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:	Teachers College Reading and Writing Project
Assessment Provider Contact Information:	assessments@readingandwritingproject.com
Name of Assessment:	TCRWP Running Records Assessment
Nature of Assessment:	☒ ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR ☐ SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: ☐ GAIN SCORE MODEL ☐ GROWTH-TO-PROFICIENCY MODEL ☐ STUDENT GROWTH PERCENTILES ☐ PROJECTION MODELS ☐ VALUE-ADDED MODELS ☐ OTHER:
What are the grade(s) for which the assessment can be used to generate a 0-20 APPR score?	K-5
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	English Language Arts
What are the technology requirements associated with the assessment?	Assessments and related materials must be downloaded from www.readingandwritingproject.org. A Chrome browser is required for proper access. If schools wish to use TCRWP's data system, AssessmentPro, to capture student data, they may do so using any up-to-date operating system. A fee may apply for this service.
Is the assessment available, either for free or through purchase, to other districts or BOCES in New York State?	☒ YES ☐ 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)**

TCRWP Running Records Assessment Overview
(See Appendix for samples of order forms, record sheets, and benchmarks)

The Teachers College Reading and Writing Project (TCRWP) Running Records Assessment consists of a series of leveled assessment texts, aligned to the Fountas & Pinnell (F&P) system of text complexity, plus teacher record sheets for each text, guidance for scoring, and recommended student benchmarks for grades K-5. For F&P Levels A-K, a series of books published by Kaeden is required for purchase as the assessment texts at these levels. For F&P Levels L-Z, a series of assessment texts is available for download. All supporting documents, including purchase orders for assessment books at levels A-K, student copies of assessment texts for levels L-Z, guidebooks for teachers and teacher record sheets, are available at http://www.readingandwritingproject.org/resources/assessments/running-records.

The assessment consists of a running record portion, during which the student reads 100 words of a leveled text aloud, and the teacher uses a form to note exactly what the child says and does as he/she reads the text. This becomes a way to analyze specific "miscues" – when the reader didn't produce the exact word or words on the page. The teacher also pays attention to fluency, which is assessed holistically and is a criterion for readers at Levels K and above. Next, the reader is asked to retell the major events in the story. The teacher listens and transcribes, noticing how well the reader has captured events in sequence, along with important details, some of which become inferential in higher levels. Finally, the teacher asks four preset comprehension questions – unless they have already been answered during the retell. These have been calibrated to check for both literal and inferential understanding, and to align with common comprehension work that is a hallmark of that particular text level.

If a reader "passes" a level – reading with 96% accuracy and good comprehension – the teacher will give the next level assessment, and so on until the reader reaches a ceiling and does not hit the accuracy requirement, or reads without fluency (at K and above), or demonstrates poor comprehension. At that point, the teacher can determine that the last level at which the student "passed" is the student's current Independent Reading Level. This is determined using the F&P A-Z leveling system.

TCRWP Benchmark Levels for Student Independent Reading: Reporting and Analysis
TCRWP publishes benchmarks for student progress to guide goal-setting for students' independent reading levels. These benchmarks are based on analyzing student data from hundreds of schools using actual student performance on state exams to track patterns in student reading levels for the months and years before those exams. We also factor in text complexity guidance from the Common Core State Standards, as well as an understanding of how students develop as readers. Our benchmarks are revised periodically to reflect new research, revised standards, and/or feedback from schools.

To report scores, schools need to register to access TCRWP's AssessmentPro system. This data collection and analysis system is available for varied pricing depending on your school's district and number of students. Please write to assesments@readingandwritingproject.com for information on how to register. Once registered, teachers at a school can gain access, log in, and input the reading levels of their students as a baseline at the beginning of the school year, and at the end of the year as the final data point. There are additional nonrequired interim assessment windows as well, which are beneficial for tracking student progress over time.

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.
Target-Setting and Aligning to HEDI Students whose reading levels have gone up by the requisite yearly number of levels, as determined by the TCRWP Independent Reading Benchmarks, will have made one year's worth of growth. Teachers will set targets for individual students' growth by using the TCRWP benchmarks to plan for each student to make a year's worth (or more) of growth. Schools can use the NYSED HEDI metric to determine teacher-level scores, using the student targets as a reference point.

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):	These running records assessments provide teachers with a snapshot of the fundamentals of student reading progress: accuracy, fluency, and comprehension. In short, they give a window into what level of text complexity a reader can navigate with independence. Given that students' ability to read texts at appropriate levels of complexity is an underlying standard (CCLS Standard 10 in Reading), this particular assessment shines a spotlight on something crucial for advancement in ELA. The assessment method (running records), pioneered by Marie Clay, is accepted in the field as one of the most authentic ways to quickly glean information about a reader's performance in several key areas (Shea, 2012).
Assessments Woven Tightly Into the Curriculum:	Due to the formative usefulness of these assessments, the data from these will help inform instruction in any language arts curriculum. No matter what ELA curriculum is taught, the need to respond to students' abilities to decode, parse, and comprehend text will be critical.
Performance Assessment:	This assessment requires students to perform multiple authentic reading tasks in succession, demonstrating key attributes of performance assessments (authenticity to the discipline, high cognitive demand, and multiple steps). Reading aloud, reading silently (for older readers), summarizing and answering questions all require readers to use many skill sets in concert with each other.
Efficient Time-Saving Assessments:	This assessment packs several opportunities for students to demonstrate reading competence into a 10-15 minute assessment. Although it requires a one-to-one administration, this is time well spent for a teacher, and the assessment materials and protocols have streamlined the process as much as possible, making it a quicker assessment than some other running-records-based options.

Technology:	N/A
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.	☒
To the extent practicable, the assessment must be valid and reliable as defined by the Standards of Educational and Psychological Testing.	☒
The assessment can be used to measure one year's expected growth for individual students.	☒
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	☒
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.	☐
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.	☒
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]	☒

[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

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

Teachers College, Columbia University 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE **BLUE** INK)
Paul A. Kran 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	3/28/16 5. Date Signed
Director of the Office of Sponsored Programs 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	

N/A 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)	