



**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:	Scantron
Assessment Provider Contact Information:	Michael Marchionda Vice President, K-12 Web Sales and Business Development Scantron Corporation [P] 800.722.6876 x7745 [E] Michael.Marchionda@Scantron.com
Name of Assessment:	Scantron Performance Series
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-12 for Mathematics and Reading; 2-8 for Language Arts and Science; Pre-K-2 for Reading Foundations
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Mathematics, Reading Foundations, Reading, Algebra, Geometry, Language Arts
What are the technology requirements associated with the assessment?	All Scantron Performance Series tests are administered easily through a web browser. Reports and other administrative features are accessible within the Scantron Performance Series platform and also easily accessed through a web browser. There are no additional technology requirements associated with Scantron Performance Series. For more information, please see the Web Browser Compatibility table on the next page.
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

Web Browser Compatibility (Updated 03/2016)

Admin Site: Staff Access

Hardware Recommendations:

- **Windows:** Pentium III 1 Ghz+, 1 GB RAM
- **Mac:** OS 10.6 required Intel processor, Core duo w/2 GB memory and Core 2 duo

NOTE: The specifications above are *recommendations*. Refer to the manufacturer's website for minimum requirements.

Internet Connection:

- Required
- Full T1 or better Internet connection (1.5 Mbps or higher)
- Ports 80 and 443 open for access to the Internet

Additional Software:

- **Java Plug-in:** version 1.6 or later; for staff members who use the Item Editor.
- **Adobe Flash Player:** version 8–10; for a component of Classroom Reports for Achievement Series.
- **Adobe Reader:** for staff members who view PDFs.

Supported Browsers and Operating Systems:

	Windows 7	Windows 8.1	Windows 10	Mac 10.6	Mac 10.7	Mac 10.8	Mac 10.9	Mac 10.10
Chrome 47 ^{1,2}	Compatible	Compatible	Provisional	Compatible	Provisional	Not Tested	Not Tested	Provisional
Internet Explorer 9	Compatible	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Internet Explorer 10	Compatible	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Internet Explorer 11	Compatible	Compatible	Compatible	N/A	N/A	N/A	N/A	N/A
Firefox 43 ²	Compatible	Provisional	Provisional	Not Tested	Not Tested	Provisional	Not Tested	Not Tested
Safari ²	N/A	N/A	N/A	Compatible	Compatible	Provisional	Not Tested	Provisional

¹ Java not supported with Google Chrome v.45 or higher.

² The most recent versions of these browsers were tested. These manufacturers regularly update their browser versions, and Scantron makes no guarantees about the compatibility of newer versions.

Compatible	The listed Operating System and/or Browser has been tested and certified for use with our products.
Provisional	The listed Operating System and/or Browser has been tested with some areas of the products failing to meet compatibility standards, or is no longer supported by the manufacturer.
Not Tested	The degree of success or failure using our products with the listed Operating System and/or Browser is unknown. Using "Certified" combinations is recommended.
N/A	The Operating System and/or Browser interaction is not compatible or recommended by the manufacturers and therefore not supported by Scantron.

Student Testing

Hardware Recommendations:

- **Windows:** Pentium III 1 Ghz+, 1 GB RAM
- **Mac:** OS 10.6 required Intel processor, Core duo w/2 GB memory and Core 2 duo

NOTE: The specifications above are *recommendations*. Refer to the manufacturer's website for minimum requirements.

Internet Connection:

- Required
- Achievement Series: 1.5 Mbps or higher
- Performance Series: 10 Mbps or higher for 20 concurrent testers with Audio (grades K–2)
- Ports 80 and 443 open for access to the Internet

Audio:

Headphones or speakers required for Performance Series Reading Foundations tests in grades K–2 and for Mathematics in grades K–5.
NOTE: Using Firefox with Windows 7 requires Quicktime audio playback plug-in.

Supported Browsers and Operating Systems:

	Windows 7	Windows 8.1	Windows 10	Mac 10.6	Mac 10.7	Mac 10.8	Mac 10.9	Mac 10.10
Chrome 47	Compatible	Compatible	Provisional	Compatible	Compatible	Not Tested	Not Tested	Provisional
Internet Explorer 9	Compatible	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Internet Explorer 10	Provisional	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Internet Explorer 11	Compatible	Compatible	Compatible	N/A	N/A	N/A	N/A	N/A
Firefox 43*	Compatible	Provisional	Provisional	Compatible	Compatible	Not Tested	Not Tested	Not Tested
Safari	N/A	N/A	N/A	Compatible	Compatible	Not Tested	Not Tested	Provisional

Restricted Mode Testing

	Windows	Mac*
Internet Explorer	Compatible	N/A
Chrome	Compatible	N/A
Safari	N/A	Compatible

*Java is required for Performance Series Restricted Mode with Mac.

Supported Devices for Testing*

	Achievement Series	Performance Series
Apple® iPad 9.1	Compatible	Compatible
Google® Chromebook™ 46 Browser	Compatible	Compatible
Amazon Kindle Fire HD 7	Compatible	Compatible
Samsung Galaxy Tablet S2	Compatible	Compatible

*These devices are supported only in Non-Restricted Mode.

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)**

****Please Note:****

Scantron Performance Series includes instructional supports called **Suggested Learning Objectives**, referred to as SLOs. The Suggested Learning Objectives report in Performance Series provides a list of successfully attained objectives as well as objectives for which students should seek additional instruction or remediation.

Scantron's Suggested Learning Objectives are not related to NYSED's Student Learning Objectives. We have taken much care throughout the proposal to distinguish clearly between the two.

What is Performance Series?

Performance Series is an online standards-based adaptive measurement. Scantron has developed Performance Series to be a placement and gains assessment system that works with state and national standards. Performance Series uses a computer adaptive testing engine that relies upon Item Response Theory (IRT) calibration. The computer adaptive testing engine ensures that all content units are covered, and uses the IRT-based item bank of questions and difficulty indices to provide reliability and accuracy.

Performance Series can be used as a diagnostic and intervention tool to enable more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. The assessment adjusts subsequent questions to each student's response to accurately pinpoint the student's current instructional level. The program provides immediate results along with Scantron's **Suggested Learning Objectives (SLO)** aligned to local, state, and national curriculum standards that help guide next steps for teachers, students, and parents. Additionally, teachers and administrators can access scores for the entire district as well as each school, with full disaggregation ability.

Performance Series also provides a simple modification of the starting grade level for a student to a higher or lower grade level based on the student's social maturity age or cognitive grade level. Students are able to experience items in Performance Series that cross grade-level boundaries, both above and below their current grade; this functionality offers a more individualized assessment with a linear scale output. Test administration can usually be accomplished within a single class period. Students may stop and start the test as needed without any response data being compromised during a two week window, which allows educators the flexibility needed to adjust to the changing demands of the school day. Performance Series also offers a unique feature that allows teachers to manually "spoil" (cancel) a test for any reason (perhaps a student is ill or having a particularly difficult day). Regardless of the reason, manually spoiling (canceling) a test enables teachers to clear the slate so a student can retake the test on a better day, without negatively impacting his/her academic record.

Administering Performance Series

All Performance Series tests are administered online. There is no need for test booklets or answer documents. There is no paper/pencil testing option since this is a computer adaptive test. The only requirement for an administration of Performance Series is access to a web browser.

A Performance Series test takes an average of one hour to complete per subject area. However, if a student's ability level is significantly different than their assigned grade level, the test may take longer to adjust for this difference. Scantron recommends reserving two one-hour class periods to allow for set-up time and testing time.

Scantron has developed test-taking guides for students. These documents provide step-by-step instructions for successfully completing a testing session in Performance Series. Scantron also provides proctoring guides for Performance Series administrations that can be found within the Performance Series platform in the Documents tab.

Prior to testing sessions, we do recommend that schools run a system of checks to ensure their technology is ready for an administration of Performance Series, to include checking the testing computers, the network's performance, and the testing engine itself. The Performance Series Diagnostic Tool enables you to test your network's ability to handle testing load before you begin to test actual students.

Performance Series Scoring and Reporting

Performance Series scores and reports are available as soon as an assessment has been completed from within the Performance Series platform using a standard web browser. There are a multitude of scores and reports available within the system. For a sample list of scores and reports available within Performance Series, please refer to the Technology section of the table on the following pages.

One of the strengths of Performance Series is the wide variety of parent and student reports available within the system, allowing all stakeholders to gain the same level of insight into a student's academic life. Our stakeholder reports have been so successful that one of our major clients has developed student-led conferences in which students took ownership of their data and used the reports to brief their parents and used the reports to talk about where they were and where they needed support.

Implementation and Technical Assistance

Implementation at Scantron is spearheaded by our Client Program Management Team. Client Program Management support is comprised of various individuals, allowing Scantron to provide leadership and educational insight, project oversight, and supervision as well as support for schools and educators. Each school or district is assigned a Client Program Manager (CPM) who will lead the implementation within the school or district and provide the experience, essential tools, and informed support to deliver a high-quality product implementation that meets and exceeds district goals and expectations for an assessment program. The Director of Client Program Management at Scantron will provide leadership and guidance to the assigned CPM on every implementation.

Technical Support

Scantron provides live technical support and online support (phone support, e-mail support, and chat support) to our customers for the length of the contract. Maintenance and Support for Scantron solutions is available from 8:30 AM to 7:30 PM Eastern Standard Time Monday through Friday, except Scantron holidays.

Scantron's standard support includes unlimited technical support to the system administrators during the contract. Under standard support, the Support Engineers work in conjunction with the Client Program Manager to help ensure the reported issues are resolved promptly. Additional levels of support may be purchased. These include named support engineer, extended support hours, and on-call support.

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.

Performance Series (PS) exams were designed to capture both on- and off-grade year-long student growth. This was accomplished by making the exams 1) adaptive and 2) vertically scaled across grades. These attributes allow growth monitoring regardless of where the student falls on the ability scale or where they perform in relation to their current grade level. As PS is a vertically scaled adaptive test, it is possible to evaluate growth at an individual level using established norms for that content or subject area.

The Performance Series gains analysis reporting provides evaluation of observed student gains as well as growth targets for end of year gains in comparison to students in the national normative sample, by grade level and subject. Gain scores are computed as the difference in scaled scores achieved by a student during the fall and spring testing windows of a school year. Student gains are measured against a set of performance criteria, set by the district/BOCES, to determine whether students are improving at a grade-appropriate rate.

For the SLOs target-setting model, student-level growth will be measured according to individual student growth targets set at the beginning of the school year. At the end of the school year, the teach-level scores will be determined by first computing the percentage of students meeting or exceeding their individual growth target. The percentage of a teacher’s students meeting or exceeding their individual growth target will then be mapped to the NYSED 0 – 20 HEDI rating scale.

The results of the gains analysis can be aggregated by student, class, school, district, or state to meet reporting needs. In addition, if prior years’ data are available, Scantron can work with the district/BOCES to set or validate growth targets based on historical results.

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):

Performance Series (PS) assessments meet the criteria provided in the Assessment Evaluation Tool (AET). However, due to the adaptive nature of the assessments, those criteria requiring on grade-level standards do not apply to this type of delivery. One of the foundations of adaptive testing is that the testing experience be dynamic and sensitive to the performance of the test taker allowing the test taker to see items that are outside of his/her assigned grade level. This means that the computer adaptive test will become easier if the student is struggling and more difficult if the student is performing well.

The AET criteria for the math test is broken up into the following three non-negotiable alignment criteria—Focus on Major Work, Freedom from Major Obstacles to Focus, and Test Items Reflect the Coherence of the Standards—as well as four alignment criteria—Rigor and Balance, Emphasize the Progressions, Standards for Mathematical Practice, and Supporting Focus. These mirror the shifts addressed in the CCSS. The shifts are standard practice and embedded in the development of Scantron’s items. Since the release of the CCSS, Scantron’s item writing has shifted to meet the rigor that is demanded by the CCSS. In one of the non-negotiable criterion, AET requires that the assessments

	<p>provide a focus on the major work of the grade level. The algorithm behind the PS assessments ensures that students are tested on materials within their standards; however, students may see items outside of their given grade level. The PS math assessments test all K – 9 Common Core State Standards that fall within the constructs of the unit structure (Number & Operations, Algebra, Geometry, Measurement, and Data Analysis & Probability) and the item types listed below.</p> <ul style="list-style-type: none"> • Multiple Choice • Ranking and Sequencing • Interlinear Drop Down <p>The number of items presented to students within each unit is determined by the standard error of measurement unless a maximum number of items for that unit of the test has been exceeded.</p> <p>Scantron subject matter-experts (SMEs) are deeply familiar with the CCSS and the progression of the topics from one grade level to the next. Understanding the link between topics within and across grade levels is critical in providing continuity from year to year during item development. During the blueprint analysis for item development, the vertical progression of concepts from introduction to maturity within the standards is identified. Scantron's SMEs understand the limitations within each grade level, as well as across the standards. This knowledge ensures that no concept is introduced or assessed too soon; as a result, all items are carefully crafted to reflect the CCSS up to that point in the document.</p> <p>Scantron's Assessment Development Team unpacks the CCSS during project-planning, as many standards include multiple skills or parts. Unique items will be created for each part of the standard and will be assigned the grade level of the standard. Within a grade, analysis must include any limitations set by other strands. It is also important that standards at other grade levels be considered. Standards in earlier grades help define the student's prior knowledge and create a context for the lower levels of cognitive complexity. Standards in later grades help define the intent of the standard to build knowledge base and create a context for the higher levels of cognitive complexity. The progression of content and skills from one grade level to the next can inform how a standard is unpacked.</p> <p>In addition to focus and coherence, students must understand concepts at a deep level in order to meet the rigor of the CCSS. Scantron develops items that assess students' conceptual understanding by asking them, for example, to predict the effects of altering a given situation or to make a generalization regarding the relationship between numbers. To answer such questions, students must have a true understanding of the concept.</p> <p>While Scantron continues to include items that assess the application of skills directly, newer items also require students to apply higher levels of cognitive thinking. These new items assess application indirectly by asking students to apply previously acquired mathematical concepts without explicit instruction.</p> <p>In math, Scantron's items asking for basic computations can be paired with</p>
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items asking students to explain their reasoning or to determine the effects of changing a situation. The pairing of these item types in the same assessment provides a platform to facilitate the balance between rote memory and increased cognitive complexity. Students are then asked to apply their understanding to solve real-world problems.

The eight Standards for Mathematical Practice include processes and problem solving techniques to be applied within mathematical situations. Their location at the beginning of the CCSS indicates that the same ideals are expressed for all grades included in the document. As there is no singular measureable element of these standards translating to content and as they are intended to progress through all grades without benchmarked achievements at any given level, the actions and abilities described in these standards can be found woven throughout the assessment items in tandem with the grade level standards.

The AET criteria for the ELA assessments are met by Scantron's PS Reading assessments. The criteria are divided between non-negotiable—Complexity & Quality of Texts and Text-Dependent & Standards-Based Questions—and alignment criteria—Range of Texts, Assessing Vocabulary, Aligned Use of Item Types, and Test Blueprints and Score Reports. These criteria represent the pedagogical shifts in Common Core ELA/Literacy standards which Scantron recognizes and incorporates in its item and passage development. As a result of these shifts, PS now includes many complex texts in various genres. These texts require close reading in order to provide evidence-based response.

To address the CCSS's emphasis on text complexity and quality, Scantron provides grade-level appropriate texts that become increasingly complex. The standards require regular practice with complex texts and the academic language found therein. To that end, Scantron evaluates every text using both qualitative and quantitative measures consistent with those published in Appendix A of the CCSS.

A. Quantitative Measures: Scantron runs the following readability programs on all of its texts.

Grades K-2	Grades 3-5	Grades 6-12
<ul style="list-style-type: none"> • Spache • Fry Graph • Flesch Grade Level 	<ul style="list-style-type: none"> • Spache • Fry Graph • Flesch Grade Level • Powers-Sumner-Kearl 	<ul style="list-style-type: none"> • Dale-Chall • SMOG • Flesch Grade Level • Flesch Reading Ease

Ideally, two of these measures will fall within a predefined range of difficulty. When text does not fall within this predefined range, qualitative measures are carefully considered to ensure the appropriateness of the text.

	<p>B. Qualitative Measures: According to Appendix A of the CCSS, “Using qualitative measures of text complexity involves making an informed decision about the difficulty of a text in terms of one or more factors discernible to a human reader applying trained judgment to the task.” The three qualitative measures used by Scantron are: meaning and purpose, structure and layout, and language features. A text with an implicit purpose, multiple levels of meanings, an unconventional structure, figurative language, sophisticated themes, and domain-specific language would be considered much more complex than a text without these characteristics.</p> <p>In addition to text complexity and quality, Scantron recognizes the importance of text-based evidence to support student interpretations and analysis. While this concept is explicitly stated in the first standard of both the RI and RL sections of the CCSS, it applies equally to all reading standards within both of these sections. Appropriate assessment items require students to read information from sophisticated materials and then demonstrate an understanding of the reading through synthesis and by providing supporting text. Scantron strives to identify texts that are worth reading and that reflect a grade-appropriate balance between informational and literary texts. Scantron is working to simulate digital sources in its text offerings. These include websites, web searches, and blogs. Scantron has added to its nonfiction passage base with reading for history and science and literary nonfiction such as memoirs. It is no longer sufficient to simply understand the text. Students must demonstrate their understanding of text by citing reasons and evidence to support points made in the text.</p> <p>Students will encounter a variety of text types in the PS Reading test. By providing a variety of text types, educators and administrators are able to see whether students have mastered comprehension and other related skills in various genres and subgenres. As outlined in Appendix A of the Common Core State Standards, “students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete the core, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers” (Common Core State Standards, 2010).</p> <p>PS offers a variety of text types through its literary and informational offerings. Literary texts include fictional narratives, myths, dramas, fables, folktales, and poems. Informational texts include newspaper or magazine articles, websites, web searches, discussion boards, email communications, interviews, advertisements, historical and scientific texts, speeches, persuasive or argumentative texts, and literary nonfiction (e.g., essays, memoirs). Both fiction and nonfiction texts are often paired so that students can compare, contrast, and integrate information between them. Scantron prides itself not only on the variety of genres covered in PS, but also on the breadth of subject matter covered. Scantron works to ensure topics are challenging but of interest to students. Because a strong academic vocabulary is a key indicator of academic success, it is important that students are exposed to appropriate academic vocabulary in the texts they read. Scantron focuses vocabulary assessment on three broad areas: Tier 2 vocabulary knowledge, the ability to use vocabulary acquisition</p>
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	<p>strategies, and the ability to explain how word choice affects meaning or tone.</p> <p>Scantron's PS Reading assessments include dichotomously scored multiple-choice and technology-enhanced items (TEI). PS Reading and PS Reading Foundations assessments include item types where passages are included on screen alongside items to assess the student's reading level. PS Reading Foundations items include audio at the lower grade levels. Audio support is reduced gradually when moving from kindergarten to grade 2, based on the complexity of the content.</p> <p>Scantron's Assessment Development Team carefully considers the content best tested by each item type—traditional multiple choice or technology enhanced. Scantron is committed to only developing TEIs that lend themselves to the skills being tested and will not force content into any given TEI type.</p> <p>Due to the adaptive nature of PS, there is no set blueprint from which students receive their items and passages. However, students are assessed in four units, progressing from one to the next based on the calculated standard error of measurement unless a maximum number of items for that unit of the test has been exceeded.</p> <p>Students will receive Scaled Scores for the following reading units: Vocabulary, Fiction, Nonfiction, and Long Passage. A description of each unit follows.</p> <ul style="list-style-type: none"> • <u>Vocabulary</u>: Vocabulary knowledge is a significant aspect of overall verbal ability. Both fluency and comprehension are limited when a student must spend time and effort decoding new words encountered in reading material. Therefore, as students' vocabulary knowledge increases, so does their overall reading ability. The inverse is also true—the more students read, the greater their vocabulary knowledge. From both of these perspectives, vocabulary knowledge is closely related to reading ability. Because of this relationship, the vocabulary portion of the test was designed to serve as a predictor of a student's reading ability. The vocabulary portion reliably determines a starting point for the reading portion of the test. • <u>Short Fiction</u>: This unit presents short fictional pieces including, but not limited to, narratives, fables, and poems. Questions cover literal, inferential, and critical thinking skills. • <u>Short Nonfiction</u>: This unit presents informational topics such as history, wildlife, technology, and biographies. It also includes mock websites and discussion boards. Questions cover literal, inferential, and critical thinking skills. • <u>Long Passage</u>: Many texts in this unit are paired, allowing students to compare, contrast, and integrate information. Literal, inferential, and critical thinking skills are assessed. <p>The rigorous alignment process performed by Scantron between the skills</p>
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	<p>in PS and the standards in the NYS Common Core is outlined below. All alignments are facilitated through Scantron’s proprietary alignment tool. The industry-standard process in which alignments are completed is performed by subject-matter experts (SME). The SMEs consist of full-time Scantron employees and contractors with degrees in the subject area, teaching experience, and extensive item/skill alignment experience. Each SME has over 10 years of experience in education and over 5 years of experience in item alignment. They are familiar with the content of the items in the Scantron item pools and are trained using Scantron’s alignment guidelines.</p> <p>Since each item is aligned to a particular Scantron skill, the alignment tool creates the bridge from the item to the standard(s). Alignment is determined by looking at the items within any given Scantron skill and determining whether or not they fall within a particular standard. If the Scantron skill that the item is testing does not exceed the limitations set within the standard (i.e., the standard is broader than the Scantron skill), then the alignment is made between the Scantron skill and the standard. However, if the Scantron skill that the item is testing is broader than the standard, then the alignment is not made. Sometimes, a Scantron skill may be aligned to multiple standards within Performance Series.</p> <p>The flowchart below shows the alignment process used in Performance Series.</p> <div data-bbox="456 1073 1425 1625"> <p style="text-align: center;">Scantron Alignment Process</p> <pre> graph LR subgraph PHASE_I [PHASE I Lead SME] SR[Standards Review Review standards document thoroughly prior to beginning alignment] IA[Initial Alignment Align skills from Adaptive Assessment skill list to standards document] D[Documentation Record alignment decisions to ensure consistency between grade levels] GA[Gap Analysis Identify additional alignment matches based on gap analysis] SR --> IA IA --> D D --> GA end subgraph PHASE_II [PHASE II Secondary SME] AR[Alignment Review Review all alignment matches according to documentation and gap analysis] FA[Final Alignment Provide feedback to Lead SME for review, implementation, and finalization] end GA --> AR AR --> FA </pre> <p style="text-align: right; font-size: small;">SME: Subject Matter Expert</p> </div>
<p>Assessments Woven Tightly Into the Curriculum:</p>	<p>One of the primary goals of Performance Series is to function as a seamless component of a complete education framework and to support the work of teachers and administrators.</p> <p>Performance Series provides for more accurate student placement, a diagnosis of instructional needs (including instructional adjustments), and a measurement of student gains across reporting periods. Performance Series enables educators to create an individualized learning plan for each student based on his/her particular needs. These skills and concepts,</p>

	<p>aligned to either state or Common Core standards, help guide instruction by identifying the next steps for educators, students, and parents.</p> <p>The Suggested Learning Objectives report generated from Performance Series provides individual recommendations for next steps, per subject and unit at the level needed, not constrained by grade level.</p> <p>Performance Series has been developed around some key principles that we consider to be crucial to supporting curricula.</p> <p>Support Students with a Wide Range of Proficiencies</p> <p>First, traditional assessments focus on standards for one grade level at a time, making it challenging to determine overall student placement or to focus on individual student needs. Performance Series provides students with tests tailored to their proficiencies. The online test adjusts automatically to each student's ability level, generating more difficult questions if the student is answering correctly and easier ones if the student is answering incorrectly.</p> <p>Students are not frustrated by test items that are much too difficult or too simple, leading to greater engagement, less time testing, and more time learning.</p> <p>The result is a valid and reliable scaled score that you can use to measure academic growth just as you'd use a yardstick to measure a child's growth in height.</p> <p>Grade Level Modification</p> <p>Use Grade Level Modification to set a student's initial Performance Series test to begin at a different point than their currently assigned grade level. This means that if you already know the student is performing significantly above or below grade level, you can adjust the test starting point to make the test easier or more challenging for the student as needed.</p> <p>Grade Level Modification allows students to begin a test closer to their actual ability level when a student is significantly lower- or higher-performing (more than 3 grade levels in either direction would be considered significant).</p> <p>Grade Level Modification reduces testing time by presenting initial questions appropriate to the student's level of knowledge as identified by the modification you set. Students known to be struggling are not presented with initial material above their capabilities, thus reducing their overall frustration and avoiding setting them up to "fail" yet another test. Students known to be high performing do not have to wade through a selection of already-mastered material to get to the questions that challenge them, reducing their boredom and ensuring they remain engaged with the test. In addition, students at both ends of the spectrum get a shorter, more focused assessment that provides a score with enhanced accuracy.</p> <p>Develop Individualized Learning Plans</p> <p>Second, Performance Series enables teachers to create an individualized learning plan for each student based on their particular needs. Scantron's unique Suggested Learning Objectives report organizes skills and concepts by ability level, according to the Performance Series scaled score. These skills and concepts, aligned to either state and/or Common</p>
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	<p>Core standards, help guide instruction by identifying the next steps for teachers, students, and parents.</p> <p>Provide Greater Transparency to Parents and Other Stakeholders</p> <p>Third, the reports in Performance Series provide an accurate portrait of each student’s instructional level over a wide breadth of knowledge. These flexible reports are easy to generate and share with all stakeholders, from administrators to parents.</p> <ul style="list-style-type: none"> • Immediate results allow you to place students in the appropriate grade, course, or group within minutes of being tested. • Track individual student, school, intervention program and even district-wide progress. • Scores include a Scaled Score yardstick, National Percentile Ranking, and an optional Lexile® Reading Score. • All reports are aligned to specific standards—state, Common Core, or both—for easy correlation to teaching requirements. • Performance bands allow custom criteria to be embedded into reports, and enable multiple analyses by the varying stakeholders. • Where prediction studies have been performed, reports can show predictive results on specified high-stakes tests. • A suite of reports help provide and explain student results to your most interested stakeholders—parents.
<p>Performance Assessment:</p>	<p>Scantron’s Performance Series (PS) assessments include dichotomously scored multiple-choice and technology enhanced items (TEIs). PS Reading and PS Reading Foundations assessments include item types where passages are on screen, alongside items. Both PS Reading Foundations and PS Mathematics include audio at the lower grade levels. Audio support is reduced gradually when moving from kindergarten to grade 2, based on the complexity of the content.</p> <p>Scantron’s Assessment Development Team carefully considers the content best tested by each item type—traditional multiple choice or technology enhanced. Scantron is committed to developing technology enhanced items (TEIs) that lend themselves to the skills being tested; items are never artificially forced into any given TEI type. For instance, ranking and sequencing items require an order or comparison process found primarily in mathematics standards. On the other hand, interlinear drop down items create an interactive multiple-choice item. Since fill in the blank items organically appear in all subjects, these were developed across Performance Series products. And, finally, since hot text is designed so that students read text and highlight correct answers within that text, it is a more suitable item type for reading, language arts, and science than it is for mathematics.</p> <p>Scantron also offers Performance-Based Assessments (PBAs) that are administered outside of the system. Each of Scantron’s PBAs assesses multiple standards from one of the two core content areas (Math or ELA). On average, a PBA will assess 3-6 standards. Scantron’s PBAs are</p>

	<p>intended to be scored holistically, though standards for particular components of the PBA are noted. Additionally, while a math item might require students to write in sentences or an ELA item might require students to perform a math operation, students are only assessed on the core content standards for that PBA.</p>
<p>Efficient Time-Saving Assessments:</p>	<p>There are a number of ways that Performance Series has been designed toward facilitating efficient and time-saving testing sessions. First, as a computer adaptive test, Performance Series keeps testing windows that are manageable for administrators, teachers, and students by adjusting to a student's proficiency level. Performance Series was also designed to maximize content coverage within each test administration. This means that each student is being tested on all content units reliably and accurately. The end result is that during a reasonable testing session, students are being assessed on a wide variety of content while being supported on a wide range of proficiencies. Students are being challenged but not overwhelmed by the assessment. And if a student is ill or having a particularly difficult day that is just not conducive to testing, Performance Series provides teachers the ability to "spoil" a test, meaning that test session will be completely removed from the student's record, and they will be allowed to start clean during another test administration when they are up to the task.</p> <p>Additionally, Performance Series offers integration with the work being done in the classroom. Each Performance Series assessment ends with a clear picture of where each student is struggling and what each student needs moving forward.</p> <p>More information is provided below.</p> <p>Reasonable Length and Frequency of Testing Sessions</p> <p>A Performance Series test takes an average of one hour to complete per subject area. However, if a student's ability level is significantly different than their assigned grade level, the test may take longer to adjust for this difference. Scantron recommends reserving two one-hour class periods to allow for set-up time and testing time.</p> <p>Since the test is computer adaptive, each student will receive a unique test and the number of items may vary. There are not a set number of questions. The average number of questions in a testing session is about 50.</p> <p>Scantron recommends tests in each subject be given no more than three times a year, with at least a 12-week window between tests, to ensure reliability and validity and provide the lowest standard error of measurement. Performance Series can be used as pre-and post-tests at the beginning and end of the school year and one time during the middle of the year to monitor student growth.</p> <p>What this means is that Performance Series will not bog down your</p>

	<p>teachers and students with long or frequent testing sessions. Rather, the test functions to get the most information in the least amount of time possible, and the result is that students and teachers can get back to learning.</p> <p>Content Coverage</p> <p>In order to possess a high degree of sampling validity, an assessment must include items that span the given content area. To address this need, Performance Series content areas are divided into sub-areas or units that function as independent testlets during test administration. Examinees in any content area are required to be exposed to items from the many component testlets that make up that content area. This is accomplished through Scantron's item selection algorithm. As a result, no examinee's Performance Series experience is restricted to a minute subset of a given content area.</p> <p>Support Students with a Wide Range of Proficiencies</p> <p>As mentioned above, Performance Series is different than traditional assessments. Whereas traditional assessments focus on standards for one grade level at a time, making it challenging to determine overall student placement or to focus on individual student needs, Performance Series provides students with tests tailored to their proficiencies. The online test adjusts automatically to each student's ability level, generating more difficult questions if the student is answering correctly and easier ones if the student is answering incorrectly.</p> <p>Students are not frustrated by test items that are much too difficult or too simple, leading to greater engagement, less time testing, and more time learning.</p> <p>The result is a valid and reliable "scaled score" that you can use to measure academic growth just as you'd use a yardstick to measure a child's growth in height.</p> <p>Instructional Support</p> <p>Another efficiency Performance Series provides is Scantron's Suggested Learning Objectives (SLO) Report. We do not provide a list of how each student answered each question. Instead, we provide our SLO Report, which includes a list of successfully attained objectives as well as a list of objectives that the learner needs to work on next. The reason for this is that the test is computer adaptive and each student follows a different path. The questions the students see along the path are not as important as the path they took to obtain their final score.</p> <p>Testing Irregularities</p> <p>Performance Series automatically spoils a test if the student appears to be randomly selecting answers or if the system detects other testing irregularities. If, for example, a student answers five consecutive questions within 15 seconds and gets three or more of them wrong, Performance Series flags that test for irregularities.</p> <p>Automatically checking for testing irregularities provides an additional level of control over the trustworthiness of your scores. When a test is automatically spoiled, the original results are removed from the system and the student starts the test fresh, providing an opportunity for closer</p>
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	<p>proctoring, some other accommodation, or both.</p> <p>Test Spoiling</p> <p>Another great feature that our clients love for the efficiency it offers them is the Test Spoiling feature of Performance Series.</p> <p>Sometimes students are simply not ready to be tested that day. They may be very young and experiencing attention-span issues. They may be feeling ill and are thus not at their best. They may be behaviorally challenged and having an agitated day or difficulty focusing on any task. Regardless of the reason, manually spoiling a test enables you to clear the slate so they can retake the test anew on a better day, without negatively impacting their academic record.</p> <p>When you spoil a test, the original results are removed from the system and the student starts the test fresh. Performance Series does not retain the earlier effort, which means you get a result you can count on to truly reflect the student's ability.</p> <p>Test spoiling can also save time and effort. An observant teacher or proctor can usually spot a student in distress, and simply have them stop the test immediately. You do not need to wait until a test is complete to spoil it.</p>
<p>Technology:</p>	<p>Scantron developed Performance Series to be a placement and gains assessment system that works with state and national standards. The assessment uses a computer-adaptive testing engine that relies upon Item Response Theory (IRT) calibration. The computer-adaptive testing engine ensures that all content units are covered and uses the IRT-based item bank of questions and difficulty indices to provide reliability and accuracy.</p> <p>The CAT item pools and difficulty level data provide reliability and accuracy in student performance estimation. Through this engine and scoring mechanism, students are presented a scaled score (see below for additional description), along with a standard error of measure (SEM) to provide insight into the test or unit precision. Item pools and specific item level data is reviewed on a regular basis (DIF, DTF, exposure analysis, etc.) to confirm and maintain item pool integrity and sufficient item coverage. In addition, Scantron's items pools are not restricted. This allows for off-grade item selection and ensures that students performing within a range of two grade levels below to two grade levels above their assigned grade are receiving accurate estimates of their ability levels.</p> <p>Performance Series can be used to measure growth over time using the (vertical) scaled score provided in all reports. After both qualitative and quantitative evaluation, test items are placed on a vertical difficulty scale to provide insight to a student's ability level within a subject. This scale is used across grades and enables educators to view growth over time. The growth or gain is calculated as the difference between Scaled Scores at two separate administrations (whether at the aggregate Mean Scaled Score level or individual student level). For each gain reported, a standard error for the gain is also calculated and displayed. Scantron indicates those gains that are not significantly different from zero at the 67% confidence level (plus or minus one standard error of the gain). This vertical scale and gains reporting ability combined with the previous national norm research study enables educators to evaluate student growth against observed mean growth for the student's grade, quartile, or decile.</p>

	<p><u>Performance Series Scoring</u></p> <p>Some of the various scores generated by Performance Series are described below:</p> <p>ABILITY ESTIMATE AND THE STANDARD ERROR OF MEASUREMENT</p> <p>The fundamental scores calculated in Performance Series are the ability estimate and the Standard Error of Measurement (SEM) of the estimate. Consequently, difficulty parameters of the items are also placed on the same scale, providing useful diagnostics as the Suggested Learning Objectives. Suggested Learning Objectives are a list of learnable items (objectives) suggested as the next instructional targets for a student or class, based on their Performance Series score in a particular unit. The left column will show the learning objectives attained for math, reading language arts and science within the units selected. The column on the right shows the suggested learning objectives within the units selected. The suggested learning objectives are listed in order (the first one being the least difficult).</p> <p>During Performance Series, responses and difficulty parameters for items presented on the test provide sufficient information to estimate the student ability along the same logit scale. The Standard Error of Measurement (SEM) is the extent to which the student's ability estimate varies from their true ability. The SEM can be used to construct confidence intervals around the ability estimate. The SEM is also one of the criteria used in the item selection algorithm for Performance Series. The SEM also reveals information about the tests' reliability.</p> <p>SCALED SCORE</p> <p>The Scaled Score is a simple linear transformation of the student ability estimate and is the score used in many of the Performance Series reports. Since negative ability estimates are possible values, a transformation is applied to make all reported scores positive in value. This removes any negative judgments that a negative value might suggest.</p> <p>GAIN</p> <p>The student Gain score is the difference between scaled scores from two Performance Series assessments. Most often, this is the difference between the fall score and the spring score. For classes or groups, this is an average, or mean, of all the students in that category. This can be displayed as a positive or negative number. If a gain (either positive or negative) is not statistically significant (i.e. is less than the SEM), a footnote to that effect is displayed with the gain value.</p> <p>NATIONAL PERCENTILE RANKING (NPR)</p> <p>The NPR uses the SS to compare the student to members of the</p>
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	<p>Performance Series national norm group within the same grade level. The numerical value illustrates the percentage of students that the selected student would be expected to score above in a norm group comparison. Different values appear for fall, winter, and spring test administrations, to reflect different levels of knowledge for those time periods. NPRs are available for students who tested within the following windows:</p> <p>Fall: August 20-November 22</p> <p>Winter: January 1-February 22</p> <p>Spring: March 22-June 15</p> <p>High School Norms Windows:</p> <p>Fall: August 1-November 30</p> <p>Winter: December 1-February 28/29</p> <p>Spring: March 1-June 15</p> <p>NORMAL CURVE EQUIVALENT (NCE)</p> <p>Normal Curve Equivalents are a transformation of the NPR onto a normal curve. NCEs are equal interval scores, while NPRs are not. Many state tests also provide an NCE score.</p> <p>READING RATE</p> <p>This rate is a silent reading rate and is calculated by dividing the number of words in the passages the student read by the time it took the student to read those passages. This score will be accurate only if the student reads the story, by him or herself, before clicking “I am finished reading” and answering questions. (Optional)</p> <p>LEXILE MEASURE</p> <p>The Lexile scale is a development scale for reading, ranging from BR 400L for beginning readers to above 1825L for advanced readers. The goal of the Lexile Measure is to match the reader and the text. This allows you to select text that is targeted to a reader’s ability, and the result is an expected 75% comprehension rate—not so difficult that it frustrates the reader, but difficult enough to encourage reading progress.</p> <p>SCANTRON’S SUGGESTED LEARNING OBJECTIVE (SLO)</p> <p>This report uses the scaled score and your state alignment guides to determine where to focus the student’s learning. Options allow you to display objectives that are expected to be mastered on future assessments alongside objectives or skill areas that the student should focus on to improve performance. These are always listed in the order of difficulty, with</p>
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	<p>the first being the least difficult.</p> <p>UNIT SCORE RANGE (USR)</p> <p>The USR is an estimate of ability based on responses for each unit within a subject, with a confidence interval (i.e. range) of +/- 1 Standard Error of Measurement.</p> <p><u>Performance Series Reporting</u></p> <p>Detailed Reports</p> <p>Performance Series offers extensive reporting so you can get the most out of your scores, such as:</p> <ul style="list-style-type: none"> • Student / Parent data <ul style="list-style-type: none"> ○ Profile Templates, containing information to share with students and parents, with different layouts covering growth trends, specific scores, and skills to focus on. Available in English and Spanish. ○ Scantron's Suggested Learning Objective (SLO) Reports • Teacher / Instructional data <ul style="list-style-type: none"> ○ Class Profile, containing information regarding current scores with grouping options on either scores or instructional level by skill ○ Student Detail Report, showing groups of students who have demonstrated success or are experiencing challenges, by skill ○ Scantron's Suggested Learning Objective (SLO) Reports ○ Class Standard Student Detail Reports ○ Gains Analysis Reports, providing yearly gain targets to maintain progress with national peers and evaluation of that progress as the year continues ○ Performance Band Reports, containing information that enables placement based on norm comparison or custom, predictive research categories • Administrative / Evaluation Data <ul style="list-style-type: none"> ○ Summary Reports, providing a quick view of all subject scores with average and score distribution ○ Gains Reports, so you can review test gains by group, location or grade across summer or within a school year. ○ Gains Analysis Report that demonstrate/evaluate gains against norms and growth categories. ○ Performance Bands that evaluate recent test scores for grouping and resource allocation, or for predictive categories (with custom research). ○ Predictive Validity Reports (available with a custom predictive validity study); see High Stakes Test Prediction later in this article. <p>As you view each type of report listed above, you can drill deeper into the information, narrowing your focus until you get exactly the data you need (e.g., school, class, or individual student). These reports can be filtered by</p>
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	<p>time frame, customizable student groups, and a variety of demographics to aggregate and disaggregate results.</p> <p>In fact, these reports have proven so helpful that one of our clients (Calcasieu Parish in Louisiana) flipped the parent teacher conferences so they were student-led conferences. Students took ownership of their data and used the reports to talk about where they were and where they needed help, etc.</p>
<p>Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (only applicable to supplemental assessments):</p>	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.	<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"/>
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, 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. ⁴	<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>Scantron Corporation 1. Name of Organization (PLEASE PRINT/TYPE)</p>	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
<p>JoAnn Smith 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>06/28/2016 5. Date Signed</p>
<p>AVP Finance 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	

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