

POLICY AVAILABILITY STATEMENT

This form will be posted on the New York State Education Department's website and distributed through other means for all applications that are approved in conjunction with the RQ district and BOCES under standard proposed offerings in advance of directly contacting Assessment Provider regarding potential further procurements.

Assessment Provider Information	
Name of Assessment Provider:	NC Pearson, Inc. (Pearson)
Assessment Provider Contact Information:	Dr. 11.04 -00 11.04 77.64 459.12 in (N)2.6(at)-6.6(u

What are the technology requirements associated with the assessment?	ai mswebPlus is webbased and requires no network computerbased installation. See the appendix for minimum system requirements and prerequisites for general use.
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

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 effective score.

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

Examiners can use digital record forms to administer and score the individually administered ai mwebPlus measures online. Scores are automatically captured, calculated, and uploaded to the ai mwebPlus data system. This data capture technology enables efficient 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 on screen 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

x ai mswebPlus incorporates rate of improvement (ROI) metric, which is the amount of raw score growth divided by the number of weeks, the average raw score increase per week.

x Finally, ai mswebPlus 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.

Technical support. Responsive support from Pearson is included as part of an ai mswebPlus subscription (all users). Support is available by phone, email, message board, and interactive 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 (8–5 p.m)

All hours are shown in Eastern time.

The ai mswebPlus toll free number is 866.313.6197, and website address is www.ai mswebplus.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. ai mswebPlus training and consulting services are delivered on-site, web-based, and other forms of consultation—organized to provide quality ongoing training, coaching, and capacity building. Training materials including user guides are available for all users by download from within the ai mswebPlus interface.

Please provide a overview of the student -level growth model or target setting model for S.O s for districts and BO s. How do student scores are used to create teacher -level scores, and how do teacher -level scores are converted to New York State s0 -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 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 percentiles and also for the amount of growth. These allowed educators to use information about typical growth to inform their goal process.

The New York APPR system is based on individualized Student Learning Objectives (SOs) that reflect one year's expected growth. The procedures for setting SOs 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 SOs is calculated. The aimswebPlus SO 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 or assessment to be used with SOs addresses each of the Next Generation Assessment Priorities below.

<p>Characteristics of Good Math Assessments (only applicable to E.A. math assessments) :</p>	<p>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.</p> <p>The recommended aimswebPlus measures or composites are the following:</p>
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- x Kindergarten The composite of Letter Naming Fluency, Letter ~~W~~ ~~S~~und Fluency, and Phoneme ~~S~~gmentation is recommended to measure winter growth. For ~~s~~pring growth, Letter Naming Fluency may be used on its own; Letter ~~W~~ ~~S~~und Fluency and Phoneme ~~S~~gmentation are not part of the standard fall battery because they are difficult for many entering kindergarten.
- x Grade 1. Oral ~~B~~ading Fluency (fall -spring)
- x Grades 2 and 3. The composite of Oral ~~B~~ading Fluency, ~~V~~ocabulary, and ~~B~~ading Comprehension (fall -spring).
- x Grades 4- 8. The composite of ~~S~~ilent ~~B~~ading Fluency, ~~V~~ocabulary, and ~~B~~ading Comprehension (fall -spring).

The ~~a~~imswebPlus 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 ~~W~~ ~~S~~und 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 the ~~l~~etter (CC) 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 ~~W~~ ~~S~~und Fluency measures both automaticity of ~~s~~ounded production and facility with combining letter sounds. Phoneme ~~S~~gmentation has been revised, and is no longer a speeded measure (although it is brief); it assesses the student's recognition of the sounds that ~~m~~ake up a spoken word.

Oral ~~B~~ading 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.

- x Grade 1. The composite of Number Comparison Fluency Pairs, Math Facts Fluency Digit, and Concepts & Applications.
- x Grades 2- 8. The composite of Number Comparison Fluency Tiles, Mental Computation Fluency, and Concepts & Applications.

At kindergarten, Number Naming Fluency assesses automaticity in recognizing numerals from 0 to important foundation for the next steps in learning mathematics. Quantity Total Fluency measures 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 asks 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 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—

File: [Sample Problems \(a\) \(b\) \(c\) \(d\) \(e\) \(f\) \(g\) \(h\) \(i\) \(j\) \(k\) \(l\) \(m\) \(n\) \(o\) \(p\) \(q\) \(r\) \(s\) \(t\) \(u\) \(v\) \(w\) \(x\) \(y\) \(z\) \(aa\) \(ab\) \(ac\) \(ad\) \(ae\) \(af\) \(ag\) \(ah\) \(ai\) \(aj\) \(ak\) \(al\) \(am\) \(an\) \(ao\) \(ap\) \(aq\) \(ar\) \(as\) \(at\) \(au\) \(av\) \(aw\) \(ax\) \(ay\) \(az\) \(ba\) \(bb\) \(bc\) \(bd\) \(be\) \(bf\) \(bg\) \(bh\) \(bi\) \(bj\) \(bk\) \(bl\) \(bm\) \(bn\) \(bo\) \(bp\) \(bq\) \(br\) \(bs\) \(bt\) \(bu\) \(bv\) \(bw\) \(bx\) \(by\) \(bz\) \(ca\) \(cb\) \(cc\) \(cd\) \(ce\) \(cf\) \(cg\) \(ch\) \(ci\) \(cj\) \(ck\) \(cl\) \(cm\) \(cn\) \(co\) \(cp\) \(cq\) \(cr\) \(cs\) \(ct\) \(cu\) \(cv\) \(cw\) \(cx\) \(cy\) \(cz\) \(da\) \(db\) \(dc\) \(dd\) \(de\) \(df\) \(dg\) \(dh\) \(di\) \(dj\) \(dk\) \(dl\) \(dm\) \(dn\) \(do\) \(dp\) \(dq\) \(dr\) \(ds\) \(dt\) \(du\) \(dv\) \(dw\) \(dx\) \(dy\) \(dz\) \(ea\) \(eb\) \(ec\) \(ed\) \(ee\) \(ef\) \(eg\) \(eh\) \(ei\) \(ej\) \(ek\) \(el\) \(em\) \(en\) \(eo\) \(ep\) \(eq\) \(er\) \(es\) \(et\) \(eu\) \(ev\) \(ew\) \(ex\) \(ey\) \(ez\) \(fa\) \(fb\) \(fc\) \(fd\) \(fe\) \(ff\) \(fg\) \(fh\) \(fi\) \(fj\) \(fk\) \(fl\) \(fm\) \(fn\) \(fo\) \(fp\) \(fq\) \(fr\) \(fs\) \(ft\) \(fu\) \(fv\) \(fw\) \(fx\) \(fy\) \(fz\) \(ga\) \(gb\) \(gc\) \(gd\) \(ge\) \(gf\) \(gg\) \(gh\) \(gi\) \(gj\) \(gk\) \(gl\) \(gm\) \(gn\) \(go\) \(gp\) \(gq\) \(gr\) \(gs\) \(gt\) \(gu\) \(gv\) \(gw\) \(gx\) \(gy\) \(gz\) \(ha\) \(hb\) \(hc\) \(hd\) \(he\) \(hf\) \(hg\) \(hh\) \(hi\) \(hj\) \(hk\) \(hl\) \(hm\) \(hn\) \(ho\) \(hp\) \(hq\) \(hr\) \(hs\) \(ht\) \(hu\) \(hv\) \(hw\) \(hx\) \(hy\) \(hz\) \(ia\) \(ib\) \(ic\) \(id\) \(ie\) \(if\) \(ig\) \(ih\) \(ii\) \(ij\) \(ik\) \(il\) \(im\) \(in\) \(io\) \(ip\) \(iq\) \(ir\) \(is\) \(it\) \(iu\) \(iv\) \(iw\) \(ix\) \(iy\) \(iz\) \(ja\) \(jb\) \(jc\) \(jd\) \(je\) \(jf\) \(jg\) \(jh\) \(ji\) \(jj\) \(jk\) \(jl\) \(jm\) \(jn\) \(jo\) \(jp\) \(jq\) \(jr\) \(js\) \(jt\) \(ju\) \(jv\) \(jw\) \(jx\) \(jy\) \(jz\) \(ka\) \(kb\) \(kc\) \(kd\) \(ke\) \(kf\) \(kg\) \(kh\) \(ki\) \(kj\) \(kk\) \(kl\) \(km\) \(kn\) \(ko\) \(kp\) \(kq\) \(kr\) \(ks\) \(kt\) \(ku\) \(kv\) \(kw\) \(kx\) \(ky\) \(kz\) \(la\) \(lb\) \(lc\) \(ld\) \(le\) \(lf\) \(lg\) \(lh\) \(li\) \(lj\) \(lk\) \(ll\) \(lm\) \(ln\) \(lo\) \(lp\) \(lq\) \(lr\) \(ls\) \(lt\) \(lu\) \(lv\) \(lw\) \(lx\) \(ly\) \(lz\) \(ma\) \(mb\) \(mc\) \(md\) \(me\) \(mf\) \(mg\) \(mh\) \(mi\) \(mj\) \(mk\) \(ml\) \(mm\) \(mn\) \(mo\) \(mp\) \(mq\) \(mr\) \(ms\) \(mt\) \(mu\) \(mv\) \(mw\) \(mx\) \(my\) \(mz\) \(na\) \(nb\) \(nc\) \(nd\) \(ne\) \(nf\) \(ng\) \(nh\) \(ni\) \(nj\) \(nk\) \(nl\) \(nm\) \(nn\) \(no\) \(np\) \(nq\) \(nr\) \(ns\) \(nt\) \(nu\) \(nv\) \(nw\) \(nx\) \(ny\) \(nz\) \(oa\) \(ob\) \(oc\) \(od\) \(oe\) \(of\) \(og\) \(oh\) \(oi\) \(oj\) \(ok\) \(ol\) \(om\) \(on\) \(oo\) \(op\) \(oq\) \(or\) \(os\) \(ot\) \(ou\) \(ov\) \(ow\) \(ox\) \(oy\) \(oz\) \(pa\) \(pb\) \(pc\) \(pd\) \(pe\) \(pf\) \(pg\) \(ph\) \(pi\) \(pj\) \(pk\) \(pl\) \(pm\) \(pn\) \(po\) \(pp\) \(pq\) \(pr\) \(ps\) \(pt\) \(pu\) \(pv\) \(pw\) \(px\) \(py\) \(pz\) \(qa\) \(qb\) \(qc\) \(qd\) \(qe\) \(qf\) \(qg\) \(qh\) \(qi\) \(qj\) \(qk\) \(ql\) \(qm\) \(qn\) \(qo\) \(qp\) \(qq\) \(qr\) \(qs\) \(qt\) \(qu\) \(qv\) \(qw\) \(qx\) \(qy\) \(qz\) \(ra\) \(rb\) \(rc\) \(rd\) \(re\) \(rf\) \(rg\) \(rh\) \(ri\) \(rj\) \(rk\) \(rl\) \(rm\) \(rn\) \(ro\) \(rp\) \(rq\) \(rr\) \(rs\) \(rt\) \(ru\) \(rv\) \(rw\) \(rx\) \(ry\) \(rz\) \(sa\) \(sb\) \(sc\) \(sd\) \(se\) \(sf\) \(sg\) \(sh\) \(si\) \(sj\) \(sk\) \(sl\) \(sm\) \(sn\) \(so\) \(sp\) \(sq\) \(sr\) \(ss\) \(st\) \(su\) \(sv\) \(sw\) \(sx\) \(sy\) \(sz\) \(ta\) \(tb\) \(tc\) \(td\) \(te\) \(tf\) \(tg\) \(th\) \(ti\) \(tj\) \(tk\) \(tl\) \(tm\) \(tn\) \(to\) \(tp\) \(tq\) \(tr\) \(ts\) \(tt\) \(tu\) \(tv\) \(tw\) \(tx\) \(ty\) \(tz\) \(ua\) \(ub\) \(uc\) \(ud\) \(ue\) \(uf\) \(ug\) \(uh\) \(ui\) \(uj\) \(uk\) \(ul\) \(um\) \(un\) \(uo\) \(up\) \(uq\) \(ur\) \(us\) \(ut\) \(uu\) \(uv\) \(uw\) \(ux\) \(uy\) \(uz\) \(va\) \(vb\) \(vc\) \(vd\) \(ve\) \(vf\) \(vg\) \(vh\) \(vi\) \(vj\) \(vk\) \(vl\) \(vm\) \(vn\) \(vo\) \(vp\) \(vq\) \(vr\) \(vs\) \(vt\) \(vu\) \(vv\) \(vw\) \(vx\) \(vy\) \(vz\) \(wa\) \(wb\) \(wc\) \(wd\) \(we\) \(wf\) \(wg\) \(wh\) \(wi\) \(wj\) \(wk\) \(wl\) \(wm\) \(wn\) \(wo\) \(wp\) \(wq\) \(wr\) \(ws\) \(wt\) \(wu\) \(wv\) \(ww\) \(wx\) \(wy\) \(wz\) \(xa\) \(xb\) \(xc\) \(xd\) \(xe\) \(xf\) \(xg\) \(xh\) \(xi\) \(xj\) \(xk\) \(xl\) \(xm\) \(xn\) \(xo\) \(xp\) \(xq\) \(xr\) \(xs\) \(xt\) \(xu\) \(xv\) \(xw\) \(xx\) \(xy\) \(xz\) \(ya\) \(yb\) \(yc\) \(yd\) \(ye\) \(yf\) \(yg\) \(yh\) \(yi\) \(yj\) \(yk\) \(yl\) \(ym\) \(yn\) \(yo\) \(yp\) \(yq\) \(yr\) \(ys\) \(yt\) \(yu\) \(yv\) \(yw\) \(yx\) \(yz\) \(za\) \(zb\) \(zc\) \(zd\) \(ze\) \(zf\) \(zg\) \(zh\) \(zi\) \(zj\) \(zk\) \(zl\) \(zm\) \(zn\) \(zo\) \(zp\) \(zq\) \(zr\) \(zs\) \(zt\) \(zu\) \(zv\) \(zw\) \(zx\) \(zy\) \(zz\)](#)

Performance Assessment

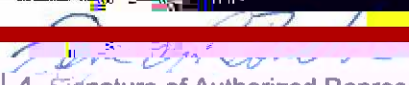
Although the aimswebPlus measures provide information that is useful to teachers, for purposes of APPRE they must be administered by someone other than the classroom teacher.


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 ((m)-s)4((m)-s6m)-s(m)-s6netw

<p>Technology :</p>	<p>ai mswebPlus 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-administration are scored immediately.</p>
<p>Degree to which growth model must differ from the cross New York's four levels of teacher effectiveness (only applicable to supplemental assessments):</p>	<p>N/A</p>

To be completed by the Copyright Owner/Assessment Provider. This form must be completed by the Copyright Owner/Assessment Provider of the assessment being proposed and will be used to process the request.

1. Name of Organization (please print) Pearson, Inc.	A. Signature of Authorized Representative 
2. Name of Authorized Representative (PLEASE PRINT/TYPE) Eugene G. Bowles	(PLEASE USE BLUE INK)
3. Title of Authorized Representative (PLEASE PRINT/TYPE) VP of Global Product Development	B. Date Signed
4. Title of Assessment (PLEASE PRINT/TYPE) Assessment for the 4th grade	C. Date Signed

1. Name of School (PLEASE PRINT/TYPE) School Name	A. Signature of School Representative 
2. Name of School Representative (PLEASE PRINT/TYPE)	B. Date Signed
3. Title of School Representative (PLEASE PRINT/TYPE)	C. Date Signed