

The F&P Benchmark System has been created and refined as a teaching and assessment tool over the past twenty years, representing 20 points on a gradient from easy difficulty to a difficult point on that gradient represents a small but significant increase in difficulty over the previous level. Following the Benchmark Assessment System's standardized assessment procedure, assessors use the leveled benchmark books to identify each student's reading level.

The F&P Assessment System is administered during a one-on-one student-teacher assessment conference. The student reads aloud and talks about a series of benchmark books while observed by a trained assessor. The assessor uses the F&P Benchmark System's standardized benchmark forms. Using established scoring conventions and procedures for analysis, the assessor gathers information about each individual's reading processes, fluency, and comprehension. This assessment is evidence in identifying, providing, independently, instructional and recommended placement levels, identification of students who need intervention and extra help, and placement of students at grade level or above.

Scores are reported on a 20-point gradient, with a score of 10 representing the grade level that corresponds to grade-level equivalents: Kindergarten – A-Q, Grade One – R-T, Grade Two – M, Grade Three – L-P, Grade Four – O-T, Grade Five – S-V, Grade Six – U-Z.

The assessment provider supports effective administration of the assessment through the components of the system: Benchmark assessment forms, assessment data management forms, data management CD-ROM, and training materials including DVDs and guides. In addition to assessment administration materials, the provider has also created materials to assist teachers in using the assessment data to inform instruction.

Please provide an overview of how you will create and report student growth in reading in relation to SLOs for districts and BOCES, along with how student level growth scores are aggregated to the create teacher level scores, and how the teacher level scores are converted to New York State's 0-20 scale.

All students will be tested for a baseline level. Continuously enrolled students will have a benchmark assessment in the fall of the school year. The benchmark will serve to determine individual student's baseline score for that school year. Each district will establish a target score for a year's growth, using the Fountas & Pinnell (F&P) growth scale. For students who are not on grade level, the score will take into account the number of years it takes to select a growth score that will narrow or eliminate (depending on the student's level) the gap in achievement. All students will be assessed in a year-end benchmark assessment. Students will be retested at the end of the school year (May) to determine whether a percentage of students who attained their target score. The target score will be converted to a 0-20 scale, as described in the F&P document.

New York State Next Generation Assessment
Please provide detail on how the proposed supplemental assessment (or assessments) to be used with SLOs address each of the Next Generation Assessment's characteristics:

Characteristics of Good ELA and Math Assessments (only applicable to ELA and math assessments):

The Fountas & Pinnell Benchmark Assessment System is a performance-based assessment that measures student performance in reading fluency and comprehension in a quiet and environment, ensuring valid and reliable results in the assessment and reliable results. A performance-based assessment is the most valid of assessment methods. The benchmark texts ensure that the student is reading

	<p>level is accurate, by allowing the assessors to adjust the level of the assessment to the performance of the student, in real time.</p>
<p>Assessments Weave Seamlessly into the Curriculum:</p>	<p>Because of the reliability and validity of the assessment, teachers can make immediate use of the assessment results. The assessment provides information on specific areas of need in the classroom, and allows for responsive instructional groups and a repetition of information for instructional needs. This allows an instructional level to an independent level. This is the specific information needed to guide instructional practices and instructional activities, so that the classroom can progress.</p>
<p>Performance Assessment:</p>	<p>Students display their understanding of reading. The benchmark is the best text for performance. Students have both the opportunity to display their highest level of performance and areas of need in reading. The assessment provides</p>
<p>Efficient Time-Saving Assessments:</p>	<p>While an individual assessment takes 20 minutes, the student is at a variety of times throughout the day. This 20-minute test is interactive for the individual student, making it a valuable data. Instruction in the classroom throughout the testing period, with supports being provided the necessary supports to return to instruction. The assessment results are clear and immediately accessible for instructional adjustment. Other tests often require hours of teacher release time to "collect" data, which is often not available. The only technology required to our system is a computer that can run CD-ROM and excel or other data collection programs.</p>
<p>Technology:</p>	<p>The only technology required to our system is a computer that can run CD-ROM and excel or other data collection programs.</p>
<p>Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (as applicable to specific types of assessments)</p>	



STUDENT ASSESSMENT FOR
TEACHER CANDIDATE



APPLICANT CERTIFICATION FORM - ASSESSMENT FOR TEACHER CANDIDATE
LEARNING OBJECTIVES

Please read each of the items below and check the boxes accordingly to ensure the minimum of the technical criteria.

PLEASE SUBMIT ONE SET OF SEPARATE FORMS.

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment is aligned to the standards, grade level, and subject/grade level alignment to the Standards of Educational and Psychological Testing	<input type="checkbox"/>
To the extent practicable, the assessment can be used to measure one year's growth for students:	<input checked="" type="checkbox"/>
For K-2 assessments, the assessment is for a language organization as defined in Section 1.9 of the Regulations.	<input checked="" type="checkbox"/>
For assessments previously used under Education Law 3040, a differentiated assessment is used. If the assessment results in prior school years, the applicant assures that the lack of differentiation is justified by equivalently consistent	<input type="checkbox"/>
For assessments not previously used in the handbook exhibit, a plan for collecting evidence of differentiated student learning is available by the end of each school year.	<input checked="" type="checkbox"/>
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.	<input checked="" type="checkbox"/>

⁴ 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.

To be completed by the Copyright Owner/Assignee
being provided

Greenwoodia Heinemann	
1. Name of Organization	(PLEASE USE BLUE INK)
2. Name of Author/Artist	LOUIE P. HEINEMANN
3. Title of Work/Recording	GREENWOODIA HEINEMANN

New York State	
1. Name of School	(PLEASE USE BLUE INK)
2. School Address	11011 1-110
3. Title of Superintendent	