



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



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

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

The earlyReading measure is designed to assess both unified and component skills associated with kindergarten and first grade reading achievement. earlyReading is intended to enable screening and progress monitoring across four domains of reading (Concepts of Print, Phonemic Awareness, Phonics, and Decoding) and provide domain specific assessments of these component skills as well as a general estimate of overall reading achievement. earlyReading is an extension of CBMReading, which was initially developed by Deno and colleagues to index the level and rate of reading achievement (Deno, 1985; Shinn, 1989). earlyReading uses an online application, and is therefore accessible from any location with Internet access; the data obtained from all earlyReading administrations are stored online and users have immediate and ongoing access to a variety of reports to facilitate easy use of data.

FAST assessments are supported by an extensive set of materials to support teachers and students, including self-directed training modules that allow teachers to become certified to administer each of the FAST assessments. These features establish earlyReading as a unique and significant addition to screen students and monitor progress across two primary grade levels. The current version of earlyReading has an item bank that contains a variety of items, including those with pictures, words, individual letters and letter sounds, sentences, paragraphs, and combinations of these elements.

The research literature provides substantial guidance on instruction and assessment of alphabetic knowledge, phonemic awareness, and oral reading. The objective of earlyReading measures is to extend and improve on the quality of currently available assessments. FAST was developed by Dr. Theodore Christ and colleagues (2012), and published by the University of Minnesota – Twin Cities.

Uses and Applications: earlyReading is intended for use in the early primary grade levels (K-3). earlyReading is designed for all students in the early primary grade levels. This includes students in kindergarten through third grade. earlyReading subtests are most relevant for students in kindergarten and first grade, but they have application to students in later grades who have yet to master early reading skills. earlyReading consists of 12 different evidence-based assessments for screening and monitoring student progress: Concepts of Print, Onset Sounds, Letter Names, Letter Sounds, Word Rhyming, Word Blending, Word Segmenting, Decodable Words, Nonsense Words, Sight Words (kindergarten 50 words and first grade, 150 words), and Sentence Reading. Each assessment is designed to be highly efficient. There are recommended combinations of subtests for fall, winter, and spring screening aimed to optimize validity and risk evaluation. Similarly, there are recommended combinations of subtests for fall, winter, and spring for monitoring of progress. Supplemental assessments may be used to diagnose and evaluate skill deficits. Results from supplemental assessments provide guidance for instructional and intervention development.

Screening: earlyReading provides efficient and cost-effective screening to identify those students with reading difficulties. earlyReading is often used by teachers to screen all students and to estimate annual growth with tri-annual assessments (fall, winter, & spring). Students who progress at a typical pace through the reading curriculum meet the standards for expected performance at each point in the year. Students with deficit achievement can be identified in the fall of the academic year so that supplemental, differentiated, or individualized instruction can

be provided. Four earlyReading subtests are recommended for each universal screening period to assess a combination of skills.

Progress Monitoring: earlyReading is designed to accommodate quick and easy weekly assessments, which provide useful data to monitor student progress and evaluate response to instruction. Percentile scores, subtest scores, and composite scores can serve to inform educators whether a student is meeting average levels of reading proficiency. The availability of multiple alternate forms for various subtests of earlyReading make it suitable for monitoring progress between benchmark assessment intervals (i.e., fall, winter, and spring) for those students that require more frequent monitoring of progress. Onset Sounds has 13 alternate forms, and the following subtests have a total of 20 alternate forms: Letter Naming, Letter Sound, Word Blending, Word Segmenting, Decodable Words, Sight Words, and Nonsense Words. Concepts of Print, Rhyming, and Sentence Reading progress monitoring forms have not yet been developed.

Reports are available to evaluate student performance against local norms, mastery criterion, and predictions of risk to meet proficiency standards on state tests. Benchmark/criterion standards are specified for each grade level, which are used to identify students at risk.

FAST provides information on student proficiency, as well as growth reporting over time. Our easy-to-generate, carefully structured reports are instantly available for teachers. These reports are instantly applicable to instruction, offering rich information about student strengths, areas needing improvement, and growth trends within and across school years. Educator effectiveness was estimated for evaluation purposes using medians of SGP, i.e., median growth percentiles (MGP), for those students associated with a given educator. MGP are expressed on the same metric as SGP, and, like SGP, range from 0.01 to 0.99. MGP can then be converted to an Annual Professional Performance Review score (APPR) using the crosswalk tables presented below for each assessment. APPR values are also linked to HEDI ratings (4 = highly effective, 3 = effective, 2 = developing, and 1 = ineffective). Note that these crosswalk tables are based on preliminary norming data for educators, and will be updated at the completion of the 2015/2016.

APPR scores range from 0 to 20, and were assigned to rank-ordered MGP so as to maintain the approximate distribution of MGP across educators in the norming samples. HEDI rating categories were then assigned to maintain a certain level of MGP at the three cutoffs that denote the four HEDI rating categories. The highly effective range was set to denote educators with MGP at or above 0.65. The effective range was set to capture MGP from 0.45 to 0.64. The developing range was set to capture MGP from 0.20 to 0.44. Finally, the ineffective range was set with MGP below 0.20. These ranges for MGP by HEDI then corresponded to slightly different APPR score ranges, depending on the assessment.

The FAST online system handles the administration and scoring of assessments and reporting of results. Norming data collected during the 2015/2016 school year will be integrated into the online reporting functionality prior to the 2016/2017 school year. Student growth estimates over screening periods will be reported with standard errors, and SGP will be provided for any students enrolled for at least 70% of the school year having fall and spring assessment scores. Educators having SGP results from at least 15 students meeting these criteria will then be provided with MGP APPR scores, and HEDI ratings using updating crosswalk tables.

For additional details, please reference *Formative Assessment System for Teachers: Growth Modeling for Educator Evaluation* submitted as part of Appendix A-2.

FastBridge Learning provides tailored options for training, professional development (PD), and ongoing learning that are designed to be efficient, effective, and engaging. We believe that in

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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 Assessment

Characteristics of Good ELA and Math Assessment

Characteristics of Good ELA and Math Assessment	Characteristics of Good ELA and Math Assessment

	<p>aggregated (all students) and disaggregated (high, typical, low achieving). These results are presented in automated reports. Reports help evaluate district, school, grade, and teacher level success.</p>
<p>Performance Assessment:</p>	<p>Reliability and validity evidence supports the use of earlyReading for the purposes of measuring both unified and component skills associated with kindergarten and first grade reading achievement. The Technical Manual (Appendix A-2) beginning on page 89 provides a detailed description of the reliability evidence for earlyReading. Evidence for validity of the earlyReading subtest measures was examined using the Group Reading Assessment and Diagnostic Evaluation (GRADE), a norm-referenced diagnostic reading assessment. A detailed description of the validity evidence for earlyReading begins on page 112 of the Technical Manual. Consistent with the requirements for evidence, the psychometric qualities for reliability and validity were statistically significant, and the various assessments are meaningful and statistically robust indicators of relevant outcomes, such as state tests and future performance in school.</p> <p>FastBridge Learning uses standard setting processes to summarize student performance. Standards may be used for regional (setting) and local (Face 5 (to) 5) 240.091.17a.02.00.00.</p>

	consider the intended purpose of the assessment, its content, the stability of performance over time, scoring



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FORM G




**ATTESTATION OF TECHNICAL CRITERIA – SUPPLEMENTAL ASSESSMENTS
WITH CORRESPONDING GROWTH MODELS**

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria outlined in the Technical Application on “FORM B-2”.

PLEASE SUBMIT ONE “FORM G” FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

COMPLETE THIS SECTION:

2.2(A) Narrative Overview of Proposed Supplemental Assessment and Associated Growth Model	
<p>This application contains a short overview of the assessment being proposed, including the intended purpose of the assessment, and how the assessment is administered.</p>	<input checked="" type="checkbox"/>
<p>For supplemental assessments, this application contains a description of the growth model and how it is used in conjunction with the assessment.</p>	<input checked="" type="checkbox"/> .N/A
<p>For K-2 assessments, this application contains evidence that the proposed assessment is consistent with this RFQ’s requirement that the assessment not be a “Traditional Standardized Assessment” as defined above in the section “Definitions of Key Terms Used in this RFQ.”</p>	<input checked="" type="checkbox"/> .N/A
2.2(B) Evidence of Capability	
<p>This application provides an overview of services provided by the Assessment Provider, including a description of the range of support / technical assistance that the Assessment Provider would provide to an LEA if selected by an LEA for this service.</p>	<input checked="" type="checkbox"/>
<p>This application contains information as to whether the Applicant or Assessment Provider has been denied approval as a provider of assessment services in another state(s) and the reason(s) for such denial. If denied within New York State, the location and reason are indicated.</p>	<input checked="" type="checkbox"/> .N/A
2.2(C): Evidence of Copyright Owner/Assessment Representative History of Assessment Development	
<p>This application contains evidence that the Copyright Owner/Assessment Representative has a history of developing assessments of student learning (achievement or growth) for the purpose of making defensible judgments about educator effectiveness.</p>	<input checked="" type="checkbox"/> .N/A






2.2(E)-ii: Technical Documentation Related to Aggregating Student-Level Growth Scores to Teacher-Level Scores: EXCLUSION RULES

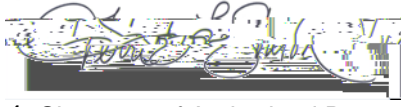
This application includes a description of any exclusion rules that remove students associated with a given teacher from the teacher’s teacher-level score (either through a growth model or in conjunction with an SLO).

■ .N/A

2.2(F): Technical Documentation Related to Converting Teacher-Level Growth Score to



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

<p>FastBridge Learning, LLC 1. Name of Organization (PLEASE PRINT/TYPE)</p>	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
<p>Terri Lynn Soutor 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>March 7, 2016 5. Date Signed</p>
<p>Chief Executive Officer 3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	
<p>N/A 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>	