

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:	Certiport, a business of NCS Pearson, Inc.
ASSESSMENT PROVIDER CONTACT INFORMATION:	John Becker John.becker@pearson.com
NAME OF ASSESSMENT:	World Association of Master Chefs – Culinary Foundations
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?	Grade: 7-12 Subject area: Career and Technical Education
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	Must have a computer with internet access. For minimum requirements, please visit our Technical Requirements Page. Students can take an Exam from Home, or a school can set up a Certiport Authorized Testing Center and administer exams to a classroom following our exam security guidelines: https://certiport.pearsonvue.com/Educator-resources/Get-started

IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAs IN NEW YORK STATE?	☒ YES ☐ NO
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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.

Summary: The **World Association of Master Chefs (WAMC) – Culinary Foundations** credential validates an individual’s foundational knowledge and practical skills in the culinary arts. Designed for students beginning their journey in hospitality or food service, this certification demonstrates proficiency in essential kitchen techniques, safety and sanitation, food preparation, and professional kitchen operations.

Through an engaging, hands-on curriculum, candidates learn key culinary competencies such as knife skills, ingredient identification, mise en place, cooking methods, and plating fundamentals. The certification also emphasizes professionalism, teamwork, and communication—critical traits for success in the culinary and hospitality industry.

Earning the WAMC Culinary Foundations credential signifies that an individual possesses the entry-level knowledge and kitchen readiness required to contribute effectively in professional culinary environments. Whether working in a school program, restaurant, catering service, or hospitality establishment, credential holders are equipped to support daily kitchen operations and uphold industry standards of quality and safety.

Administration: The **World Association of Master Chefs – Culinary Foundations** exam is delivered through **Certiport Authorized Testing Centers (CATCs)**. Schools may become a CATC at no cost by downloading and installing the Certiport testing software required to administer the exam. The Culinary Foundations certification must be proctored to maintain the highest standards of testing integrity. Teachers and test administrators may become proctors free of charge.

Scoring: The Culinary Foundations exam is scored using a computer-based scoring algorithm that ensures consistent, valid, and reliable results without bias. Score reports are available immediately after testing and include detailed performance breakdowns by exam objective, allowing students and instructors to assess strengths and areas for improvement.

Technical Assistance: Pearson is committed to providing full support for educators, administrators, and test takers. Our expert technical support team can assist with troubleshooting, software installation, and exam delivery questions to ensure a smooth testing experience.

Please visit <https://certiport.pearsonvue.com/Support/Support-for-CATCs/Technical-support> for more information.

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?

The **World Association of Master Chefs (WAMC) – Culinary Foundations** certification program is designed to fit into a curriculum by incorporating the content into existing culinary arts, hospitality, or food service courses. Learning and practice materials build to the exam and can be used by the instructor to scaffold learning. The certification program provides students with the knowledge and skills they need to master the fundamentals of kitchen operations and food preparation in real-world culinary environments.

Educators can use the program’s resources to teach students about topics such as food safety and sanitation, knife skills, basic cooking methods, ingredient identification, and plating techniques—skills that are commonly taught in culinary arts and hospitality management courses. These topics help students develop professionalism, teamwork, and technical proficiency that align with daily academic goals and industry expectations.

Credential objective domains can be found at
<https://certiport.pearsonvue.com/Certifications/HCAC/Certification/Certify>

HOW DO YOU ENSURE THAT THE ASSESSMENT ACCURATELY CAPTURES IF STUDENTS HAVE MASTERED THE KEY CONCEPTS FOR THE GRADE LEVEL/COURSE? HOW IS THE ASSESSMENT ALIGNED WITH THE GRADE LEVEL/COURSE-RELEVANT LEARNING STANDARDS/NEXT GENERATION ASSESSMENT PRIORITIES?

The **World Association of Master Chefs (WAMC) – Culinary Foundations** exam leads to an industry-recognized credential, created with subject matter experts and designed by psychometricians to be fair, valid, and reliable. You can learn more about the exam creation process here:
<https://certiport.pearsonvue.com/About/Developing-a-certification-examination>.

Credential objective domains for the Culinary Foundations exam can be found at
<https://certiport.pearsonvue.com/Certifications/HCAC/Certification/Certify>.

The Culinary Foundations assessment aligns directly with the **New York State Career Development and Occupational Studies (CDOS)** learning standards for **Culinary Arts & Hospitality**. It supports career readiness and technical proficiency by validating the foundational knowledge and hands-on skills students develop throughout their coursework. The exam ensures that students can demonstrate mastery of key culinary concepts such as food safety, preparation methods, and kitchen operations, all of which are essential for success in the food service and hospitality industries.

Students who earn this certification show their readiness to transition into postsecondary programs or the workforce with verified technical, academic, and employability skills that meet next-generation assessment priorities and industry expectations.

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

Below Proficiency	Below 60%
Approaching Proficiency	60 – 69%
Meeting Proficiency	70 – 89%
Demonstrating Mastery	90 – 100%

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

The World Association of Master Chefs – Culinary Foundations assessment is standardized.

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

Pearson provides all the materials necessary to learn, practice, and certify. The teacher can focus on lesson plan implementation and classroom management. Our learning material and exam software can help track student progress if teacher decides to collect student assignments for grading. Pre-test results can be compared to practice (post) test results.

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

A score report is available at the end of the assessment.

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

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: **THE PRE-ASSESSMENT PROVIDES A WAY FOR TEACHERS TO GATHER KEY INFORMATION, PRIOR TO THE LEARNING UNIT, ABOUT WHAT STUDENTS KNOW AND CAN DO AND HIGHLIGHTS STUDENT LEARNING STYLES AND INTERESTS. PRE-ASSESSMENTS PROVIDE EVIDENCE TO HELP TEACHERS EFFECTIVELY MATCH CLASSROOM INSTRUCTION WITH THE NEEDS OF STUDENTS. WHEN COMPARING A PRE-ASSESSMENT TO A POST-ASSESSMENT REPORT, RESULTS FOR EACH STUDENT SHOULD BE COMPARED TO DETERMINE THE NUMBER OF STUDENTS WHO ACHIEVED A HIGHER SCORE ON THE POST-TEST THAN ON THE PRE-TEST. THIS INFORMATION WILL BE A GREAT INDICATOR OF STUDENT GROWTH.**

☐ 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 teacher can use the pre-test to identify where the student falls on the scale with the pre-test, compared to the post-test and exam. After 150 hours or one year of study, a student should be able to pass the exam and fall within the band of 70-100%, on a spectrum of: meets proficiency, exceeds proficiency, and demonstrates mastery. An expanded spectrum may include further bars:

Below Proficiency	Below 60%
Approaching Proficiency	60 – 69%
Meeting Proficiency	70 – 89%
Demonstrating Mastery	90 – 100%

The appropriate progress for one year should take into consideration individual and environmental factors for student achievement. This standard test can be used to mark any progress, the size of which is determined based on the applicable school, local, and state regulations vis-a-vis benchmarks and individual learner needs.

FORM G

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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. ²	☒

² 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:

Certiport, a business of NCS Pearson, Inc. 1. Name of Organization (PLEASE PRINT/TYPE)	  4. Signature of Authorized Representative
Krista Ketchmark 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	11/11/2025 5. Date Signed
Vice President, Certiport 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)	