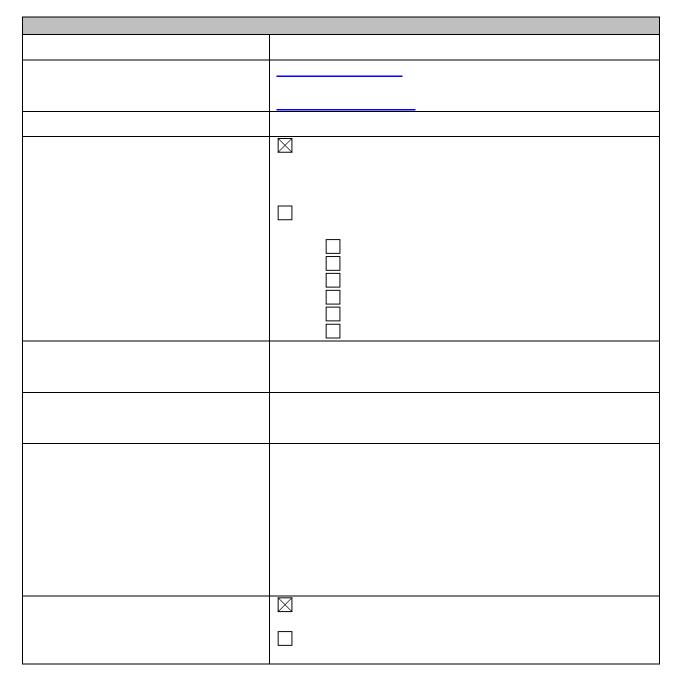


STUDENT ASSESSMENTS AND ASSOCIATED GROWTH MODELS FOR TEACHER AND PRINCIPAL EVALUATION



## 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 districts and BOCES to understand proposed offerings in advance of directly contacting Assessmrhanc6 (ac)-2 (po6 (b)10.5 ( s)-2no)10.5 (nj)-8.3al Nu6.6 (i)2.67geanst s t s tnITD (A)25.7 7





a rating of "Developing." And, if 64% or fewer students meeting their individual growth target, the teacher would receive an "Ineffective" rating.

New York State Next Generation Ass Please provide detail on how the pro-	sessment Prior ities posed supplemental assessment I or assessment to be	
used with SLOs addresses each of t	he Next Generation Assessment Priorities below.	
Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments) :	The earlyMath assessment is consistent with best practices in measuring the New York State Learning Standards in mathematics. Reliability and validity evidence supports the use of earlyMath for the purpose of assessing early numeracy skills associated with Kindergarten and 1 <sup>st</sup> grade math achievement across the domains of numeracy as well as a general estimate of overall math achievement. The development of earlyMath is based on a thorough examination of the most recent research literature and professional consultation in test	
	development and mathematics education. Each of the subtests is aligned with National Common Core State Standards (CCSS, 2010) and three domains of number sense: (a) number, (b) relations, and (c) operations (Purpura & Lonigan, 2013; National Research Council, 2009). The objective of earlyMath measures is to extend and improve on the quality of currently available assessments of early numeracy skills.	
Assessments Woven Tightly Into the Curriculum:	We believe the best assessments are those that are able to be seamlessly administered in conjunction with regular classroom instruction and in support of the day-to-day academic goals of the teacher. Designed for Multiple Systems of Support (MTSS) and Response to InteSoomakes program impleme 0 Tw 20sation easy and efficient with automated scoring,4 263. analysis, norming and reporting; customizable screening, benchmarking, instructional recommendations and progress monitoring.	
	04 389.1mmediaten and reporting within FAST pro10 Tc 0ides actionable data specifically designedmto guide instruction and remediation. Our assessments help teachers collect data that answer their critical questions about stude 0 skills, instructional needs, and growth at the stude 0 Tw 20s, group, class,4 263. graddeol6 0 Td [and districte10 Tc 0cls. Ao of reports are pro10 Tc 0ided tnform instructioAST assessments y0 Tc 0icld reports with scores compared to color	

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	facilitates scaling and equating across screening and
	progress monitoring occasions.
Efficient Time-Saving	Each earlyMath assessment is designed to be highly
Assessments:	efficient and to the early numeracy skills associated with
	kindergarten and first grade math achievement and
	provide a general estimate of overall math achievement.
	earlyMath can be administered one-on-one in
	approximately 5-7 minutes per seasonal composite of
	four subtests for screening and in approximately 1 minute
	per subtest for progress monitoring. The assessment is
	computer administered (optional paper-and-pencil version
	available) with automated browser-based scoring. The
	automated output of each assessment gives information
	on the accuracy and fluency of passage reading which
	can be used to determine instructional level to inform
Ta alua al a ann a	intervention.
Technology :	FAST <sup>™</sup> is a web-based, hosted SaaS solution. As such,
	with no hardware or software to install, implementing
	FAST <sup>™</sup> is simple. FAST <sup>™</sup> requires no network or
	computer-based installation. Our cloud-based system is easy to implement and supported with optional
	automated rostering and SIS integration, nothing to install
	or maintain, and multi-platform and device support.
Degree to which the growth	
model must differentiate across	
New York State's four levels of	
teacher effectiveness (only	
applicable to supplemental	
assessments):	
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