



**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:	The Northwest Evaluation Association (NWEA)
Assessment Provider Contact Information:	Michelle LaPlatney, NWEA Account Executive Ph: (973) 769-9985 Email: michelle.laplatney@nwea.org 121 NW Everett Street Portland, OR 97209
Name of Assessment:	Measures of Academic Progress (MAP)
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 K – 10
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Mathematics and ELA (Reading and Language Usage)

<p>What are the technology requirements associated with the assessment?</p>	<p>Our user-friendly test platform enables users to easily access student data and assessment results via the administration portion of the system. The MAP Administration and Reporting Center (MARC) offers the following functionality:</p> <ul style="list-style-type: none"> ▪ Manage user, student, organization, program, and test data ▪ Create testing sessions and administer tests ▪ View test results, comparative data, and operational reports ▪ Access instructional resources <p>Proctors can initiate test sessions from any Web-connected computer or tablet. The test will begin when the proctor confirms that both the selected student and test are correct. Proctors can supervise individual test sessions or several at once from MARC.</p> <p>The MAP Student Testing Center (MSTC) is where students log in to take tests and proctors support individual student testing on student computers.</p> <p>The MARC and MSTC are available from any location with an internet connection at any time outside of scheduled maintenance. Maintenance typically occurs once per month on the weekends, and NWEA provides an advance schedule to partners.</p> <p>For current technical requirements for the MARC and MSTC, please see: https://teach.mapnwea.org/jmpl/QRM2_System_Requirements_QuickRef.pdf</p> <p>MAP is also supported for current partners who have been using our client server platform. Technical requirements for this platform are unchanged from our previous application. However, all new partners will implement MAP assessments via the web-based platform described above.</p>
<p>Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?</p>	<p><input checked="" type="checkbox"/> YES</p> <p><input type="checkbox"/> NO</p>

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)**

Overview of MAP Assessments

The Northwest Evaluation Association™ (NWEA™) is pleased to provide this introduction to the Measures of Academic Progress® (MAP®) assessment system. Our web-based, item-level adaptive interim assessments measure student achievement in mathematics, reading, and language usage in grades K – 10. We offer our experience, expertise, and research-based assessments to districts and BOCES in New York to empower educators to accurately measure student achievement and growth within the school year and across years. The precise data MAP assessments provide, aligned to New York State P – 12 Common Core Learning Standards (NYSCCLS), will allow educators to make the kinds of immediate instructional decisions that can affect positive change for every student.

MAP assessments accurately reflect each student’s instructional level and provide educators immediate, highly accurate, detailed data about what students know and what they are ready to learn next. MAP assessments are recognized as one of the highest quality, research-based interim assessment systems available due to the strength of the vertical MAP scale, our test reliability and validity, adaptive test algorithms, large item pools, and the stringent item development processes we follow. Our system of support includes robust professional development services, account management services, and technical support to ensure educators can administer the tests easily, understand the results, and take action to improve instruction.

As one of the founders of the adaptive testing movement, NWEA has over thirty years of experience in this field, and well understands the value of providing rich and efficient testing experiences that are tailored to the individual learning of each student. MAP assessments are recognized as one of the most accurate measures of student achievement and growth in the market, and are used by over 7,400 NWEA partners including state departments of education, school districts, private schools, charter schools, foundations, universities, school reform groups, the Bureau of Indian Education (BIE), and international schools.

With the MAP assessment system, educators also gain:

- A stable, grade-independent, vertical scale that measures growth with precision even as standards and education continue to change
- Powerful reporting options for multiple stakeholders, including district leadership, principals, teachers, students, and parents
- Fast access to data, as MAP produces student scores immediately after test completion
- Longitudinal data to track student growth over time
- Growth and achievement norms that allow for the national comparison of the achievement and growth patterns of students in your district or BOCES with students in all fifty states
- Experienced implementation, technical support, and account management personnel to ensure smooth onboarding and administration of assessments
- Secure and reliable data available for export to student information systems and data warehouses
- A stable testing platform that can reliably deliver assessments and results, even in large districts. The platform supports 120,000 concurrent test events with item response times within milliseconds

MAP Assessments for Grades K – 2: Not a “Traditional Standardized Assessment”

Unlike traditional, paper-and-pencil standardized assessments, MAP assessments for grades K – 2 are able to tailor item selection to the ability levels of examinees. The adaptive nature of our grades K – 2 assessments ensures that students are assessed on material appropriate to their individual level. Further, the test items are designed with young learners in mind, offering an engaging testing experience in which early learners click and move pictures around the screen, similar to what they do in computer-based educational games. MAP assessments for grades K – 2

also provide test warm-ups that allow students to quickly become familiar with question types before the test even starts.

MAP assessments for grades K – 2 meet the unique needs of early learners by providing appropriate supports for students in the primary grades. These supports include displaying interactive elements and providing interactive items with audio support, to ensure beginning readers understand the tasks presented by the assessment. Many items on the MAP tests are interactive in nature, meaning students can manipulate and construct answers based on the learning being assessed.

MAP Assessment Administration

We administer more than forty million MAP assessments annually throughout the world. Our assessments have been used to target and improve classroom instruction and advance student achievement across the state, across the nation, and across the globe.

MAP assessments are adaptive, meaning that each test is designed to optimally engage each student by adjusting to his or her instructional level, at the item level, through our adaptive test engine. The assessment begins by delivering the student a grade-level question. If the student answers the question correctly, the test taker is given a more difficult question. Conversely, an incorrect response triggers the delivery of an easier second question. All students take a unique version of the test, calibrated to a difficulty level where they will achieve approximately fifty percent correct answers. As a result, struggling students who typically become frustrated during testing, and high achievers who may find traditional tests boring, encounter a test that is appropriately challenging, which increases engagement and reduces the propensity to guess answers at random.

By creating a unique test for each student, educators receive highly accurate information about their students. Rather than simply indicating what a student might be able to do relative to grade-level standards, MAP tests indicate what a student is ready to learn relative to the NYSCCLS – not bound by grade.

Our partners' experience of the MAP assessment system is that it is intuitive, easy to operate, and engaging for both students and educators. The MAP system has a visually appealing interface that is simple to navigate, providing users with embedded, page-specific online help, guides, and tutorials on-demand. All of this supports our ability to keep educators' time invested in learning the application to a minimum, while maximizing the ability to obtain useful and actionable information from the data.

Fast, User-Friendly Reporting

Upon completion of a MAP test, the assessment software calculates each student's score and immediately displays the score for the subject and goal areas via the end-of-test screen. While student reports are available immediately after testing, reports that aggregate data at the classroom, school, and district level become available after testing for that group of students is complete. All reports are available online using the MAP Administration and Reporting Center (MARC) and can be accessed from any location with an Internet connection. A review of the reports available in the MARC can be found here: <https://www.nwea.org/assessments/map/reporting-data/featured-reports-measures-academic-progress-map-map-primary-grades/>.

For more information on the reporting offered by the MAP assessment suite, please visit our reporting resources page with Quick Facts, a short video overview of standard MAP assessment reporting, and additional information on customized reports at: <https://www.nwea.org/assessments/map/reporting-data/>.

Support Services

MAP assessments are a fully hosted solution and are easy to implement and to administer. We also provide outstanding support to partners throughout our relationships to make sure we are effectively meeting their needs.

The NWEA Partner Accounts and Partner Services teams are responsible for providing our partners with account management, professional development, implementation, and technical support. A culture of continuous improvement coupled with hiring practices focused on selecting individuals with strong customer-service orientation has created an excellent team that is well respected by our partners. Our staff is well-versed in the benefits and challenges inherent in the implementation and ongoing delivery of computer-based adaptive assessment systems.

Implementation Services

During a partner's first testing season, NWEA assigns an Implementation Support Specialist to proactively guide designated staff through the steps for preparing for a test season and retrieving online reports. The Implementation Support Specialist maintains continuous contact before, during, and at the conclusion of the first testing season and is available to answer questions throughout. After a partner has completed their initial implementation of the MAP system, ongoing account management duties are transitioned from the Implementation Support Specialist to the Account Manager.

Account Management

The designated Account Manager is the point of contact at NWEA for any partner questions. Our Account Managers work out of our national headquarters in Portland, Oregon or out of their remote home offices located around the country, and are available via phone or email on a daily basis. Most inquiries receive a response within twenty-four to forty-eight hours. Account Managers schedule periodic check-in meetings with partners to answer questions, follow up on any open issues, schedule additional professional development as needed, and collaborate with staff on their plans for the next season of testing.

Technical Support

Our highly skilled Technical Support Team is available by toll-free Support line, email, or chat Monday through Friday, 7:00 a.m. to 8:00 p.m. Eastern Time (EST), excluding federally recognized holidays observed by NWEA. Our Technical Support staff is well-versed in the implementation of our assessment systems and can provide assistance with generating roster files, configuring system components, accessing online reports, and answering any questions that arise in the use of the systems.

Reciprocal Partner Communications

Incoming calls, emails, and chats are routed through a tiered support system for effective triaging based on the nature and urgency of the question or issue. Our call routing and escalation processes efficiently route service requests to the appropriate personnel. NWEA staff respond with accurate, timely, courteous, and consistent service. To optimize responsiveness and maintain consistently high customer satisfaction, we use established Information Technology Infrastructure Library-based (ITIL) escalation protocols. Additionally, partner inquiries and the resolution are logged in a Customer Relationship Management (CRM) application, providing an historic record of all partner support interactions. The management team regularly reviews these log reports to identify trends, escalate bug fixes, and analyze options for enhancements to be included in future product releases.

NWEA also provides product release notes for our partners to communicate new product features and other "under the hood" changes that improve system performance and stability. These monthly Partner Update newsletters are hyperlinked from the MARC, and also provide a synopsis of upcoming partner-facing changes that explain what changes or updates will be taking place in the coming days. Prior to the release, partners receive a partner update email that highlights important partner-facing changes.

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.

To measure educator effectiveness based on student growth on MAP assessments, NWEA is partnering with Education Analytics Inc. (EdAnalytics) to help New York school districts implement and calculate high-quality student learning objectives (SLOs). Under this approach, student growth—as measured from fall to spring each year—will be compared to the NWEA student growth norms, which were most recently updated in 2015. NWEA has growth norms for students in grades K – 10, in the subject areas of mathematics, reading, and language usage.

These nationally representative norms provide information about mean levels of growth for students based on a student’s grade, subject area, starting achievement level, and the number of instructional weeks between test events. These fall-to-spring growth norms will serve as the basis for measuring one year’s worth of growth, with the standard error of growth taken into consideration when interpreting student growth relative to the growth norms.

The student growth norms are available to all schools that use MAP assessments, so educators will know at the start of the school year what the year of growth expectations are for each of their students. Educators also receive growth projections for each student in standard NWEA reports after fall testing; these growth projections are based on the student norms and further ensure that educators know early in the school year’s instructional cycle what will constitute a year of growth for each student. EdAnalytics and NWEA will work with partner districts to help educators better understand the magnitude of their fall-to-spring growth goals, and will provide guidance around how to interpret their students’ growth relative to the year of growth expectation and the role that the standard error of growth plays in that comparison.

Specifically, student growth goals—and in turn, teacher SLOs—will be based on measured student growth compared to the student growth norms, factoring in the standard error of measure for the growth norms. **With that consideration in mind, a student whose growth is equal to or greater than his or her student-specific growth norm minus 1.6 standard errors of growth will be classified as meeting the goal of one year of growth.** The standard error band was included to ensure that students whose growth was not statistically different than expectations set via the growth norms (at a 90% probability level) would still be counted as meeting their growth goals. Taking the standard error of growth into consideration also provides better differentiation across HEDI categories than if student growth was simply compared to the growth norms (which would result in only approximately 30% of teachers receiving a rating of Developing or higher and the majority of teachers receiving an Ineffective rating).

Using this proposed SLO approach, EdAnalytics will calculate the percentage of an educator’s students whose fall-to-spring growth meets or exceeds their growth goals. To ensure accurate linkage between students and educators, EdAnalytics will use official district Student Information Repository System (SIRS) data for SLO calculations. Participating districts can provide EdAnalytics with these data directly, or

EdAnalytics can collect these data from a district’s RIC/BOCES. EdAnalytics and NWEA will work with New York districts to determine if there are more efficient ways to collect these data in the future.

Based on the student-educator linkages from district SIRS data, EdAnalytics will convert the percentage of an educator’s students who meet or exceed their growth goals onto New York State’s 0-20 HEDI scale. These conversions will be based on the following proposed translation table:

Effectiveness Rating	Points Awarded	Percentage of Students Meeting Growth Targets
Highly Effective	20 points	96.30% to 100%
	19 points	92.70% to 96.29%
	18 points	89.00% to 92.69%
Effective	17 points	84.00% to 88.99%
	16 points	79.00% to 83.99%
	15 points	74.00% to 78.99%
Developing	14 points	66.50% to 73.99%
	13 points	59.00% to 66.49%
Ineffective	12 points	54.50% to 58.99%
	11 points	49.90% to 54.49%
	10 points	45.40% to 49.89%
	9 points	40.80% to 45.39%
	8 points	36.30% to 40.79%
	7 points	31.80% to 36.29%
	6 points	27.20% to 31.79%
	5 points	22.70% to 27.19%
	4 points	18.20% to 22.69%
	3 points	13.60% to 18.19%
	2 points	9.10% to 13.59%
	1 point	4.50% to 9.09%
0 points	0.00% to 4.49%	

This proposed translation was designed to result in a distribution of teachers to HEDI categories consistent with the distribution of teachers in the Ineffective and Developing categories under New York State’s own growth model. Based on classroom-level data from a subset of New York districts from the 2014-2015 school year, 3.99% of classrooms within those districts would have received an Ineffective rating, while 11.56%, 42.35%, and 42.10% of classrooms would have received ratings of Developing, Effective, and Highly Effective respectively.

At the conclusion of the school year, EdAnalytics will calculate the percentage of an educator's students whose growth meets or exceeds their growth goals. EdAnalytics will provide participating districts with a summary of this percentage for each educator evaluated using this SLO approach, and will convert these percentages to New York's 0-20 HEDI scale based on the aforementioned proposed translation table. EdAnalytics will only include students in an educator's SLO calculation if the students have valid test results from the fall and spring and are linked to the educator for a minimum amount of instructional time. This minimum instructional time threshold which will be determined based on educational best practices and in discussions with participating districts.

Additionally, students will not be included in an educator's SLO for the following reasons (based on data from a district's official SIRS data files):

- Teacher is not teaching the student in a course aligned to the tested area
- Teacher has an "instructional responsibility weight" of 0
- Student has been flagged with an "exclude from evaluation" indicator
- Teacher was only associated with a student outside of the period of time between pre-test and post-test

Student scores will also not be included in an educator's SLO if those scores have been invalidated for any reason (test scores are outside the valid range, the test duration was less than six minutes, the standard error of measurement is outside of acceptable limits, etc.).

While the NWEA student growth norms do take into account a student's starting achievement level, they do not explicitly control for student factors that may impact student growth that are outside of an educator's direct control, such as a student's socio-economic status, English language learner status, if a student is eligible for special education services, etc. Because of this, NWEA and EdAnalytics would advise districts to give consideration to whether the SLO approach is appropriate for all educators, as there may be some educators for whom it would be more appropriate (both fair and defensible) to use a value-added modeling approach. NWEA and EdAnalytics are also partnering to provide value-added analyses as a student-level growth model option to any interested New York districts that use MAP assessments.

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 MAP assessments are consistent with many of the criteria supplied by the Achieve the Core Assessment Evaluation Tool (AET). However, the adaptive and across-grade nature of the MAP assessments mean that some of AET criteria do not apply since those criteria focus on within grade assessments. The MAP assessments are specifically designed to cross grades as this structure allows the assessments to measure where each individual student is performing, show growth, and provide teachers with more precise information about what their students know.

The AET criteria for ELA tests in grades 3 – 12 include: the importance of the complexity and quality of the texts, test questions that are standards-based, texts that reflect the distribution of text types and genres required by the state standards, vocabulary items that assess words in context and focus on central ideas in the text, items around conventions and writing strategies that focus on the standards and actual practice, a variety of items types that are appropriate to the standards, and test blueprints that reflect the standards. The AET for ELA tests does not specifically mention K – 2, however MAP assessments in the K – 10 grade range adhere to the information provided below.

The items used in the MAP assessment item pools are all aligned to the NYSCCLS and the test blueprints (goal structures) are built to reflect the organization of the NYSCCLS and provide evidence of alignment to the standards. For example, MAP for Reading assessments available for grades

K – 10 cover Vocabulary, Literary Texts, and Informational Texts explicitly; the MAP Language Usage tests available for grades 2 – 10 assess writing conventions such as spelling, mechanics, grammar, and usage as well as selected writing strategies related to planning, composing, revising, and editing in context.

Recognizing that some Standards do not lend themselves to selected-response items, NWEA continues to add alternate item types such as:

- Technology-enhanced items: interactive items that students can manipulate to construct answers based on the learning assessed

	<ul style="list-style-type: none"> ▪ Drag and Drop: a student drags one or more objects (e.g., numbers, words, pictures) from one location of the screen to another to create an answer ▪ Click and Pop: a student clicks on one or more answer objects (e.g., numbers, words, pictures) that automatically move to a pre-selected location on the screen ▪ Hot Spot: a student clicks on one or more objects (e.g., geometric shapes, text, symbols) to select answer option(s); items indicated by the student are highlighted ▪ Common stimulus reading items: sets of items associated with a single literary or nonfiction stimulus (e.g. an extended passage). Students read the passage and answer a series of selected-response items that target a variety of skills, requiring students to engage different cognitive processes. Extended passages allow for a more authentic and sustained reading experience, where students can respond holistically to a complete text of appropriate rigor ▪ Items containing video and animation ▪ Items that use drawing and orienting lines and figures ▪ Virtual performance tasks ▪ Constructed-response items <p>All NWEA items go through a rigorous item development and review process. The process yields items with strong alignments to the breadth and depth of the NYSCCLS. In order to achieve this, we have developed a deep understanding of the standards and use a variety of approaches and item types to assess them. Items are developed and reviewed through a variety of lenses, including how they align to the targeted standard and grade level, how they adhere to the principles of Universal Design, and whether they are free from potential bias and sensitivity issues. Additionally, the literary and informational texts used by items are evaluated both quantitatively and qualitatively, looking at criteria such as knowledge demand, language conventionality, and clarity in order to determine the readability and complexity of each passage.</p> <p>The AET criteria for Math tests in grade K – 12 include some criteria that assume an on-grade-level, fixed-form assessment: a focus on the concept of Major Work for the grade, items should not assess topics before they are introduced in the standards, reflect the grade-by-grade progression of the standards, and score reporting that reflects the emphasis of the grade. MAP assessments are adaptive tests that are designed to assess students where they are regardless of grade level and to show growth regardless of grade level. Students will see items that are aligned to standards above or below their grade level.</p>
--	---

	<p>However, our RIT scores and Learning Continuum reports make it simple to determine where students are performing with regard to grade level standards. They also make it possible to see what skills and concepts students who are performing above or below grade level know. The MAP assessments for mathematics do contain items that align to the standards and therefore reflect the three aspects of rigor and the connection between content standards and practice standards.</p> <p>In addition to specifics about the ELA and Mathematics assessments, AET provides guidance about indicators of a quality assessment. As mentioned above, all items go through a multi-stage item development and review process to ensure high quality items. NWEA assessments are built to be student worthy assessments. The purpose of the tests, the data and reporting needs, and learning targets are all considered as part of the test development process. Items are then aligned to the learning targets and go through a field testing and calibration process to place them on the measurement scale and to ensure accuracy and validity. Test designs are carefully constructed to include the relevant content, technical, and psychometric information needed for test construction. The tests and items that result from these defined processes offer valid content, reliability in terms of valid data for students at all levels and across years, and fairness across student populations.</p> <p>The items presented to a student in any given test event are determined by the individual student’s achievement level and by the test’s goal structure. These goal structures group all assessable standards into goal areas that represent content domains and sub-goals that represent common groupings of grade level expectations, which cover related topics along the learning continuum within each standard. Each student is administered a balanced number of items in each goal area to provide an overall score for the content area (mathematics, reading, or language usage), as well as goal area scores.</p> <p>Because MAP tests are adaptive and designed to provide data about students across the achievement continuum – including students who are performing below level or above level – the item pools that support these tests are very large and include items that may range in complexity from the most basic “building block” aspect of a skill to analytical or evaluative aspects of the skill. MAP assessments are designed to assess students where they are, regardless of grade level. For example, the MAP 2 – 5 mathematics test draws from an item pool containing items aligned to some of the standards below grade two and some above grade five. This way, if a student is performing below second grade or above fifth grade, the test can identify those specific</p>
--	--

	<p>skills and concepts. However, the MAP assessment for mathematics does contain items that align to the standards and therefore reflect the three aspects of rigor and the connection between content standards and practice standards.</p> <p>In addition to specifics about the ELA and Mathematics assessments, AET provides guidance about indicators of a quality assessment. As mentioned above, all items go through a multi-stage item development and review process to ensure high quality items. NWEA Assessments are built to be student worthy assessments. The purpose of the tests, the data and reporting needs, and learning targets are all considered as part of the test development process. Items are then aligned to the learning targets, and go through a field testing and calibration process to place them on the measurement scale and to ensure accuracy and validity. Test designs are carefully constructed to include the relevant content, technical, and psychometric information needed for test construction. The tests and items that result from these defined processes offer valid content, reliability in terms of valid data for students at all levels and across years, and fairness across student populations.</p>
<p>Assessments Woven Tightly Into the Curriculum:</p>	<p>NWEA believes that each and every student matters, and we offer assessments designed to help guide meaningful classroom instruction. MAP assessments offer a personalized experience for students by adapting to each student’s learning level – precisely measuring student progress and growth for each individual. Assessments are designed to be completed within a short amount of time (forty to sixty minutes per domain) and to provide teachers with robust information within twenty-four hours about what each student knows and is ready to learn, which can be used to inform classroom instruction.</p> <p>MAP assessments provide teachers with a means to measure the growth and progress of every student over time, regardless of whether a student is performing on, above, or below grade level. In addition, the assessments compare and predict student achievement and growth over time via NWEA achievement and growth norms. These data can be used by teachers to personalize instruction quickly for 1:1, small group, or whole class activities. Teachers can also use the data to support efforts to engage students in achieving personalized learning goals and progress via student and family goal setting activities.</p> <p>MAP assessments include our proprietary interactive tool for teachers, the Learning Continuum. Teachers can use the Learning Continuum’s information to streamline instructional planning, differentiate instruction for both individual students and skill-based activity groups,</p>

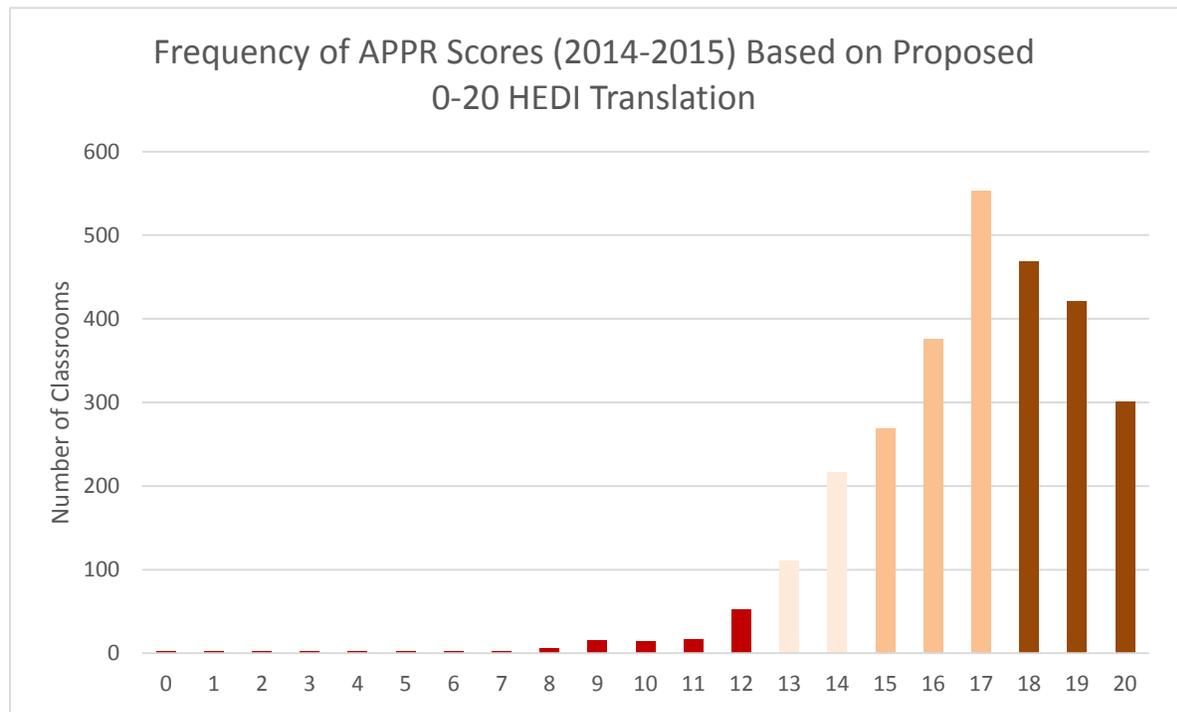
	<p>and better engage students in their learning. It is a powerful shortcut to understanding which skills students are ready to learn.</p> <p>Within the Learning Continuum, learning statements provide educators with an instructional starting point by describing the skills and concepts that are most ready to be introduced, developed, or reinforced along a continuum of learning. This process is designed to assist classroom teachers, in particular, in translating the data from MAP assessment results into verbiage which is tightly aligned to the curriculum and facilitates the process of identifying student needs, whether those needs are around acceleration for high performing students or remediation for struggling students. Through the Learning Continuum reports, Test and Class Views supply global and student-specific information for tailoring instruction in which RIT scores are connected to skills and concepts students are ready to learn, helping to identify learning goals and targets to be shared with students and parents, as well as support efforts to create more personalized lesson plans.</p>
<p>Performance Assessment:</p>	<p>NWEA assessments currently include dichotomously scored items ranging from traditional multiple-choice items to technology enhanced items (TEI) that provide students with more interactive means to construct responses. MAP for Reading tests also include reading item sets that use an extended passage as a stimulus for multiple items. The extended passage allows for a more authentic and sustained reading experience in which students can respond holistically to a text of appropriate complexity and rigor. Such passages allow for closer reading and support items related to concepts such as citing and analyzing evidence, evaluating arguments and claims, text organization and structure, plot development, characterization, theme, and author’s style.</p> <p>The different item types are selected based on analysis of the standards and take into consideration the Bloom’s cognitive process dimension and Webb’s Depth of Knowledge (DOK) level(s) that can be targeted for any given standard. Our item innovation is driven by the content to be assessed – the need to provide authentic, engaging tasks that assess complex skills. To do this well, we look at the domain to be assessed and also at what is developmentally appropriate for children who see the test items. We are committed to continue developing new item types and scoring methodologies grounded in solid research and design.</p> <p>MAP assessments are computer scored and feedback on student performance is provided within twenty-four hours, allowing teachers to make real time decisions about their classrooms. While we recognize</p>

	<p>the value in performance tasks, one of the purposes of interim assessments is to track student achievement and growth over time in order to predict performance on the summative assessment. At this time, we believe that performance tasks are best offered as culminating activities in summative tests.</p> <p>The testing platform on which MAP resides provides a strong foundation for providing more engaging and “authentic” test items. As new items are added as field test items, the current practice of calibrating them can be extended to accommodate new item types, sets (clusters), and formats – placing all items on a single common content area scale. The interval characteristic of this scale allows achievement status within a content area to be tracked from one test occasion to another (i.e., measure growth). These changes in status (growth) can be modelled for groups of students, particularly for groups of students who are nested within classrooms/grade which is nested within a school. The 2015 RIT scale norms, provide a sophisticated example of how this can be done. However, simple growth estimates can also be obtained through basic arithmetic. In these cases, the norms can be used to determine where the growth estimates lie within a broad national context.</p> <p>Because MAP assessments are administered in CAT and supported by high quality item pools anchored to vertical scales, the following measurement advantages can be achieved which will substantially facilitate defensible judgments about educator effectiveness.</p> <ul style="list-style-type: none"> ▪ Broader Spectrum of Measurement. Tests can provide scores with similar precision across the achievement range. This lies in contrast to fixed-form tests, in which students in the middle of a range are measured more reliably than students at the lower and higher extremes. ▪ Precise Estimates. Tests can provide superior precision over fixed-form tests used to estimate growth. The added precision affords more reliable estimates of student growth. When there is interest in referencing student or school level growth to national norms, the 2015 RIT scale norms allow comparisons to be based conditioned on weeks of instruction within a grade level, as well as on the starting score of the student (or school grade level).
<p>Efficient Time-Saving Assessments:</p>	<p>Assessments may be administered in a variety of ways, either individually or in small or large groups, as long as administration occurs within a designated assessment window. Group administration conserves valuable instructional time and teacher resources and has no adverse effect on validity or reliability. Once testing is complete, results are available immediately in reports that demonstrate student</p>

	<p>performance at the individual, classroom, school, and district levels and allow real-time adjustment of instruction based on data to support personalized and highly impactful teaching and learning.</p> <p>Using adaptive assessments to measure student achievement has a series of unique benefits, including:</p> <ul style="list-style-type: none"> ▪ Increased Efficiency: Since test segments are allowed to conclude when estimates of student achievement are sufficiently precise, computer adaptive tests tend to be shorter than fixed form tests while yielding more instructionally valuable information about student achievement. ▪ Enhanced Precision: Adaptive tests are capable of enhancing the precision of student achievement estimates across the scale because, unlike fixed form tests with a single target information function for each form, adaptive tests offer different items closely tied to the student’s achievement on previous questions. ▪ Improved Security: Because each student sees a unique test, increasing one’s score by copying from a neighbor’s test is virtually impossible. ▪ Reporting in Real-Time: The computer delivery of the assessment allows for immediate reporting of individual results, enabling educators to make better use of feedback from the assessment by making it easier to immediately use the results to inform instruction in real time. <p>On average, MAP tests take forty to sixty minutes to administer per domain. However, with assessments comprised of approximately four to six individual content goal areas, this amounts to less than ten minutes per goal area assessed.</p> <p>Each test presents a student with a balanced number of items from each of the goals in order to gauge a student’s performance level as it relates to key aspects of an academic area. With each MAP test administration, students receive an overall score for an academic area (e.g., reading or mathematics) as a whole as well as a score for each goal.</p> <p>Thus, a single administration of a MAP assessment provides an efficient way to obtain a comprehensive picture of a student’s performance in each of several key components of an academic area. In addition, MAP assessments provide considerable flexibility in the administration of the assessments. To accommodate a need for shorter administration times, the assessments can be paused at any time and resumed within a fourteen day period without impacting the test event.</p>
--	--

<p>Technology:</p>	<p>MAP assessments are delivered in the form of computerized adaptive tests (CAT) which utilize this technology to tailor item selection to the ability levels of examinees. All students take a unique version of the test, calibrated to a difficulty level where they will achieve approximately fifty percent correct answers. As a result, struggling students who typically become frustrated during testing, and high achievers who may find traditional tests boring, encounter a test that is appropriately challenging, which increases engagement and reduces the propensity to guess answers at random.</p> <p>By creating a unique test for each student, educators receive highly accurate information about their students. Rather than indicating what a student might be able to do relative to grade-level standards, MAP tests indicate what a student is ready to learn relative to the applicable standards – not bound by grade.</p> <p>Benefits of the adaptive technology of the MAP assessment system include:</p> <ul style="list-style-type: none"> ▪ Precise Data Faster: Adaptive tests provide more accuracy in determining each student’s achievement level using fewer items than a traditional fixed-form test, leading to shorter testing time. Upon completion of a MAP test, the assessment software calculates each student's score and immediately displays the score for the subject and goal areas via the end-of-test screen. ▪ Flexible Reporting: NWEA offers a robust suite of reports at the student, class, school, and district level in the MARC. The assessment software calculates each student's score and displays an overall RIT score via the end-of-test screen. MAP system reports and instructional resources are student-centric, research-based, and data-driven. The reports also provide data needed to inform instruction, evaluate programs, justify budget decisions, and help educators make key decisions. ▪ Increased Student Confidence: With adaptive testing, students gain confidence as they demonstrate what they are capable of doing without being bound by the restrictions inherent to a fixed-grade level instrument. ▪ Broader Spectrum of Measurement: Tests adapt to each student’s instructional level independent of grade level, providing a greater depth of performance analysis. ▪ Improved Security: Each student develops a unique version of the test based on their performance, thereby reducing the likelihood that students may observe and use the answer of another student.
---------------------------	--

<p>Degree to which the growth model must differentiate across New York State’s four levels of teacher effectiveness (only applicable to supplemental assessments):</p>	<p>Using the proposed translation table above should sufficiently differentiate educators across New York State’s four levels of teacher effectiveness. Based on classroom-level test results collected in the 2014-2015 school year from a subset of NWEA partner districts, the following percentage of classrooms within those districts would have received the following ratings:</p> <ul style="list-style-type: none"> ▪ Ineffective (0-12 points) – 3.99% ▪ Developing (13-14 points) – 11.56% ▪ Effective (15-17 points) – 42.35% ▪ Highly Effective (18-20 points) – 42.10% <p>The graph below illustrates the distribution of APPR scores across New York State’s 0-20 HEDI scale based on these 2014-2015 classroom-level test results. These data show that the degree of differentiation across the Ineffective and Developing categories is consistent with that of New York State’s growth model. EdAnalytics will continually monitor the proportion of educators assigned to each of the four HEDI categories after each academic year, and will work with New York districts to adjust the proposed translation table if needed. EdAnalytics will provide NYSED with evidence, upon request, of differentiation to HEDI categories based on this proposed SLO approach.</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.	NA <input 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. ³	<input checked="" type="checkbox"/>

To be completed by the Copyright Owner/Assessment Representative of the assessment being proposed and, where necessary, the co-applicant LEA:

³ 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

The Northwest Evaluation Association (NWEA) 1. Name of Organization (PLEASE PRINT/TYPE)	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Jeffrey P. Strickler 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	10/19/2015 5. Date Signed
Executive Vice President & COO 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	
NA 1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative (PLEASE USE BLUE INK)
2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of School Representative (PLEASE PRINT/TYPE)	