PUBLICLY AVAILABLE RFQ SUMMARY

This form will be posted on the New York State Education Department's Website and distributed through other means for all applications that are approved in conjunction with the RFQ to help districts and BOCES understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Information
Name of Assessment Provider:	NCS Pearson, Inc. (Pearson)
Assessment Provider Contact Information:

Selected progress monitoring and screening measures are combined into a composite that is ideal for educator effectiveness systems because it offers a highly valid yet t effective score.

The aimswebPlus measures for Kindergarten and Grade 1 are individually administered. At grades 2 through 8, all measures are self-administered online in a group format, except Oral Reading Fluency (grades 2) which is individually administered.

Examiners can use digital record forms to administer and score the individually administered aimswebPlus measures online. Scores are automatically captured, calculated, and uploaded to the aimswebPlus data system This data capture technology enables only of administration and scoring for oral response assessments. As the student reads the test and gives oral responses, the administrato simply clicks or taps the student's errors onscreen and the system will score the assessment and upload the results. Reports are available right away.

Digital record forms can be used on personal computers (PC or Mac) or on almost any web-enabled device with a supported browser, including desktop/laptop (PC and

- aimswebPlus incorporates a rate of improvement (ROI) metric, which is the amount of raw score growth divided by the number of weeks—that is, the average raw-score increase per week.

- Finally, aimswebPlus has Student Growth Percentiles (SGP) that indicate how a student's ROI compares with the ROIs of students in a national sample who are in the same grade and who started the year at a similar level of performance.

Provide Technical Support. Responsive support from Pearson is included as part of an aimswebPlus subscription (all users). Support is available by phone, email, message board, and in-software help.

The number to call for support is 866.313.6194. When you call this number, Monday through Friday, you can select one of the following groups for support:
Technical Support (8 a.m–7 p.m)
Sales (8 a.m–5 p.m)
Training (8 a.m–5 p.m)
Order/Billing inquiries (8–5 p.m)
All hours are shown in Eastern time.
The aimswebPlus toll free fax number is 866.313.6197, and website address is www.aimswebplus.com. At the website, you will find a Customer Login as the gateway to online resources.

Additional support is available through our training and consulting services. aimswebPlus training and consulting services—including onsite, web-based, and other forms of consultation—are organized to provide quality ongoing training, coaching, and capacity building. Training materials including user guides are available for all users by download from within the aimswebPlus interface.

As described above, one of the primary purposes of the aimswebPlus system is to evaluate student growth. Its system of assessment at the beginning, middle, and end of the year was designed specifically to help educators monitor how well students are developing and whether they are on track to achieve their goals. Two features of aimswebPlus are particularly helpful to educators in monitoring growth and setting end-of-year goals. One is the use of equivalent measures throughout the year, which allows the educator to describe fall-to-spring growth in terms of an increase in the student's raw score on a consistent task. The other helpful feature is the set of national norms, both for fall, winter, and spring performance and also for the amount of growth. These allow educators to use information about typical growth to inform the goal-setting process.

The New York APPR system is based on individualized Student Learning Objectives (SLOs) that reflect one year's expected growth. The procedures for setting SLOs are created by the Local Education Agencies. The role of aimswebPlus is to provide dependable and valid scores at the beginning and end of the year, using measures that are sensitive to growth, and supported by normative information about performance level and growth.

Conversion to the HEDI scale

At the end of the year, the percentage of students reaching their SLOs is calculated. The aimswebPlus SLO crosswalk, shown below, converts this percentage to a HEDI score on the 0-20 scale. This is the crosswalk that has been established by New York State for APPR

	Highly Effective			Effective			Developing		Ineffective												
HEDI score	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% meeting target	97-100	93-96	90-92	85-89	80-84	75-79	67-74	60-66	55-59	49-54	44-48	39-43	34-38	29-33	25-28	21-24	17-20	13-16	9-12	5-8	0-4

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):	The aimswebPlus measures recommended for educator effectiveness evaluation are the measures or combinations of measures that are considered to provide the optimal combination of validity, sensitivity, and time efficiency. Reading: The recommended aimswebPlus measures or composites are the following:

- Kindergarten. The composite of Letter Naming Fluency, Letter Word Sound Fluency, and Phoneme Segmentation is recommended to measure winter-spring growth. For fall-spring growth, Letter Naming Fluency may be used on its own; Letter Word Sound Fluency and Phoneme Segmentation are not part of the standard fall battery because they are difficult for many entering kindergarteners.

- Grade 1. Oral Reading Fluency (fall-spring)

- Grades 2 and 3. The composite of Oral Reading Fluency, Vocabulary, and Reading Comprehension (fall-spring).

- Grades 4-8. The composite of Silent Reading Fluency, Vocabulary, and Reading Comprehension (fall-spring).

The aimswebPlus reading measures for kindergarten do not involve reading text. Letter Naming Fluency assesses automaticity of letter recognition, which is important for the later steps in learning to read. Letter Word Sound Fluency is a new measure with two sections. The first section consists of saying the sounds of letters. In the second section, the student says the sounds of three-letter (CVC) words: first the sound of the initial consonant, then the sound of the vowel-consonant combination, and finally the sound of the entire word. Thus, Letter Word Sound Fluency measures both automaticity of letter-sound production and facility with combining letter sounds. Phoneme Segmentation has been revised, and is no longer a speeded measure (although it is brief); it assesses the student's recognition of the sounds that make up a spoken word.

Oral Reading Fluency at grade 1 is a new version in which the first 60 words of each passage are highly decodable words or high-frequency sight words, thus providing appropriate content for students in the fall who may not be ready to read text that is at the end-of-grade level. By providing greater differentiation among students in the fall, this version provides stronger growth measurement from fall to spring.

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- Grade 1. The composite of Number Comparison Fluency–Pairs, Math Facts Fluency–1 Digit, and Concepts & Applications.

- Grades 2-8. The composite of Number Comparison Fluency–Triads, Mental Computation Fluency, and Concepts & Applications.

At kindergarten, Number Naming Fluency assesses automaticity in recognizing numerals from 0 to 10, an important foundation for the next steps in learning mathematics. Quantity Total Fluency measures ability to enumerate a set of up to ten objects, which is related to number sense. Concepts & Applications at K-1 is a free-response task in which the examiner says a question (about a picture) and the student says the answer; it is an untimed, standards-based measure.

At grade 1, Number Comparison Fluency–Pairs measures automaticity in deciding which of two numbers is greater, an aspect of number sense. Math Facts Fluency–1 Digit assesses automaticity of mentally solving addition and subtraction problems using the numbers 0 through 10. Concepts & Applications is the same as at Kindergarten.

At grades 2 through 8, Number Comparison Fluency–Triads shows a pair of numbers and asks the student to indicate which one a third number is closer to. This is a measure of number sense. Mental Computation Fluency presents one-step and two-step problems that require mental computation of a math expression. Concepts & Applications is similar to the K-1 version except that it uses multiple-choice items.

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Assessments that Overlay on to the Curriculum:

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aimswebPlus uses a combination of brief curriculum-based measures that focus on automaticity, and untimed standards-based measures that assess a range of reading and math skills. All of the measures are designed for easy integration with classroom instruction. They assess basic skills such as letter naming, math computation, and oral reading fluency.

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	Although the aimswebPlus measures provide information that is useful to teachers, for purposes of APPR they must be administered by someone other than the classroom teacher.
Performance Assessment	All the aimswebPlus reading measures recommended for use in educator effectiveness evaluation at kindergarten and grade 1 are performance based, in that the student generates a response: saying the names of letters, saying the sounds of letters and letter combinations, saying the phonemes that make up a word, or reading a passage aloud. The reading measures recommended for grades 2 and 3 include one performance measure (Oral Reading Fluency) and two multiple-choice measures (Reading Comprehension and Vocabulary). At grades 4-8, where Silent Reading Fluency replaces ORF, all of the recommended measures are multiple choice. Three of the five aimswebPlus math measures recommended for kindergarten and grade 1 are performance based: Number Naming Fluency, Quantity Total Fluency, and Math Facts Fluency-1 Digit. One measure (Concepts & Applications) includes a mix of performance and multiple-response items, and one (Number Comparison Fluency-Pairs) is multiple choice. Two of the three math measures recommended for grades 2-8 (Number Comparison Fluency-Triads and Mental Computation Fluency) are multiple choice, and the third (Concepts & Applications) has a mix of free-response and multiple-choice items.
Efficient Time-Sensitive Assessments:	aimswebPlus measures are extremely time-efficient: most of the CBM measures take only one to four minutes to administer. Administration times by measure are included in the Introductory Guide (included with this response); see pp. 18, 23, 26.

Technology:	aimswebPlus measures can be scored immediately either by the examiner or entirely by computer. The individually administered measures are supported by a digital record form in which the examiner enters item responses on a computer and receives the score when the administration is finished. The measures that use online-self-administration are scored immediately.
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

To be completed by the Copyright Owner/Assessment Representative of the assessment being proposed and

NCS Pearson, Inc.

1. Name of Organization (PLEASE PRINT/TYPE) | 4. Signature of Authorized Representative
(PLEASE USE **BLUE** INK)

Eugene G. Bowles

2. Name of | Date Signed

VP of Global Product Development
Assessment, a division of NCS a division

3. Title of Authorized Representative (PLEASE PRINT/TYPE)

1. Name of LEA (PLEASE PRINT/TYPE) | 4. Signature of Representative
(PLEASE USE **BLUE** INK)

2. School Representative's Name (PLEASE PRINT/TYPE) | 5. Date Signed

3. Title of School Representative (PLEASE PRINT/TYPE)