



STUDENT ASSESSMENTS  
AND ASSOCIATED GROWTH MODELS FOR  
TEACHER AND PRINCIPAL EVALUATION



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:	FastBridge Learning, LLC
Assessment Provider Contact Information:	<a href="http://www.fastbridge.org">www.fastbridge.org</a> 612-254-2534 <a href="mailto:sales@fastbridge.org">sales@fastbridge.org</a>
Name of Assessment:	CBMmath
Nature of Assessment:	<input type="checkbox"/> ASSESSMENT FOR USE WITH STUDENT LEARNING OBJECTIVES WITH A TARGET SETTING MODEL; OR  <input checked="" type="checkbox"/> SUPPLEMENTAL ASSESSMENT WITH AN ASSOCIATED GROWTH MODEL: <input type="checkbox"/> GAIN SCORE MODEL <input type="checkbox"/> GROWTH-TO-PROFICIENCY MODEL <input checked="" 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 1 to 6
What are the subject area(s) for which the assessment can be used to generate a 0-20 APPR score?	Mathematics
What are the technology requirements associated with the assessment?	FAST™ is a web-based, hosted SaaS solution. As such, with no hardware or software to install, implementing FAST is simple. FAST requires no network or computer-based installation. Our cloud-based system is easy to implement and supported with optional automated rostering and SIS integration, nothing to install or maintain, and multi-platform and device support. The infrastructure requirements of New York Schools will be minimal.
	<input checked="" type="checkbox"/>  <input type="checkbox"/>

Please provide an overview of the assessment for districts and BOCES. Please include:

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

CBMmath is an evidence-based assessment for use to screen and monitor student progress in math competency in primary grades (1-6). CBMmath uses easy, time-efficient assessment procedures to determine a student's general math ability across short intervals of time. CBMmath consists of two types of assessments (Process and Fluency) that measure different computational skills from grades 1 through 6. Fluency skills are those which are considered to be automated. They include rapid recall of mathematic facts that should take little or no cognitive effort. Process skills are those in which the student may have to solve multiple steps to reach a solution. Students are not expected to have these items memorized and would be given paper and a pencil to work out the solution. Because of the higher amount of cognitive effort, process skills are inherently more difficult than fluency skills. The goal of this assessment is to serve as a tool to screen and monitor students' progress in math. Every skill created was based on the computational skills outlined in the Common Core State Standards.

Uses and Applications: CBMmath is an evidence-based assessment for use to screen and monitor students' progress in math achievement. Multi-skill probes were stratified by item type so that the type of item alternated between computational skills. CBMmath is designed for all students in grades 1 through 6.

Screening and Monitoring: CBMmath as a screening assessment is intended to identify students who are at-risk for math difficulties, and to guide instructional decisions. This allows for instruction to be more or less resource intensive and more individualized for students requiring the most support. In addition, at the school level, student growth can be tracked and monitored,



Due to the purpose and structure of the CBMmath assessment, composite scores could not be obtained with data available prior to the 2015-16 school year. Current datasets only contain student scores across different components of CBMmath, and these components were not designed to be combined into composite scores (e.g., via total scores or IRT modeling). Composite scoring will be examined using data collected during the 2015-16 school year. These data will be used to obtain SPG model results prior to the 2016-17 school year, with the goal of supporting teacher evaluation with CBMmath by the spring of 2017.

Norming data collected during the 2015/2016 school year will be integrated into the online reporting functionality prior to the 2016/2017 school year. Student growth estimates over screening periods will be reported with standard errors, and SGP will be provided for any students enrolled for at least 70% of the school year having fall and spring assessment scores. Educators having SGP results from at least 15 students meeting these criteria will then be provided with MGP APPR scores, and HEDI ratings using updating crosswalk tables.

For additional details, please reference Formative Assessment System for Teachers: Growth Modeling for Educator Evaluation submitted as part of Appendix A-1.

**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):

The goal of the CBMmath assessment is to serve as a tool to screen and monitor students' progress in math. Every skill created as based on the computational skills outlined in the Common Core State Standards. Aspects of mathematics measured by CBMmath include Operations & Algebraic Thinking, Number & Operations in Base Ten Skills and the Number System. CBMmath is an evidence-based assessment of math achievement. Multi-skill probes are stratified by item type so that the type of item alternates between computational skills. Please see Technical Manual (Appendix A-2) beginning on page 148 for additional details. Table 113 on page 156 provides detail alignment of CBMmath to the Common Core State Standards.

Assessments Woven Tightly Into the Curriculum:

We believe the best assessments are those that are able to be seamlessly administered in conjunction with regular classroom instruction and in support of the day-to-day academic goals of the teacher. Designed for Multiple Systems of Support (MTSS) and Response to Intervention (RtI), FAST makes program implementation easy and efficient with automated scoring, analysis, norming and reporting; customizable screening, benchmarking, instructional recommendations and progress monitoring.

Immediate, on-demand reporting within FAST provides actionable data specifically designed to guide instruction and remediation. Our assessments help teachers collect data that answer their critical questions about student skills, instructional needs, and growth at the student, group, class, grade, school, and district levels. A variety

	<p>of reports are provided to inform instruction. FAST assessments yield reports with scores compared to color-coded norms (class, school, district, national) and benchmarks (high risk, some risk, low risk that predict state test performance). Norms and benchmarks are available for both level of achievement and rate of growth. Rate of growth norms are provided for aggregated (all students) and disaggregated (high, typical, low achieving). These results are presented in automated reports. Reports help evaluate district, school, grade, and teacher level success.</p>
<p>Performance Assessment:</p>	<p>CBMmath was recently developed with data collections being conducted during the 2015-16 school year. Analysis are pending. Psychometric evidence will be available for the 2016-17 school year.</p> <p>FastBridge Learning uses standard setting processes to summarize student performance. Standards may be used to inform goal setting, identify instructional level, and evaluate the accuracy of student performance. The FastBridge Learning software provides various resources to assist administrators with test result interpretations. For example, a Visual Conventions drop down menu is</p>

<p>Efficient Time-Saving Assessments:</p>	<p>Each CBMmath assessment is designed to be highly efficient and give a broad indication of reading competence. CBMmath Automaticity can be computer administered 1:1 or group administered in approximately 1-2 minutes for screening and progress monitoring. CBMmath Process is paper-and-pencil administered with automated scoring. It can be group or 1:1 administered in 10-15 minutes for screening and progress monitoring. The automated output of each assessment gives information on the accuracy and fluency of passage reading which can be used to determine instructional level to inform intervention.</p>
<p>Technology:</p>	<p>FAST™ is a web-based, hosted SaaS solution. As such, with no hardware or software to install, implementing FAST™ is simple. FAST™ requires no network or computer-based installation. Our cloud-based system is easy to implement and supported with optional automated rostering and SIS integration, nothing to install or maintain, and multi-platform and device support.</p>
<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>Due to the purpose and structure of the CBMmath assessment, composite scores could not be obtained with data available prior to the 2015-16 school year. Current datasets only contain student scores across different components of CBMmath, and these components were not designed to be combined into composite scores (e.g., via total scores or IRT modeling). Composite scoring will be examined using data collected during the 2015-16 school year. These data will be used to obtain SGP model results prior to the 2016-17 school year, with the goal of supporting teacher evaluation with CBMmath by the spring of 2017.</p>



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<p><b>2.2(D)-i: Technical Documentation Related to Assessment and Student Growth Score</b>  <b>Properties: RELIABILITY</b>                  Both “minimum” and “desired” qualifications are listed. For the purposes of this RFQ, applications will only be rated against the “minimum” qualifications; however, NYSED’s aspirational “desired” qualifications are also listed to identify possible future requirements for assessments and associated growth models.</p>	
<p>For supplemental assessments used in conjunction with growth models:                  This application contains evidence of the minimum criteria for reliability:                  x Student test scores have adequate levels of reliability (e.g., coefficient alpha &gt; 0.75).</p> <p>This application contains evidence of the desired criteria for reliability:                  x Standard errors provided for students growth scores.                  x Student growth classifications have adequate decision consistency.                  x Teacher effectiveness classifications demonstrate adequate consistency.                  Examples include agreement statistics (e.g., kappa coefficients) based on simulation studies.</p>	<p>Check all that apply:</p> <p style="text-align: center;"><input checked="" type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p>
<p><b>2.2(D)-ii: Technical Documentation Related to Assessment and Student Growth Score</b>  <b>Properties: VALIDITY – ALIGNMENT</b>                  Both “minimum” and “desired” qualifications are listed. For the purposes of this RFQ, applications will only be rated against the “minimum” qualifications; however, NYSED’s aspirational “desired” qualifications are also listed to identify possible future requirements for assessments and associated growth models.</p>	
<p>For supplemental assessments used in conjunction with growth models:                  This application contains evidence of the minimum criteria for alignment validity:                  x Evidence that test content is sufficiently aligned with New York State Learning Standards and covers a range of measurable standards.                  Documentation that demonstrates that:                      (a) at least 80% of the test measures content aligned with NYS learning standards,                      (b) no more than 20% of test content is aligned with other learning standards or objectives, and                      (c) a range of content from the NYS learning standards is measured</p> <p>Note: Other relevant standards can be proposed if NYS Learning Standards do not apply to subject area.</p> <p>This application contains evidence of the desired criteria for alignment validity:</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p>



<p>mastered by a student over the course of the year, teachers' ratings of students' progress, or scores from other assessments).</p> <p>This application contains evidence of the desired criteria for validity in relation to other variables:</p> <ul style="list-style-type: none"> <li>x Evidence teacher effectiveness ratings are positively correlated (e.g., <math>r &gt; .5</math>) with other measures of teaching effectiveness.</li> </ul>	<p>■</p> <p>■</p>
<p>2.2(D)-iv: Technical Documentation Related to Assessment and Student Growth Score                  Properties: VALIDITY – INTERNAL STRUCTURE                  Both "minimum" and "desired" qualifications are listed. For the purposes of this RFQ, applications will only ...a301 Td iteria009</p>	
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**To be completed by the Copyright Owner/Assessment Representative of the assessment being proposed and, where necessary, the co-applicant LEA:**

<p><b>FastBridge Learning, LLC</b>                  1. Name of Organization (PLEASE PRINT/TYPE)</p>	 4. Signature of Authorized Representative (PLEASE USE BLUE INK)
<p><b>Terri Lynn Soutor</b>                  2. Name of Authorized Representative (PLEASE PRINT/TYPE)</p>	<p><b>March 7, 2016</b>                  5. Date Signed</p>
<p><b>Chief Executive Officer</b>                  3. Title of Authorized Representative (PLEASE PRINT/TYPE)</p>	
<p><b>N/A</b>                  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>	