



**STUDENT ASSESSMENTS FOR
TEACHER AND PRINCIPAL EVALUATION SERVICE PROVIDER
PUBLICLY-AVAILABLE SERVICE SUMMARY**

FORM C

This form will be posted on the New York State Education Department's Web site and distributed through other means for all applications that are approved in conjunction with this RFQ to allow LEAs to understand proposed offerings in advance of directly contacting providers regarding potential further procurements.

Provider Information	
Name of Provider:	NCS Pearson, Inc. (Pearson)
Provider Contact Information:	Jane Miller, Sr. Program Mgr. 860.844.8506, jane.miller@pearson.com
Name of Product Proposed:	AIMSweb®
Does this product provide normative inferences about student growth? If so, how?	Yes.
What are the grade(s) the proposed product covers:	Kindergarten through Grade 8.
What are the subject area(s) the proposed product covers?	<p>The AIMSweb measures may be used to demonstrate improvement, show progress, and report growth in the specific curriculum areas listed below. The grade levels for AIMSweb assessment vary by their content area.</p> <ul style="list-style-type: none"> • Early Literacy: Grades K-1 • Spanish Early Literacy: Grades K-1 • Spelling: Grades 1-8 • Reading: Grades 1-8 • Early Numeracy: Grades K-1 • Math: Grades 1-8 • Written Expression: Grades 1-8
What are the technology requirements associated with the assessment?	<p>TECHNOLOGY REQUIREMENTS</p> <p>Minimum System Requirements for Running AIMSweb</p> <p>Operating Systems</p> <p>PC: Windows 98, 2000, XP, Vista, Windows 7</p> <p>Mac: OSX</p> <p>Supported Browsers</p> <p>PC: Internet Explorer, Firefox</p> <p>Mac: Safari, Firefox, Internet Explorer</p>

	<p>Because AIMSweb is web-based, it requires no network or computer-based installation to run. A detailed Technology Checklist for AIMSweb setup and administration is available on the AIMSweb site at www.aimsweb.com under Training Materials.</p>
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Please provide an overview of your application for LEAs. Please include:

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

DESCRIPTION

AIMSweb includes assessment tools with reporting functionality for: Universal (benchmarking) screening, Strategic Monitoring, and Progress Monitoring, with frequent assessment and instructional re-directs. By these means, AIMSweb measures student growth.

USE

The AIMSweb system will identify students' strengths and weaknesses and monitor progress following intervention activities. AIMSweb's problem-solving Response to Intervention (RTI) approach is rooted in best practices and provides scientifically-based progress monitoring that tracks students' educational needs, through benchmark data, and response to instruction. AIMSweb is currently the only system to include valid and reliable academic and behavior assessment tools in one seamless data management program.

REPORTS

Please see Appendix 24 for remainder of this answer. Form is limited in space, not allowing three pages.

Sample reports are readily available online, at this url:
<http://www.aimsweb.com/products/screenshots/samples>

Interpreting scores and reports is thoroughly discussed in the training for AIMSweb available in pdf format at this url:

<http://www.aimsweb.com/support-training/training/training-materials/>

Reports of scores are interpreted, foremost, with intent of supporting the basic process of assess-instruct-assess-adapt for students. Consider a Sample Benchmark Report for a student in Grade 3. The report shows how the student performed in Reading (Words Read Correct) at three points during the school year—in the fall, winter, and spring. In the fall, the student was performing Below Average. The winter benchmark shows that the student improved significantly, and the spring benchmark shows that the student has reached his target and is within the Average range of performance. Interpreting the student's initial score, or benchmark, enabled the teacher to plan instruction that helped the student improve—a fact validated by subsequent benchmarks. Between benchmarks, the student is progress-monitored monthly—or even weekly, if increased frequency is indicated. Interpreting the student's scores on progress monitors focuses even greater attention on the assess-instruct-assess-adapt cycle. This frequency of assessment supports the continuous understanding of "what are they learning?" throughout the school year, rather than "what did they learn (or not)?" by end of the school year.

To further leverage its gathered information, AIMSweb provides a data export feature from within the application. Export files can be generated in .csv (Comma Delimited) or .txt (Tab Delimited) file formats.

Data exports can include student, teacher, class, and score data as well as demographics. Data exports can be configured and filtered by school year, assessment periods, demographics, and

Estimated Service Provider Costs (non-binding)	
Fixed costs over a given academic year.	None
Per-student costs over a given academic year that are above the estimated fixed costs.	\$6.00 per student through December 31, 2012.
Time-and-materials costs that are limited to special services that are NOT required for standard administration during a given year (e.g., special professional development services at the start of a contract, standard setting if required, test augmentation if required, language translation fees for tests and supporting materials) and that are delineated on either a time-and-materials or a cost-per-service basis for each special service).	\$4,500 for Standard Two-Day Training for group of 30.

If approved as a provider of student assessments for teacher and/or principal evaluations, we are prepared to provide services to (Please indicate by clicking on the appropriate boxes below):	
<input checked="" type="checkbox"/>	All Districts/LEAs in the State of New York, or
<input type="checkbox"/>	Only to those eligible Districts/LEAs indicated below:

For Assessments That Cover ELA and Math Only:

Please mark with an “X” the elements below that apply to your assessment. If you project your assessment changing to include elements over the next three years, please mark the applicable year. Shaded cells represent NYSED’s suggested guidance to the field as New York State transitions to the Common Core.

ELA: Non-Binding Guidelines for Phase-In of Common Core Assessment-Related Elements

Elements	Applicable Year		
	12-13	13-14	14-15
Includes texts	X	X	X
Include texts – fiction and non-fiction	X	X	X
Include writing	X	X	X

Includes writing from texts – fiction and non-fiction (from Social Studies / History, Science, and Technical Subjects)			
Assesses listening			
Assesses speaking			
Assess all four domains of CCSS (Reading, Writing, Speaking, Listening) with fidelity			

MATH: Non-Binding Guidelines for Phase-In of Common Core Assessment-Related Elements

Elements	Applicable Year		
	12-13	13-14	14-15
Has appropriate level of focus	X	X	X
Has appropriate level of focus per PARCC frameworks	X	X	X
Includes open-ended items	X	X	X
Includes open-ended items that measure application	X	X	X
Appropriate measurement of mathematical practices	X	X	X
Has various assessment modes to demonstrate mathematical skills and concepts	X	X	X
Assesses modeling			
Assesses fluency	X	X	X