

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 records the student's reading level on the 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.

Scores are reported on a 20-point gradient, with each level corresponding to the 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 materials, assessment forms, data management CD-ROM, and training materials. 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, develop, and report on student learning objectives (SLOs) for districts and BOCES, along with how student level growth scores are aggregated to create teacher level scores, and how 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, in September-October to create a benchmark. This 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 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 the spring to determine if they have met their target score. Students will be retested at the end of the school year (May) to determine if 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 System
Please provide detail on how the proposed supplemental assessment tool or assessment materials used with SLOs address each of the Next Generation Assessment System'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. A performance assessment is the most valid of assessment methods. The benchmark texts ensure that the student is reading



STUDENT ASSESSMENT FOR TEACHERS



APPLICANT CERTIFICATION FORM - ASSESSMENT FOR TEACHERS 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 aligns with 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 plan is in place for differentiated students based on results in prior school years; the applicant assures that the lack of differentiation is justified by equivalently consistent results.	<input type="checkbox"/>
For assessments not previously used in the background exhibits, a differentiated assessment plan for collecting evidence of differentiated student performance 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.

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Lori P. Kaufman 2. Name of Author/Contributor PRINT/TYPE	Copyright © 2010
Social Skills Instructional Materials 3. Title of Instructional Material PRINT/TYPE	

New York State 1. Name of School District (PLEASE USE BLUE INK)	
Leslie H. Williams 2. School Personnel PRINT/TYPE	11/11/10 1-116
Superintendent 3. Title of School Personnel PRINT/TYPE	