S<small>TUDENT</small> A

	_____
	_____
	☒
	☐
	☐
	☐
	☐
	☐
	☐
	☐

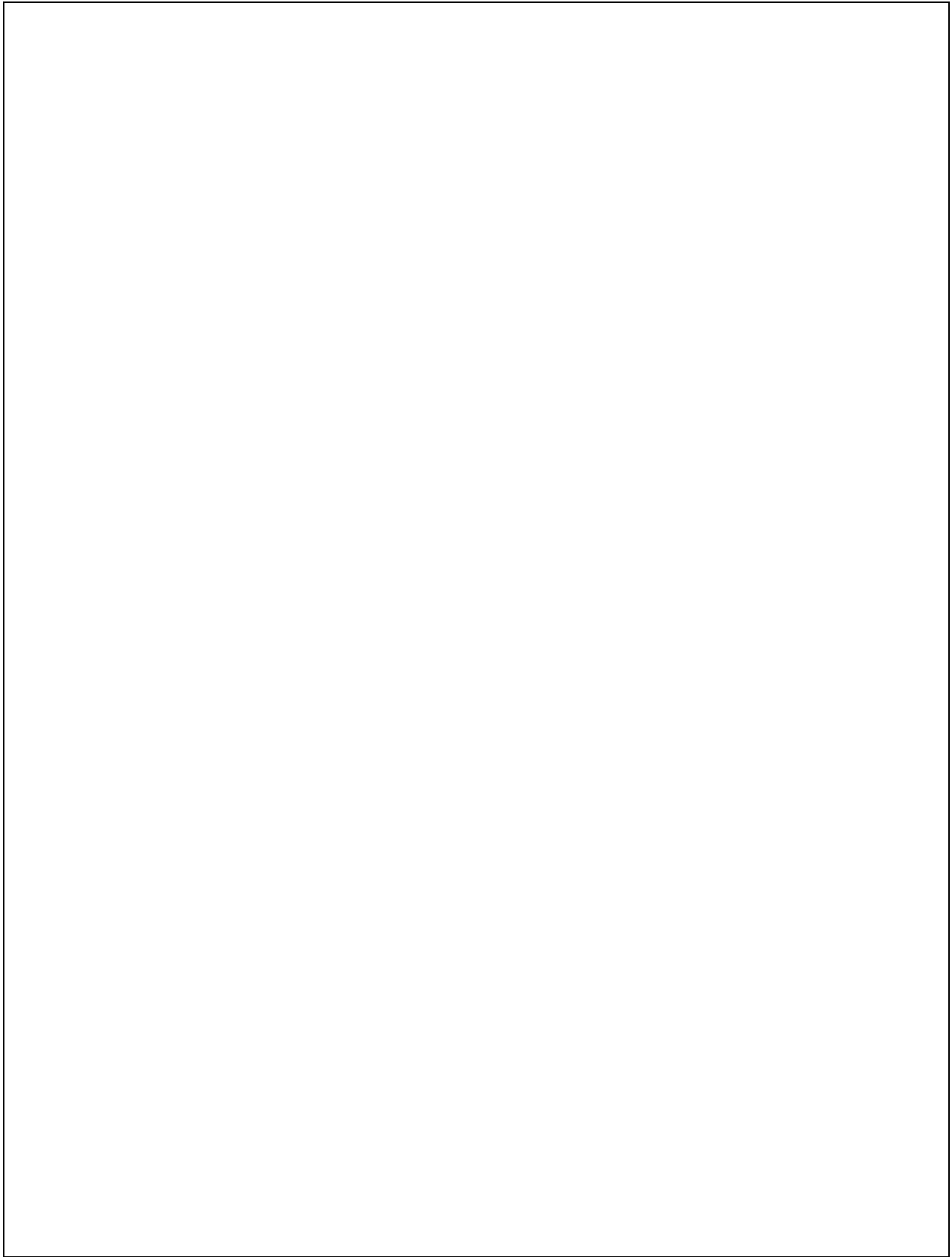| | ☒ |
| | ☐ |

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.
The target setting model for Student Learning Objectives(SLOs) is an individual growth target model, which is set by the Local Education Agency (LEA). The LEA sets the individual student growth target that represents one year of learning growth, which will be measured with an end-of-year benchmark screening assessment. The percentage of students who meet or exceed their individual growth target is calculated based on a comparison of beginning to end-of-year assessment data. The total percentage of students meeting or exceeding growth expectations set by the LEA at the beginning of the school year is cross-walked to the NYSED's 0-20 rubric, and this then becomes the educator's HEDI rating. For example (based on 100-point scale), if 91-100% of students meet their individual growth target set by the LEA, the teacher would receive a rating of "Highly Effective." If 75-90% of the students in a teacher's classroom meet or exceed their individual growth target set by the LEA, the teacher would receive a rating of "Effective". If 65-74% of students meet their individual growth target, the teacher would receive a rating of "Developing." And, if 64% or fewer students meeting their individual growth target, the teacher would receive an "Ineffective" rating.

New York State Next Generatio n Assessment Prior ities	
Please provide detail on how the proposed supplemental assessment l 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) $ 6 7a Reading assessment is consistent with best practices in measuring the New York State Learning Standards in ELA. Reliability and validity evidence supports the use of) $ 6 7a Reading for the purpose of measuring student growth across the following domains, which are aligned with NYS standards in English Language Arts: Concepts of Print, Phonological Awareness, Phonics, Vocabulary, and Comprehension. Orthography, Morphology, Vocabulary, and Comprehension. aReading item development followed the process and standards presented by Schmeiser and

	typically used in developing assessments was reviewed. Next, the literature on multiple-choice item writing was reviewed. Once the literature was reviewed, the guidelines were applied to aReading to examine relevance and utility. Extensive guidelines were provided to item writers and the process outlined above was followed. The aReading project uses a research-based skills hierarchy and unified construct of broad reading achievement to establish an instructionally relevant assessment. The importance and emphasis on each component skill (domain) varies across children. Each assessment is individualized by the aReading software and built-in assessment algorithms. As a result, the information and precision of measurement is optimized regardless of whether a student functions at, above, or below grade level (i.e., same age and grade peers). The grade labels and content balancing that are proposed in the a-priori model derive from the recommendations of expert panels and are subject to empirical evaluation and refinement.
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 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.
Performance Assessment:	Reliability and validity evidence supports the use of aReading for the purpose of measuring student growth across the following domains, which are aligned with NYS standards in English Language Arts: Concepts of Print, Phonological Awareness, Phonics, Vocabulary, and

	standardized administration and scoring. It important to consider the intended purpose of the assessment, its content, the stability of performance over time, scoring procedures, testing situations, or the examinee. The FastBridge Learning system automates analysis, scoring, calculations, reporting and data aggregation. It also facilitates scaling and equating across screening and progress monitoring occasions.
Efficient Time -Saving Assessments:	Students typically complete the aReading assessments in 15-30 minutes, reducing testing time by up to 50-95% compared to traditional tests. Our extensive research has enabled the aReading test of 30 items to replace a traditional 100-item test, with high accuracy and actionable results.
Technology :	aReading can be group administered in a computer lab setting, or a student can complete an administration individually at a computer terminal set up in a classroom, or with the use of a tablet device. aReading test sessions typically last 10 to 30 minutes, depending on grade, student ability, and other factors. The test terminates on its own informing students they have completed all items. aReading administrations are typically completed following 30 items.

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.

For optimal performance, schools must have sufficient |
| | |

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 StandardizW n BT 0.1esd92.64	

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

FastBridge Learning, LLC 1. Name of Organization (PLEASE PRINT/TYPE)	4. Signature of Authorized Representative (PLEASE USE BLUE INK)
Terri Lynn Soutor 2. Name of vy	