



**STUDENT ASSESSMENTS  
AND ASSOCIATED GROWTH MODELS 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 districts and BOCES to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

<b>Assessment Provider Information</b>	
Name of Assessment Provider:	FastBridge Learning, LLC
Assessment Provider Contact Information:	<a href="http://www.fastbridge.org">www.fastbridge.org</a> 612-254-2534 <a href="mailto:sales@fastbridge.org">sales@fastbridge.org</a>
Name of Assessment:	FAST CBMreading
Nature of Assessment:	<input checked="" type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR  <input type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL <input type="checkbox"/> STUDENT GROWTH PERCENTILES <input type="checkbox"/> PROJECTION MODELS <input type="checkbox"/> VALUE-ADDED MODELS <input type="checkbox"/> OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	Grades 1 to 6
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English Language Arts (ELA)
What are the technology requirements associated with the assessment?	FAST™ is a web-based, hosted SaaS solution. As such, with no hardware or software to install, implementing FAST is simple. FAST 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. The infrastructure requirements of New York Schools will be minimal.
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

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

- **A description of the assessment;**
- **A description of how the assessment is administered;**
- **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)**

FAST CBMreading is an evidence-based assessment for use to screen and monitor student progress in reading competency in primary grades (1-6). FAST CBMreading uses easy, time-efficient assessment procedures to determine a student’s general reading ability across short intervals of time. Students read aloud for one minute from grade- or instructional-level passages. The words read correct per minute (WRCM) functions as a robust indicator of reading health and a sensitive indicator of intervention effects. CBMreading includes standardized administration and scoring procedures along with proprietary instrumentation, which was designed and developed to optimize the consistency of data collected across progress monitoring occasions. CBMreading provides teachers with a direct link to instruction and allows them to determine if and when instructional adaptations are needed, set ambitious but attainable goals for students, and monitor progress toward those goals (Fuchs & Fuchs, 2002). CBMreading is a particular version of an oral reading fluency measure. CBMreading is an effective tool used to measure rate of reading. Indeed, reading disabilities are most frequently associated with deficits in accurate and efficient word identification. Although reading is not merely rapid word identification or the “barking at words” (Samuels, 2007), the use of rate-based measures provide a general measure of reading that can alert teachers to students who have problems and are behind their peers in general reading ability. Overall, CBMreading provides a global indicator of reading.

**Uses and Applications:** FAST CBMreading is an evidence-based assessment for use to screen and monitor students’ progress in reading achievement in the primary grades. Each assessment is designed to be highly efficient and give a broad indication of reading competence. 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 intervention.

**Screening:** FAST CBMreading as a screening assessment is intended to identify students who are at-risk for reading difficulties, and to guide instructional decisions. This allows for instruction to be more or less resource intensive and more individualized for students requiring the most support. In addition, at the school level, student growth can be tracked and monitored, allowing administrators to look at improvements both across grades and academic years for the purpose of accountability. Teachers and administrators may use this information to help parents better understand their children’s reading needs. Screening information can be collected three or four times a year (i.e., fall, winter, and spring, or September, December, February, and May). Screening periods should be scheduled prior to the beginning of school and should be communicated to those involved in order to prevent conflicts during the year (i.e., staff in-service days, field trips, etc.).

**Progress monitoring:** FAST CBMreading is an evidence-based assessment for use to monitor progress of reading competency in primary grade levels (1-6). Progress monitoring data can be collected using one or three passages, one time a week, for up to 15 weeks. Another option is to collect progress monitoring data using three passages, twice a week, for up to 15 weeks. Use of varying progress monitoring schedules may be determined based on the needs of the student, instructional needs, or a combination of both of these factors.

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.

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 order for teachers to provide high quality instruction for their students, we must provide high quality professional development for our participants. We use multiple approaches to facilitate learning, including digital technologies, interaction, hands-on learning, small group activities, Q&A, live modeling, certification, and more to create a learner-centered environment that maximizes engagement and knowledge retention. Training and Professional Development Service Options delivered by FastBridge Learning Consultants:

- Onsite services in single or two-day packages designed specifically to provide guidance, instruction, and assistance to support action planning and implementation delivered in a train-the-trainer model.
- Webinar-style services: "Ask the Expert" consultation/training by-the-hour provides a flexible delivery model with affordable, just-in-time PD when you need it most.

The FAST Knowledge Base also offers extensive online support to users via a searchable database of written articles, screenshots, step-by-step tutorials, archived webinars, and tutorial videos about FAST. The Knowledge Base includes general FAQs, Getting Started Guides and Videos for all user roles in FAST, Archived Webinars, Login Access Guides, Overviews, FAQs, Data Interpretation Guides, and other Resources for each of the FAST measures, resources to support screening and progress monitoring set-up and administration, report guides, Benchmark and Norm information, and tools to support School Managers and District Managers. From the FAST

Knowledge Base, users may also submit a request for assistance from our School Support team either via email or using the Knowledge Base’s “Live Chat” feature (available during business hours).

**Please provide an overview of the student-level growth model or target setting model for SLOs for districts and BOCES, along with how student-level growth scores are aggregated to the create teacher-level scores, and how those teacher-level scores are converted to New York State’s 0-20 metric.**

The target setting model for Student Learning Objectives(SLOs) is an individual growth target model, which is set by the Local Education Agency (LEA). The LEA sets the individual student growth target that represents one year of learning growth, which will be measured with an end-of-year benchmark screening assessment. The percentage of students who meet or exceed their individual growth target is calculated based on a comparison of beginning to end-of-year assessment data. The total percentage of students meeting or exceeding growth expectations set by the LEA at the beginning of the school year is cross-walked to the NYSED’s 0-20 rubric, and this then becomes the educator’s HEDI rating. For example (based on 100-point scale), if 91-100% of students meet their individual growth target set by the LEA, the teacher would receive a rating of “Highly Effective.” If 75-90% of the students in a teacher’s classroom meet or exceed their individual growth target set by the LEA, the teacher would receive a rating of “Effective”. If 65-74% of students meet their individual growth target, the teacher would receive 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 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 Assessments (only applicable to ELA and math assessments):**

The FAST CBMreading assessment is consistent with best practices in measuring the New York State Learning Standards in ELA. Reliability and validity evidence supports the use of FAST CBMreading for the purpose of measuring oral reading fluency and student growth across the following domains, which are aligned with the CCSS and NYS standards in English Language Arts: Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency.

CBMreading item development followed the process and standards presented by Schmeiser and Welch (2006) in the fourth edition of Educational Measurement (Brennan, 2006). In addition to the process and standards of developing item passages presented by Schmeiser and Welch, text difficulty had to be considered. Relevant research in reading comprehension was also taken into consideration. Text type, paragraph and sentence structure, word and language usage, and cohesion were selected as criteria for development of all CBMreading passages. Research assistants, teachers from each grade level (1st through 5th), and content experts in the area of reading served as both item writers and reviewers for those items at the Kindergarten through 5<sup>th</sup> grade level. After items were written they were reviewed for feasibility, fairness, construct relevance, and content balance. A stratified procedure was used to recruit a diverse set of item writers from urban, suburban and rural

	<p>areas. The item writers wrote, reviewed, and edited assessment materials. CBMreading passages are divided into Levels A, B and C, which correspond to 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade, and 4<sup>th</sup> to 6<sup>th</sup> grade reading levels, respectively. There are 39 Level A passages, 60 Level B, and 60 Level C passages. Those passages are assigned as screening forms for each grade level and a variety of progress monitoring forms, which are designed to administer the same three passages once per month or administer one to three unique passages weekly. Passage levels are also divided into grade level passage sets. Fifteen unique progress monitoring passages are available for each grade. All forms are vertically scaled/linked across grades and levels. They are also horizontally equated within level and progress monitoring passage set.</p>
<p><b>Assessments Woven Tightly Into the Curriculum:</b></p>	<p>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 Intervention (RtI), FAST makes program implementation easy and efficient with automated scoring, analysis, norming and reporting; customizable screening, benchmarking, instructional recommendations and progress monitoring.</p> <p>Immediate, on-demand reporting within FAST provides actionable data specifically designed to guide instruction and remediation. Our assessments help teachers collect data that answer their critical questions about student skills, instructional needs, and growth at the student, group, class, grade, school, and district levels. A variety of reports are provided to inform instruction. FAST assessments yield reports with scores compared to color-coded norms (class, school, district, national) and benchmarks (high risk, some risk, low risk that predict state test performance). Norms and benchmarks are available for both level of achievement and rate of growth. Rate of growth norms are provided for 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><b>Performance Assessment:</b></p>	<p>Reliability and validity evidence supports the use of CBMreading for the purpose of measuring oral reading fluency student growth across the following domains, which are aligned with NYS standards in English Language Arts: Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency.</p> <p>The FAST assessments are evidence-based. Numerous studies were completed with diverse samples of students across many geographic locations and LEAs (e.g., NY, GA, MN, IA, and WI). Consistent with the definitions of</p>

	<p>“evidence-based,” there are many large, multi-site studies with student samples from the populations and settings of interest (i.e., K–12 students). The samples size for almost all studies well-exceeded the requirement of 50 students per condition (e.g., assessment, grade, LEA, instructional condition). On aggregate, more than 15,000 students participated in well-controlled psychometric research. In addition, norms were developed from samples of approximately 8,000 students per grade (K to 8th) per assessment, which aggregates to 72,000 student participants. 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 to inform goal setting, identify instructional level, and evaluate the accuracy of student performance. The FastBridge Learning software provides various resources to assist administrators with test result interpretations. For example, a Visual Conventions drop down menu is available to facilitate interpretation of screening and progress monitoring group and individual reports. Percentiles are calculated for local school norms unless otherwise indicated. Local school norms compare individual student performances to their same grade and school peers. Methods of notation are also included to provide information regarding those students predicted to be at risk. Exclamation marks (! and !!) indicate the level of risk based on national norms. One exclamation mark refers to some risk, whereas two exclamation marks refer to high risk of reading difficulties or not meeting statewide assessments benchmarks, based on the score. Interpreting FastBridge assessment scores involves a basic understanding of the various scores provided in the FastBridge Learning software and helps to guide instructional and intervention development. FastBridge Learning offers individual, class, and grade level reports for screening, and individual reports for progress monitoring. Additionally, online training modules include sections on administering the assessments, interpreting results, screen casts, and videos. Results should always be interpreted carefully considering reliability and validity of the score, which is influenced by the quality of standardized administration and scoring. It important to consider the intended purpose of the assessment, its content, the stability of performance over time, scoring procedures, testing situations, or the examinee. The FastBridge Learning system automates analysis, scoring, calculations, reporting and data aggregation. It also</p>
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	<p>facilitates scaling and equating across screening and progress monitoring occasions.</p>
<p><b>Efficient Time-Saving Assessments:</b></p>	<p>Each CBMreading assessment is designed to be highly efficient and give a broad indication of reading competence. CBMreading can be administered one-on-one in approximately 5 minutes for screening and in approximately 1 minute 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 intervention.</p>
<p><b>Technology:</b></p>	<p>FAST™ is a web-based, hosted SaaS solution. As such, with no hardware or software to install, implementing FAST™ is simple. FAST™ 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.</p>
<p><b>Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness (only applicable to supplemental assessments):</b></p>	



**STUDENT ASSESSMENTS FOR  
TEACHER AND PRINCIPAL EVALUATION**

**FORM H**

**APPLICANT CERTIFICATION FORM –ASSESSMENTS FOR USE WITH STUDENT  
LEARNING OBJECTIVES**

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria.

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

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is rigorous, meaning that it is aligned to the New York State learning standards or, in instances where there are no such learning standards that apply to a subject/grade level, alignment to research-based learning standards.	<input checked="" type="checkbox"/>
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	<input checked="" type="checkbox"/>
The assessment can be used to measure one year’s expected growth for individual students.	<input checked="" type="checkbox"/>
For K-2 assessments, the assessment is not a “Traditional Standardized Assessment” as defined in Section 1.3 of this RFQ.	<input checked="" type="checkbox"/>
For assessments previously used under Education Law §3012-c, the assessment results in differentiated student-level performance. If the assessment has not produced differentiated results in prior school years, the applicant assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	<input checked="" type="checkbox"/>
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.	<input checked="" type="checkbox"/>
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated student-level results and will provide such evidence to the Department upon request. <sup>3</sup>	<input checked="" type="checkbox"/>

<sup>3</sup> Please note, pursuant to Section 2.3 of this RFQ, an assessment may be removed from the approved list if such assessment does not comply with one or more of the criteria for approval set forth in this RFQ

**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 <b>BLUE</b> INK)
<p>Terri Lynn Soutor                  2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>January 8, 2017                  5. Date Signed</p>
<p>Chief Executive Officer                  3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	
<p>1. Name of LEA (PLEASE PRINT/TYPE)</p>	<p>4. Signature of School Representative (PLEASE USE <b>BLUE</b> 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>	