



**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.

Assessment Provider Information	
Name of Assessment Provider:	Let’s Go Learn, Inc.
Assessment Provider Contact Information:	888-618-7323
Name of Assessment:	DORA, DOMA, and ADAM
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?	K-12 General Education/ELA K-12 Special Education/At-Risk/Math K-9 General Education/Math
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Reading and Mathematics
What are the technology requirements associated with the assessment?	Let’s Go Learn, Inc. assessments must be administrated using a computer with high speed internet connection and headphones.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	<input checked="" type="checkbox"/> YES AVAILABLE THROUGH PURCHASE. <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)

A description of the assessment:

The Let's Go Learn, Inc. assessments are criterion-referenced, and have been administered to over 15 million students. The company's development team established content and construct validity through both expert review and correlational studies, and also established the reliability through both internal-consistency and test-retest analysis. Due to the adaptive nature of these assessments, the results provide a highly granular snapshot of each student's precise strengths and weaknesses which will allow teachers to make data driven decisions that will keep students on track for success.

The following are the content and skills addressed by the Let's Go Learn assessments:

- Reading Assessment measures: High Frequency Words, Phonemic Awareness, Phonics, Word Recognition, Vocabulary, Spelling, Silent Reading Comprehension, and Fluency.
- Phonemic awareness areas include: addition, deletion, substitution, identification, categorization, blending, segmenting, isolation, and rhyming.
- Phonics areas that are covered are: beginning sounds, short vowel sounds, blends, the silent E rule, consonant digraphs, vowel digraphs, r-controlled vowels, diphthongs, and syllabification.
- For silent reading assessment, the content of each silent reading passage is expository and written to reflect the subject areas that students of a particular grade level would encounter. Students silently read passages of increasing difficulty and answer questions about each passage immediately after they read it. The questions for each passage are broken up into three factual questions, two inferential questions, and one contextual vocabulary question.
- Mathematics Assessment measures: Numbers and Operations; Algebra; Geometry; Data Analysis; and Measurement.
- For pre-algebra, they include integer operations, fraction operations, decimal operations, comparing and converting, estimating and rounding, evaluating exponents, ratios and proportions, simplifying expressions, coordinate graphing, linear functions, simple equations, geometry, interpreting data, and simple probability.
- For algebra, the areas include: evaluating advanced exponents, solving linear equations, graphing and analyzing linear equations, relations and functions, solving and graphing inequalities, solving and graphing systems, polynomial equations, factoring polynomials, radical equations and expressions, quadratic equations, rational expressions and equations.

A description of how the test is administered:

All Let's Go Learn assessments are administered online and thus any rater bias or test-admin bias has been eliminated by the very nature of the assessment being objectively delivered by a computer device online. The test-admin scripts provide guidelines for ensuring that technology checks have been performed prior to the assessments and that the admin of the assessments follows a standardized introduction of the assessments. (Attached admin test scripts)

By the very nature of the DORA and ADAM assessments, the top-level assessments are organized into multiple sub-tests that break down into sub-tests of scoped and sequenced

skills. Each skill is in essence a discrete skill that is targeted for mastered with a set of test items. Mastery is determined by either a 66% to 75% or higher mastery of items in each set. This was part of the fundamental design by Dr. Richard McCallum and Paul Giganti of UC Berkeley School of Education who provided the construct validity for DORA and ADAM respectively. As a result of this criterion-referenced test designation, a scaled score of items is not applicable. Instead, each individual item needs to pass a p-value test to make sure the items are not either too easy or too hard which would imply a fault in its formation. All items fall within a p-value range of 0.25 to 0.75.

A description of how scores are reported (include links to sample reports as appropriate)

The Let’s Go Learn, Inc. suite of assessments are adaptive in nature and provide diagnostic data that inform targeted instruction and/or intervention in English Language Arts and Mathematics. Once a student completes their LGL assessment, the system automatically and immediately generates easy-to-read individual reports for teachers and administrators. All reports are available on the teacher and administrator dashboards and can be interactively sorted for easy analysis and interpretation. To view sample reports use the following link:

http://www.letsgolearn.com/lgl/site/sample_reports/

A description of how the Assessment Provider supports implementation of the assessment, including any technical assistance

Let’s Go Learn is committed to training and supporting districts/schools to ensure a successful implementation. The components of the Let’s Go Learn Assessment Suite are part of a comprehensive web-based learning platform that combines powerful universal screeners and diagnostic assessments with personalized supplemental instruction. Due to the online nature of these programs, the timeline for implementation and training is short and relatively easy which leaves more time for teaching and learning.

A typical implementation support will consist of the following steps:

- The Implementation Manager will schedule a “kick-off” meeting with the appropriate staff members at the district/school.
- The virtual product tour/training is scheduled.
- Onsite professional development is scheduled (if needed)
- Student rostering is completed, and usernames/passwords are assigned.
- Assessment day is selected and students complete the first assessment.

Let’s Go Learn can work collaboratively with the team to design and deliver a customized 4-6 hour onsite training session for all teachers, administrators, and/or families. The proposed onsite training is designed to help staff interpret diagnostic assessment data and use data to make instructional decisions and monitor progress. Subsequent virtual training sessions will be used to reinforce learning and answer new questions.

Furthermore, users can contact the Let’s Go Learn support line via a designated toll free number or email for technical assistance and real-time support.

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 create teacher-level scores, and how those teacher-level scores are converted to New York State’s 0-20 metric.

Because Let’s Go Learn assessments are multiple measured grade-level criterion-referenced assessments, they allow teachers to easily set student learning objectives (SLOs) based on students’ current abilities. Teachers don’t have to go through a complicated score to skill conversion. LGL assessments determine student’s exact skill level or zone of proximal development. Teachers choose an area of focus based on priority (i.e. possibly largest gaps) and then select a growth target appropriate for each student based on their fall testing data. Then in the spring, post-assessment data is reflected on these growth targets. The percentage of students who meet their growth targets map to New York State’s 0-20 metric. See 2.2 (F) for this rubric mapping. Margin of error for pre- and post-assessments can optionally be automatically integrated into this scoring mechanism so that teachers or schools don’t have to do these statistical calculations themselves.

New York State Next Generation Assessment Priorities

Please provide detail on how the proposed supplemental assessment 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):	Let’s Go Learn assessments are aligned to the NY State Curriculum Standards and are designed to identify strengths and weaknesses to map each student’s zone of proximal development. Data generated from Let’s Go Learn assessments are available immediately and designed to be actionable at every level (by students, teachers, and administrators).
Assessments Woven Tightly into the Curriculum:	Let’s Go Learn’s assessment items are tightly aligned with NY State Curriculum Standards. Please refer to the enclosed alignment document for details.
Efficient Time-Saving Assessments:	Let’s Go Learn Suite of Assessments are delivered online via web-enabled devices thus saving valuable instruction and intervention times in the classrooms. Due to the adaptive nature of the assessments, students will only be presented with content that they are ready to be tested on which also means test taking time is shorten based on student ability.
Technology:	Let’s Go Learn can be used on any web enabled device with high speed internet.
Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness (only applicable to supplemental assessments):	N/A



**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.

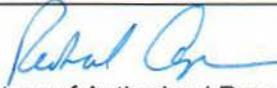
PLEASE SUBMIT ONE “FORM H” FOR EACH APPLICANT. CO-APPLICANTS SHOULD SUBMIT SEPARATE FORMS.

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. ¹⁰	<input checked="" type="checkbox"/>

¹⁰ 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>Let's Go Learn, Inc. 1. Name of Organization (PLEASE PRINT/TYPE)</p>	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
<p>Richard Capone 2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p>February 11, 2019 5. Date Signed</p>
<p>Co-Founder/CEO 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 BLUE 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>	