



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

FORM C

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

Provider Information	
Name of Provider:	NCS Pearson, Inc (Pearson)
Provider Contact Information:	Pearson Customer Service 1-888-705-9417
Name of Product Proposed:	Performance Based Task Assessment
Does this product provide normative inferences about student growth? If so, how?	<p>The PBTAs being administered in New York City under the PBTA pilot program will allow for measuring growth. Specifically, the NYCDOE is administering two one-week performance-based task assessments during each school year. During the 2011-2012 school year, the pilot included a Pre-Task Administration in October and will include a Post-Task Administration in March-April.</p> <p>The implementation of a student growth model for the PBTAs will involve three main steps: Evaluation of students with sufficient data for calculating growth, calculating student growth, and providing information so that students, parents, educators, and administrators can interpret the growth information. In other words, the sample of students for whom growth can be calculated will be described, the growth score for these students will be calculated, and information will be provided for those who will use the growth scores to interpret the growth students made.</p> <p>It will not be possible to interpret growth on the PBTAs to be built for New York with respect to a normative group such as a national sample. However, it will be possible to calculate growth percentiles within appropriate samples</p>

	<p>of New York test takers.</p> <p>We must stress that the PBTAs to be administered in the fall (pre-test) and spring (post-test) or from year-to-year will not be the same assessments. This is because the PBTAs are, by definition, embedded within the instructional curriculum.</p>
<p>What are the grade(s) the proposed product covers:</p>	<p>The Performance-Based Task Assessments will cover the following subjects and grades: English/Language Arts, grades 3-12; Mathematics, grades 3-8; Integrated Algebra, grade 9; Geometry, grade 10; Algebra II/Trigonometry, grade 11; Science, grades 3-8; Living Environment, grades 8 or 9; Earth Science, grades 8 or 9; Chemistry, grades 10 or 11; Physics, grades 11 or 12; Social Studies, grades 3-8; US History, grade 11; and Global History, grade 10.</p>
<p>What are the subject area(s) the proposed product covers?</p>	<p>ELA, Mathematics, Science, and Social Studies</p>
<p>What are the technology requirements associated with the assessment?</p>	<p>N/A</p>

Please provide an overview of your application for LEAs. Please include:

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

Pearson’s response to this Request for Qualifications describes our plan to develop Local Assessments using Performance Based Task Assessments (PBTAs). These PBTAs will be grounded in a thoughtful, standards-based curriculum measuring the New York State P-12 Common Core Learning Standards. These PBTAs will be developed specifically to meet the requirements of the New York City Department of Education (NYCDOE).

Pearson currently provides services to the NYCDOE supporting a pilot delivering the PBTAs as a local assessment. Person provides operational support and works closely with other vendors in New York City to provide test development, operational administration, and distributed scoring. Part of the purpose of this pilot is to determine the processes and operational procedures that will permit the PBTAs to be scaled up for comprehensive use in New York City.

The theory of action associated with the PBTAs is that performance assessments that evaluate student work and reasoning will support more transferable learning and teaching, and provide more information to teachers and students. Furthermore, teacher involvement in developing, scoring, and using the results of these performance assessments will support teacher understanding of Common Core curriculum and NYS P-12 Common Core Learning Standards to will help improve instruction.

Estimated Service Provider Costs (non-binding)	
Fixed costs over a given academic year.	The per-student cost for an academic year includes Pearson’s fixed costs for the performance based task assessments.
Per-student costs over a given academic year that are above the estimated fixed costs.	The performance based task assessment is \$35 per student per year. This includes two test administrations per year for growth modeling.
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).	We do not have any additional time-and-material costs above that which is required for standard administration in a given school year.

If approved as a provider of student assessments for teacher and/or principal evaluations, we are prepared to provide services to (Please indicate by clicking on the appropriate boxes below):

<input type="checkbox"/>	All Districts/LEAs in the State of New York, or
<input checked="" type="checkbox"/>	Only to those eligible Districts/LEAs indicated below:
New York City Department of Education	

For Assessments That Cover ELA and Math Only:

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

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

Elements	Applicable Year		
	12-13	13-14	14-15
Includes texts			
Include texts – fiction and non-fiction	X		
Include writing	X		
Includes writing from texts – fiction and non-fiction (from Social Studies / History, Science, and Technical Subjects)	X	X	
Assesses listening			
Assesses speaking			
Assess all four domains of CCSS (Reading, Writing, Speaking, Listening) with fidelity	X	X	X

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	X		
Includes open-ended items that measure application	X	X	
Appropriate measurement of mathematical practices	X	X	

Has various assessment modes to demonstrate mathematical skills and concepts	X	X	
Assesses modeling			
Assesses fluency			