



**STUDENT ASSESSMENTS 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 LEAs to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

| <b>Assessment Provider Information</b>  |  |
|---|--|
| Name of Assessment Provider:  | NCS Pearson, Inc.  |
| Assessment Provider Contact Information:  | Jane Miller, Sr. Program Manager,<br>860-844-8506, jane.miller@pearson.com   |
| Name of Assessment:   | GMADE™ (Group Mathematics Assessment and Diagnostic Evaluation)  |
| Can this assessment be used as a growth measure?                                    | YES  |
| Does this assessment provide normative inferences about student growth? If so, how? | <p>Because the levels of GMADE are psychometrically linked, results can be used to monitor progress from grade to grade, year after year, from elementary school to postsecondary years. With two parallel forms for each test level (R-H), the GMADE can be used as a pre- and post-test to measure growth following a remediation or enrichment.</p> <p>In addition to an array of standard scores, GMADE provides Growth Scale Values (GSV's) for GRADE Total Test. The GSV's provide a measure of a student's reading achievement in reference to the entire range of achievement across the grades. Its value is a means of tracking growth regardless of the level of GRADE that was administered or the grade level of the student. GSV's are an equal interval measure and can be mathematically manipulated (added, subtracted, averaged, etc). Please see Appendix Tab- Technical Manual, the GMADE Technical Manual, p. 47, for a full discussion of GSV's.</p> |
| What are the grade(s) the assessment covers?  | Kindergarten-High School   |

|   |   |
|---|---|
| <p>What are the subject area(s) the assessment covers?</p>                  | <p>Mathematics (Concepts and Communication; Operations and Computation; Process and Applications)</p>   |
| <p>What are the technology requirements associated with the assessment?</p> | <p>GMADE materials are provided in print form. Only the Scoring and Reporting software has associated technology requirements. The details of these requirements are listed in the Scoring and Reporting Software Manual and the GMADE Sampler (p.11).<br/>                     Basic requirements:<br/>                     Windows: 200, XP, Vista or later<br/>                     Pentium II, 300 MHz or higher<br/>                     Macintosh -OSv10, 3X(Panther)or later, Power Mac G3<br/>                     RAM: 128 MB available without scanning<br/>                     512 MB with scanning*<br/> <i>*Scanning software compatible with PC only</i><br/>                     Note: Faster configurations provide faster installation and enhance software performance</p> |

**Please provide an overview of the 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 the Assessment Provider supports implementation of the assessment, including any technical assistance. (3 pages max)

The GMADE is a norm-referenced, standards-based assessment of math skills. Its wide age range and multiple levels allow for use with kindergarten through high school students.

The GMADE includes nine test levels. Each of the levels has two parallel forms (designated as Form A and Form B). Raw scores from either form can be converted to grade-based normative scores, using fall or spring norms, or to age-based normative scores. Supplements are available for out-of-level norms by age or grade. The GMADE can be used to observe progress and track growth of an individual student or group of students (an entire class, building, or district) from fall to spring (form to form) or from year to year (level to level). Eight of the nine GMADE test levels contain three sections, or subtests: Concepts and Communication, Operations and Computation, and Process and Applications. (To be developmentally appropriate, the lowest level—Level R—does not include Operations and Computation.) Each subtest consists of questions, or items, designed to measure specific skills that are appropriate for that level.

The GMADE provides information about the mathematical skills and error patterns of each individual student using the efficiencies of group testing procedures. Several key features contribute to this unique and reliable approach to math assessment.

### **Standards-Based Content**

GMADE subtests and items were carefully developed to provide a broad sampling of appropriate mathematical tasks reflective of a standards-based test blueprint. This blueprint was generated from a year-long research study of state standards, curriculum benchmarks, the scope and sequence plans of various commonly used math textbook series, and a review of research on best practice for the teaching and learning of mathematical concepts and skills. However, the cornerstone for the test blueprint was the *Principles and Standards for School Mathematics*, as set forth by the National Council of Teachers of Mathematics (NCTM, 2000). A scope and sequence chart of the GMADE content across levels is provided in the GMADE Sampler, p. 12.

GMADE offers several scoring options: Hand scoring, GMADE Scoring and Reporting Software (scores may be hand entered or scanned in locally), and Pearson Scoring Service is available for large volume testing.

Detailed information and sample reports are available in Pearson's GMADE Sampler or at [www.PearsonGMADE.com](http://www.PearsonGMADE.com)

| <b>Estimated Service Costs (non-binding)</b><br><i>Please include information about costs associated with the use of the assessment, including costs associated with technical assistance, training, professional development, scoring, etc. Please clearly identify whether these services, for cost, are required in order for an LEA to use the assessment.</i>  |   |
|---|---|
| Fixed costs over a given academic year.   | Per student cost will vary from approximately \$7.00 to 15.00/student, depending upon the number of test administrations and the chosen scoring option. |
| Per-student costs over a given academic year that are above the estimated fixed costs.  |   |
| 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). |   |

| <b>If approved as a student assessment for teacher and/or principal evaluations, we are prepared to provide services to (Please indicate by clicking on the appropriate boxes below):</b> |  |
|---|--|
| X   | <u>All</u> Districts/LEAs in the State of New York, or |
|   | 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 the assessment. If you project the assessment will change 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   |                 |       |       |
| Include texts – fiction and non-fiction  |                 |       |       |
| Include writing  |                 |       |       |
| 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   |                 |       |       |
| Has appropriate level of focus per PARCC frameworks                          | X               |       |       |
| Includes open-ended items  |                 |       |       |
| Includes open-ended items that measure application                           |                 |       |       |
| Appropriate measurement of mathematical practices                            | X               | X     |       |
| Has various assessment modes to demonstrate mathematical skills and concepts |                 |       |       |
| Assesses modeling  |                 |       |       |
| Assesses fluency   |                 |       |       |