides empirical growth information spanning the widest possible time interval.
- aimswebPlus has a large national database that provides strong research support for the analysis of growth.
- The measures are time-efficient to administer and score: the progress-monitoring measures take only a few minutes, and the screening measures are relatively brief compared with other screening tests and are self-administered at Grade 2 and above.
- Each measure has equivalent forms in fall, winter, and spring, so growth can be assessed through raw-score change across time.

- aimswebPlus incorporates a rate of improvement (ROI) metric, which is the amount of raw-score growth divided by the number of weeks—that is, the average raw-score increase per week.
- Finally, aimswebPlus has Student Growth Percentiles (SGP) that indicate how a student's ROI compares with the ROIs of students in a national sample who are in the same grade and who started the year at a similar level of performance.

Providing Technical Support. Responsive support from Pearson is included as part of an aimswebPlus subscription (all users). Support is available by phone, email, message board, and in-software help.

The number to call for support is 866.313.6194. When you call this number, Monday through Friday, you can select one of the following groups for support:
Technical Support (8 a.m.–7 p.m.)
Sales (8 a.m.–5 p.m.)
Training (8 a.m.–5 p.m.)
Order/Billing inquiries (8 a.m.–5 p.m.)
All hours are shown in Eastern time.
The aimswebPlus toll free fax number is 866.313.6197, and website address is www.aimswebplus.com. At the website, you will find a Customer Login as the gateway to online resources.

Additional support is available through our training and consulting services. aimswebPlus training and consulting services—including onsite, web-based, and other forms of consultation—are organized to provide top-quality ongoing training, coaching, and capacity building. Training materials including user guides are available for all users by download from within the aimswebPlus interface.

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 the create teacher-level scores, and how those teacher-level scores are converted to New York State's 0-20 metric.

As described above, one of the primary purposes of the aimswebPlus system is to evaluate student growth. Its system of assessment at the beginning, middle, and end of the year was designed specifically to help educators monitor how well students are developing and whether they are on track to achieve their goals. Two features of aimswebPlus are particularly helpful to educators in monitoring growth and setting end-of-year goals. One is the use of equivalent measures throughout the year, which allows the educator to describe fall-to-spring growth in terms of an increase in the student's raw score on a consistent task. The other helpful feature is the set of national norms, both for fall, winter, and spring performance and also for the amount of growth. These allow educators to use information about typical growth to inform the goal-setting process.

The New York APPR system is based on individualized Student Learning Objectives (SLOs) that reflect one year's expected growth. The procedures for setting SLOs are created by the Local Education Agencies. The role of aimswebPlus is to provide dependable and valid scores at the beginning and end of the year, using measures that are sensitive to growth, and supported by normative information about performance level and growth.

Conversion to the HEDI scale

At the end of the year, the percentage of students reaching their SLOs is calculated. The aimswebPlus SLO crosswalk, shown below, converts this percentage to a HEDI score on the 0–20 scale. This is the crosswalk that has been established by New York State for APPR.

	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
% meeting target	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

New York State Next Generation Assessment Priorities

Please provide detail on how the proposed supplemental assessment l 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 aimswebPlus measures recommended for educator effectiveness evaluation are the measures or combinations of measures that are considered to provide the optimal combination of validity, sensitivity, and time efficiency. **Reading:** The recommended aimswebPlus measures or composites are the following:

	• **Kindergarten.** The composite of Letter Naming Fluency, Letter Word Sound Fluency, and Phoneme Segmentation is recommended to measure winter-spring growth. For fall-spring growth, Letter Naming Fluency may be used on its own; Letter Word Sound Fluency and Phoneme Segmentation are not part of the standard fall battery because they are difficult for many entering kindergarteners. • **Grade 1**. Oral Reading Fluency (fall-spring) • **Grades 2 and 3.** The composite of Oral Reading Fluency, Vocabulary, and Reading Comprehension (fall-spring). • **Grades 4-8.** The composite of Silent Reading Fluency, Vocabulary, and Reading Comprehension (fall-spring). The aimswebPlus reading measures for kindergarten do not involve reading text. Letter Naming Fluency assesses automaticity of letter recognition, which is important for the later steps in learning to read. Letter Word Sound Fluency is a new measure with two sections. The first section consists of saying the sounds of letters. In the second section, the student says the sounds of three-letter (CVC) words: first the sound of the initial consonant, then the sound of the vowel-consonant combination, and finally the sound of the entire word. Thus, Letter Word Sound Fluency measures both automaticity of letter-sound production and facility with combining letter sounds. Phoneme Segmentation has been revised, and is no longer a speeded measure (although it is brief); it assesses the student's recognition of the sounds that make up a spoken word. Oral Reading Fluency at grade 1 is a new version in which the first 60 words of each passage are highly-decodable words or high-frequency sight words, thus providing appropriate content for students in the fall who may not be ready to read text that is at the end-of-grade level. By providing greater differentiation among students in the fall, this version provides stronger growth measurement from fall to spring.

	At grades 2–8, Oral Reading Fluency involves reading two narrative passages for one minute each. These passages were written using the Fry grade-based guidelines for number of syllables and sentences per 100 words. They also were evaluated using a number of readability and complexity measures: Lexile, Fry, Flesch, Powers, Spache, and SMOG. Correlations between the indicators and the grade levels at which the passages are used range from .92 to .97, indicating that the passages are appropriate for their grade levels, At grades 4–8, Silent Reading Fluency involves reading three narrative passages each of which is presented in segments of about 40-50 words each, with a question following each segment. The passages were written to grade level using the Reading Maturity Metric that takes multiple text features into account including vocabulary level, sentence length, and complexity. The score is the rate of reading the segments with comprehension, which is a growth-sensitive measure of reading proficiency. Two untimed standards-based measures are given at grades 2 to 8. Reading Comprehension presents students with 6 short reading passages, each accompanied by 4-6 comprehension questions. The reading passages are a mix of literary and informational text and were leveled using the Pearson Reading Maturity Metric, which takes multiple text features into account including vocabulary level, sentence length, and complexity. The questions range from literal/recall to higher order thinking skills. The Vocabulary measure requires the student to select the correct synonym for a target word. The target is presented with minimal context so that the student must know the meaning of the word in order to answer correctly. **Math:** The recommended measures are the following: • **Kindergarten**. The composite of Number Naming Fluency, Quantity Total Fluency, and Concepts & Applications.

	• **Grade 1.** The composite of Number Comparison Fluency—Pairs, Math Facts Fluency—1 Digit, and Concepts & Applications. • **Grades 2-8**. The composite of Number Comparison Fluency—Triads, Mental Computation Fluency, and Concepts & Applications. At kindergarten, Number Naming Fluency assesses automaticity in recognizing numerals from 0 to 20, an important foundation for the next steps in learning mathematics. Quantity Total Fluency measures the ability to enumerate a set of up to ten objects, which is related to number sense. Concepts & Applications at K-1 is a free-response task in which the examiner says a question (about a picture) and the student says the answer; it is an untimed, standards-based measure. At grade 1, Number Comparison Fluency—Pairs measures automaticity in deciding which of two numbers is greater, an aspect of number sense. Math Facts Fluency—1 Digit assesses automaticity of mentally solving addition and subtraction problems using the numbers 0 through 10. Concepts & Applications is the same as at Kindergarten. At grades 2 through 8, Number Comparison Fluency—Triads shows a pair of numbers and asks the student to indicate which one a third number is closer to. This is a measure of number sense. Mental Computation Fluency presents one-step and two-step problems that require mental computation of a math expression. Concepts & Applications is similar to the K-1 version except that it uses multiple-choice items.
Assessments Woven Tightly Into the Curriculum:	aimswebPlus uses a combination of brief curriculum-based measures that focus on automaticity, and untimed standards-based measures that assess a range of reading and math skills. All of the measures are designed for easy integration with classroom instruction. They assess basic skills such as letter naming, math computation, and oral reading fluency.

	Although the aimswebPlus measures provide information that is useful to teachers, for the purposes of APPR, they must be administered by someone other than the classroom teacher.
Performance Assessment:	All the aimswebPlus reading measures recommended for use in educator effectiveness evaluation at kindergarten and grade 1 are performance based, in that the student generates a response: saying the names of letters, saying the sounds of letters and letter combinations, saying the phonemes that make up a word, or reading a passage aloud. The reading measures recommended for grades 2 and 3 include one performance measure (Oral Reading Fluency) and two multiple-choice measures (Reading Comprehension and Vocabulary). At grades 4–8, where Silent Reading Fluency replaces ORF, all of the recommended measures are multiple choice. Three of the five aimswebPlus math measures recommended for kindergarten and grade 1 are performance based: Number Naming Fluency, Quantity Total Fluency, and Math Facts Fluency—1 Digit. One measure (Concepts & Applications) includes a mix of performance and multiple-response items, and one (Number Comparison Fluency—Pairs) is multiple choice. Two of the three math measures recommended for grades 2–8 (Number Comparison Fluency—Triads and Mental Computation Fluency) are multiple choice, and the third (Concepts & Applications) has a mix of free-response and multiple-choice items.
Efficient Time-Saving Assessments:	aimswebPlus measures are extremely time-efficient; most of the CBM measures take only one to four minutes to administer. Administration times by measure are included in the Introductory Guide (included with this response); see pp. 13, 18. 23, 26.

Technology:	aimswebPlus measures can be scored immediately, either by the examiner or entirely by computer. The individually administered measures are supported by a digital record form in which the examiner enters item responses on a computer and receives the score when the administration is finished. The measures that use online self-administration are scored immediately.
Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A

STUDENT ASSESSMENTS FOR TEACHER AND PRINCIPAL EVALUATION

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.	☒
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☒
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, 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 2.3 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:

NCS Pearson, Inc. 1. Name of Organization (PLEASE PRINT/TYPE)	Eugene G. Bowles 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Eugene G. Bowles 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	5. Date Signed 5/31/17
VP of Global Product Development for Clinical Assessment, a division of NCS Pearson, Inc. 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE BLUE INK)
2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of School Representative (PLEASE PRINT/TYPE)	