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FORM *C*

STUDENT ASSESSMENTS
FOR
TEACHER AND PRINCIPAL EVALUATION

PUBLICLY AVAILABLE SERVICES SUMMARY

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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 LEAs to understand proposed offerings in advance of directly contacting Assessment Providers regarding potential further procurements.

Assessment Provider Information	
NAME OF ASSESSMENT PROVIDER:	Lakeshore Learning Materials, LLC
ASSESSMENT PROVIDER CONTACT INFORMATION:	Sue Gaon, Vice President 2695 E. Dominguez St., Carson, CA 90895 800-421-5354; sgaon@lakeshorelearning.com
NAME OF ASSESSMENT:	SANDI/FAST Online
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	☐ ☒ REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES [SLOS]) ☒ OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT 　　PLEASE SPECIFY: 　　☐ ☒ A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT 　　☐ A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL 　　☒ A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO 　　☐ ☒ A PERFORMANCE INDEX 　　☒ AN ACHIEVEMENT BENCHMARK 　　☒ ANY OTHER COLLECTIVELY BARGAINED MEASURE OF STUDENT GROWTH OR ACHIEVEMENT 　　PLEASE SPECIFY: MOSL
WHAT IS THE GRADE(S) AND SUBJECT AREA(S) FOR WHICH THE ASSESSMENT CAN BE USED TO GENERATE A 0-20 STUDENT PERFORMANCE SCORE?	The SANDI-FAST Online is an Alternate Assessment for students with significant disabilities Pre-K through 12th Grade and adults (18-22 years old). SANDI-FAST Online also includes an Assessment for students with severe/profound disabilities (SANDI FT) and Preschool students with significant disabilities (SANDI PS).The Assessment is currently used for Educator Evaluation for K-12.
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC.; IF APPLICABLE)?	The SANDI/FAST is a teacher facing assessment tool and can be completed on a PC, MacBook, iPad or tablet, smartboard, etc. Access to Wi-Fi is necessary for accessing the tool and recording of scores.
IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE, TO OTHER LEAS IN NEW YORK STATE?	☒ YES ☐ NO

PLEASE PROVIDE AN OVERVIEW OF THE ASSESSMENT FOR LEAS. (3 PAGES MAX) PLEASE INCLUDE:

- A DESCRIPTION OF THE ASSESSMENT;

- A DESCRIPTION OF HOW THE ASSESSMENT IS ADMINISTERED;

- A DESCRIPTION OF HOW SCORES ARE REPORTED (INCLUDE LINKS TO SAMPLE REPORTS AS APPROPRIATE);

- A DESCRIPTION OF HOW THE ASSESSMENT PROVIDER SUPPORTS IMPLEMENTATION OF THE ASSESSMENT, INCLUDING ANY TECHNICAL ASSISTANCE.

SANDI-FAST Online Assessment Description:

The SANDI-FAST Online Assessment is a specially designed comprehensive district-wide summative and formative alternate assessment for students with significant disabilities including intellectual disabilities (ID), Autism, Orthopedic Impairment (01), Multiple Disabilities (MD), Deaf-blindness, and Developmental Delays. Created by the Riverside County Office of Education (who own and hold the copyright and intellectual property), the SANDI-FAST is a performance based, periodic assessment aligned to grade-level New York State Learning Standards. The SANDI(Student Annual Needs Determination Inventory) is the first part of the SANDI-FAST Online system and provides summative assessment data with subtests in Reading, Writing, Communication, Math, Fine Motor, Gross Motor, Social Emotional, Vocational-Education/Employment, Vocational-Community, Adaptive Daily Living, and Science. In order to serve all students with significant disabilities, the SANDI has three assessment levels that can be activated for different populations in a district:

(1) K-12 SANDI, (2) Preschool SANDI, and (3) the SANDI FT (Foundational Tasks) for students with the most significant disabilities. In all the available SANDI's, the SANDI is vertically aligned to the learning progressions and measures academic growth over time.

The FAST (Formative Assessment of Standards Tasks) is the second part of the SANDI-FAST Online system and is a short-cycle benchmark assessment administered twice throughout the school year to target essential standards at three levels. Each student is assigned a FAST level determined by data from the Fall administration of the SANDI. Once the student level is determined, the FAST assesses each targeted standard skill area with four performance-based items that increase in difficulty from item 1 to item 4.

The SANDI-FAST Online system:
• Creates an electronic student portfolio, capturing data across time to meet Educational Benefit.
• Differentiates assessment by providing built-in accommodations to support student needs including preferred mode of communication and physical impairments.
• Assesses each standard skill area through performance-based activities.
• Provides a consistent rubric to evaluate each student using a five-point rubric, 0-4, with 4 indicating student performance at 80% accuracy, 3 indicating 60% accuracy, 2 indicating 40% accuracy, 1 indicating 20% accuracy, and 0 indicating 0% accuracy.
• Assists teachers and IEP teams to identify areas of student need, align need areas and IEP goals to New York State Standards, and ensure access to standards-based instruction.
• Generates Standards Reports, showing proficiency on specific standards for each student, each classroom, and across schools and districts.
• Supports teacher access to relevant student data to drive standards-based instruction.
• Consistently and accurately measures incremental progress of all students.
• Provides specific assessment reports on student progress for parents and IEP teams.

Description of how the SANDI-FAST assessment is administered: The SANDI Assessment provides teachers with consistent and specific instructions and materials for administering each performance item. Teachers assess individual students, either one on one, or through observation, on each SANDI performance item using the consistent 5-point rubric and the specific Testing Materials supplied within the SANDI/FAST System. The SANDI Rubric provides a scoring system that captures student accuracy and needed prompting support ensuring consistent scoring district-wide. The SANDI Testing Materials provides support documents to ensure consistency of materials used for testing by all teachers across a district, while giving access to technology. Teachers record student scores online providing immediate results indicating student proficiency through Standards Reports. SANDI also provides an online feature allowing teachers to individualize the assessment for each student by making comments and attaching student work samples related to individual items.

Teachers continue the assessment process combining the SANDI summative assessment with the FAST (Formative Assessment of Standards Tasks) formative assessment to provide a robust data set for each student. The FAST performance items are tested two times per year with FAST Benchmark 1 administered in the fall and FAST Benchmark 2 administered in the late winter. Students are assessed individually in one of three FAST Levels (informed by SANDI scores), with the teacher using online materials. Each skill has three trials. With verbal cues, and a consistent 5-point rubric with built in accommodations and supports. All instructions and materials are online and are easily accessed. The FAST records student answers based on

proficiency, and teachers may individualize items by providing comments. FAST standards reports are immediately available with student proficiency scores for each tested standard.

A description of how SANDI-FAST Online scores are reported: The SANDI-FAST Online assessment system provides live and generated reports showing progress over time with SANDI reporting Fall to Spring results and FAST reporting percent proficient scores from Benchmark 1 (Fall) to Benchmark 2 (Winter). Scores from both assessments are also reported on the student profile, an online student portfolio with historical data and learning targets for each student. SANDI provides student data reports including raw scores by SANDI subtest, SANDI proficiency scores by standard, and SANDI proficiency scores by teacher selected skill areas. The Online system also provides data on selected standards by teacher/classroom, school, and district. FAST provides data reports showing student and classroom proficiency scores for each targeted standard. FAST also reports specific item level data to assist teachers with identifying individual and group learning targets. The SANDI-FAST Online assessment system also reports teacher usage data for both SANDI and FAST, giving administrators updated information on the number of students with completed assessments, with goal targets, and with comments and attached documents. Additional reports are provided for administrators with proficiency scores for specific standards by student, by teacher/classroom, and school-wide for both SANDI and FAST.

Description of how the SANDI-FAST Online Assessment Provider supports implementation of the assessment, including any technical assistance. SANDI-FAST Online offers a Professional Development (PD) series including Part 1- SANDI Structure and Administration; Part 2- SANDI-FAST Implementation; Part 3- Using SANDI-FAST Data to Drive Instruction. In addition, the system offers webinars on SANDI basics. This series provides training to teachers to consistently administer the assessments, calibrate the scoring rubric, practice using the online system, access and analyze student data reports to develop student learning targets and develop instructional plans. SANDI-FAST Online also provides an online technical support system available 24/7, including a secure message board for troubleshooting teacher problems, outgoing district announcements, receive teacher input, answer content or tech related questions and concerns. SANDI-FAST also offers PD for coaches and administrators who provide support to teachers in administering the assessment, student data reports, interpreting and analyzing student data.

Lakeshore Learning Materials, LLC is the publisher of the SANDI/FAST, and provides all direct support.

HOW IS THE SELECTED ASSESSMENT ALREADY BEING INTEGRATED/GOING TO BE INTEGRATED INTO THE CURRICULUM OF THE GRADE LEVEL/COURSE? HOW DOES THE SELECTED ASSESSMENT SUPPORT THE DAY-TO-DAY ACADEMIC GOALS OF THE EDUCATOR?

The SANDI/FAST performance items are designed to provide data to inform instruction for students with significant disabilities, regardless of the curriculum being used in the Classroom. All SANDI/FAST performance items are closely tied to essential skills and directed by the ability level of each student, thereby supporting the day-to-day academic goals of the teacher and the IEP. Additionally, SANDI/FAST results and data reports will assist teachers to identify individual student needs in core areas to guide instructional goals, create student groupings based on need areas, and promote growth for each student. The SANDI provides reports to help drive instruction in the areas of need.

HOW DO YOU ENSURE THAT THE ASSESSMENT ACCURATELY CAPTURES IF STUDENTS HAVE MASTERED THE KEY CONCEPTS FOR THE GRADE LEVEL/COURSE? HOW IS THE ASSESSMENT ALIGNED WITH THE GRADE LEVEL/COURSE-RELEVANT LEARNING STANDARDS/NEXT GENERATION ASSESSMENT PRIORITIES?

All SANDI performance items are aligned to targeted functional skill state standards and chronological grade standard for each skill, thus providing access to grade level standards specific to student being assessed.

Each item has a minimum of 3 to 10 trials so indications of a student's knowledge and understanding of both academic and functional skills can be measured. Most skills are aligned to multiple standards to provide appropriate entry points to give access to not only meet the functional learning level of the student, but also access grade level standards and to inform instruction toward meeting those standards. Scores are based on a rubric which includes student proficiency as well as the need for additional prompting to accomplish a task. Rubric is explained below. As students master skills (Independent and/or Proficient), they become prepared to be introduced to the next level of skill as they work toward grade level proficiency.   Each performance skill is lexiled for the functional level of the skill, and then matched up to the standards, both functional level and grade level. The SANDI-FAST is aligned to state standards, Dynamic Learning Maps (DLM) Essential Elements, and National Center and State Collaborative (NCSC) Common Core Connectors. It is also aligned to NYSAA (New York State Alternate Assessment)

HOW IS THE SELECTED ASSESSMENT SCORED? HOW ARE THE ASSESSMENT RESULTS EFFECTIVELY COMMUNICATED TO RELEVANT STAKEHOLDERS (STUDENTS, PARENTS, TEACHERS, ADMINISTRATORS, ETC.)? WHAT ARE THE ASSESSMENT SCORESTHAT REFLECT THAT A STUDENT IS:
1. BELOW PROFICIENCY
2. APPROACHING PROFICIENCY
3. MEETING PROFICIENCY
4. DEMONSTRATING MASTERY

The SANDI Scoring Rubric for individual assessed skills is as follows:

Percent	Score	Definition & Prompt Level
80-100%	**4**	**Independent/Proficient** (Cue with 1 verbal redirection)
60%-79%	**3**	**Supported/Developed** (Cue with 1 verbal redirection and 1 prompt: verbal or gestural)
40%-59%	**2**	**Emerging/Partial** (Cue with 1 verbal redirection and 2 - 4 prompts: verbal, gestural or physical)
< 39%	**1**	**Beginning/Initial** (Cue with 1 verbal redirection and 5 or more prompts: verbal, gestural, physical or hand over hand)
0%	**0**	**Not Introduced/Future Skill** (Skill is not in student's repertoire; may be a future skill that has not been introduced or taught to student)

The SANDI Scoring Rubric includes the likelihood of Alternate Assessed students needing some prompting before achieving full proficiency. Prompt levels and types of prompting are built into the rubric, and students' scores may be reduced based on prompt dependency. Teachers can then work to reduce prompting for student to gain full proficiency and independence andshow progress.

Preferred mode of communication is also taken into account in scoring so student is able to express their understanding of the skill being assessed using their own method of communication, whether that is vocalizing, pointing, eye gaze, AAC device,interaction with a screen, etc.

IF THE SELECTED ASSESSMENT(S) ARE NOT STANDARDIZED, PLEASE DESCRIBE HOW THE ASSESSMENT PROCESS IS COMPARABLE ACROSS GRADE LEVELS/COURSE-ALIKE CLASSROOMS?

SANDI-FAST Online is an Alternate Assessment specially designed for students with significant disabilities and is aligned to the state standards, Dynamic Learning Maps (DLM) Essential Elements, and National Center and State Collaborative (NCSC) Common Core Connectors. It was also aligned to NYSAA (New York State Alternate Assessment). The SANDI-FAST is a performance assessment with items and testing materials designed to meet the rigorous criterion of the AET for both ELA and Math. Test items and materials for both reading and math are aligned with grade level standards and learning progressions. Items are developed with the principal of Universal Design and allows for accommodations to meet specific student needs. Reading skill items and materials are Lexiled at grade level, including rigorous academic language and require a variety of responses including written, verbal, and active speaking and hands-on tasks. Math skills are vertically aligned to domains and standards to support continual learning by strengthening math foundational skills for students to approach their maximum capabilities.

Standards based skills are aligned to functional skill level as well as giving access to the chronological grade level standard, so teachers and IEP teams can clearly identify where a student is functioning, while giving instructional direction to grade level standards and skills.

HOW IS THE SELECTED ASSESSMENT ABLE TO MAXIMIZE THE EFFICIENCY WITH WHICH STUDENT PERFORMANCE DATA IS GATHERED TO ALLOW FOR MORE CLASSROOM INSTRUCTIONAL TIME?

All SANDI assessment begins around a flagged IEP Targeted skill. This focuses assessment and instruction around the specific instructional goals which makes assessing more efficient, and data more instructionally effective. The assessment should focus a minimum of10 skills above and 10 skills below the flagged goals. Flagged targets should be within the student's area of need. The area of need ideally would be in the midst of the scores of 3's and 2's where the student has shown some understanding of the skill and can be supported to move toward proficiency within an instructional or IEP year.

Through the use of the SANDI Performance Level by Item (PIL) chart, which is populated by SANDI scores of 3's and 2's in key skills and standards in ELA(Reading, Writing, Communication Development), Math, Social Emotional/Behavioral, and Transition outlined by the SANDI Standards Results to more clearly identify areas of need by class, teachers can identify students with like needs for small and large group instruction to maximize classroom instruction time. If the SANDI is assessed with fidelity, it will drive efficient and effective instructional time and classroom management while addressing each student's specific educational needs.

The FAST assessment is driven by SANDI scores in the Reading and Math subtests using an algorithm around critical skills and standards. If SANDI data is correct, then the appropriate level of the FAST will be recommended. The FAST quickly identifies how a student uses their critical thinking skills and can inform instruction immediately by addressing how a student uses their previous knowledge to address new information

All SANDI/FAST assessment data is intended to provide data to maximize student growth and support teacher instruction.

IF APPLICABLE, HOW WILL TECHNOLOGY BE UTILIZED DURING THE ADMINISTRATION OF THE SELECTED ASSESSMENT TOPROVIDE TIMELY AND ACTIONABLE INFORMATION?

The SANDI/FAST is a teacher facing assessment tool and can be completed on a PC, MacBook, iPad or tablet, smartboard, etc. Access to Wi-Fi is necessary for accessing the tool and recording of scores.

The SANDI has provided testing materials that can be shared on a screen and many items give students the opportunity to interact with a screen, providing access to technology. The assessment of targeted skills is directed by a scoring rubric, and consistent and lexiled materials for grade level alignment, but also respectful of a student's chronological age. The scores arerecorded within the SANDI platform to be stored for a measure of progress over time and used to inform current instruction.

The collected data drives selection of appropriate IEP goals and directs discussions in IEP meetings and triennial reviews on a student's progress and next steps. Collected data supports each student's right to Educational Benefit. Data is also collected to support English learners with significant disabilities and to drive appropriate instruction for ELL/MLL students to be includedin their progress toward English Proficiency. Multiple other reports are available to support administrators, teachers, and students as the Educators work to reach a students' highest potential.

PLEASE PROVIDE ANY ADDITIONAL INFORMATION THAT MAY BE USEFUL WHEN REVIEWING YOUR APPLICATION:

The SANDI/FAST system also includes subtests for specific subsets of students with moderate to severe intellectual disabilities.

- The SANDI FT (SANDI Foundational Tasks) identifies students with the most significant disabilities through an algorithm supplied by SANDI K-12 scores (at least one year) to provide access to an assessment with tasks brokendown into more discreet skills. This level of support continues access to rigorous standards but is able to indicateminute progress on essential and critical skills, while laying the foundation for continued learning.
- The Preschool SANDI is aligned to the National Head Start Outcomes Framework and K-12 State Standards, and provides a targeted assessment for students with moderate to severe intellectual disabilities aged 3 to 6. Skills are more applicable to the preschool classroom, and most assessment is done through observation and classroom play.
- The SANDI/FAST system can be used as a measure of student learning by showing student progress from BOY SANDIto EOY SANDI scores, or through BOY SANDI to FAST Benchmark 2 algorithms.

Please complete the following section if the selected assessment is being used for the Required Student Performance subcomponent (SLOs) and/or is being used with Optional Student Performance subcomponent as an SLO:

Process for Measuring Student Growth:

Consistent with Department regulations and guidance, an SLO is an instructional planning tool developed at the start of an educator's course or building principal's school year that includes expectations for student growth. It should represent the most

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important learning aligned to national or state standards, as well as any other school and LEA priorities. The goals included in the SLO must be specific and measurable, based on available prior student learning data. Before setting targets for expected growth, educators will determine students' levels of preparedness at the start of the course by reviewing relevant baseline data. This baseline data may come from a variety of sources which include, but are not limited to, a student's prior academic history, pre-tests, or end of course assessments from the prior year.

SLOs are developed and approved through locally-determined processes consistent with the Commissioner's goal-setting process. SLOs should be based on the best available student data and should be ambitious and rigorous for all students. Superintendents must certify that all individual growth targets used for SLOs represent, at a minimum, one year of expected growth.

WHAT MEASURE(S) OF BASELINE DATA ARE USED IN CONJUNCTION WITH THE SELECTED ASSESSMENT TO MEASURE STUDENT GROWTH (SELECT ALL THAT APPLY):

☒ HISTORICAL DATA

    ☒ CURRENT COHORT   ☒ PREVIOUS COHORT(S)

    DESCRIBE HOW THE HISTORICAL DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH: STUDENT SANDI SCORES ARE RECORDED AND SAVED IN A STUDENT'S PROFILE WHICH SHOWS ALL DATA COLLECTED DURING THE STUDENT'S TIME IN THE SANDI. DATA IS BROUGHT FORWARD INTO EACH NEW ASSESSMENT WINDOW FROM THE PREVIOUS ASSESSMENT PERIOD SO AFTER THE FIRST PERIOD, ALL STUDENTS START WHERE THEY LEFT OFF IN THE PREVIOUS ASSESSMENT PERIOD. HISTORICAL DATA CAN BE ACCESSED, BUT ALSO IS PROVIDED IN TABLE AND GRAPH FORMAT TO SHOW PROGRESS (OR REGRESSION) OVER TIME. TEACHERS ARE ALSO ABLE TO PROVIDE NOTES IN AN ELECTRONIC PORTFOLIO TO SUPPORT STUDENT DATA.

☒ EARLY COURSE FORMATIVE ASSESSMENT AND/OR OBSERVATIONAL DATA

    DESCRIBE HOW THE EARLY COURSE FORMATIVE ASSESSMENT AND/OR OBSERVATIONAL DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH: EARLY SKILLS ARE ABLE TO BE ASSESSED THROUGH OBSERVATION OR DIRECT ASSESSMENT TO INDICATE STUDENT'S PRIOR KNOWLEDGE OR PROFICIENCY IN A SKILL. TEACHERS IDENTIFY THE FIRST SKILL THEY HAVE NOT OBSERVED A STUDENT IS PROFICIENT, AND THAT IS WHERE THEY BEGIN THE ASSESSMENT.

☐ PRE-ASSESSMENT

    DESCRIBE HOW THE PRE-ASSESSMENT INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:

☒ OTHER

    PLEASE SPECIFY: MOSL

    DESCRIBE HOW THIS BASELINE DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH: STUDENT GROWTH IS BEST INDICATED THROUGH ASSESSMENT OF SANDI THROUGH BOY, AND EOY, AND POSSIBLY A MOY UPDATE IN SANDI IN AREAS OF NEED, AND THE BENCH 1 AND BENCH 2 OF FORMATIVE ASSESSMENT OF STANDARDS TASKS (FAST) ON THE APPROPRIATE LEVEL BASED ON SANDI SCORES.

PLEASE EXPLAIN HOW GROWTH TARGETS FOR EACH STUDENT ARE SET FOR THE SELECTED ASSESSMENT AND METHOD OF COLLECTING STUDENT LEVEL BASELINE DATA, INCLUDING HOW TARGETS ARE DIFFERENTIATED, AS NECESSARY, BASED ON THE INFORMATION PROVIDED BY THE BASELINE DATA. IN PARTICULAR, PLEASE EXPLAIN HOW THE ASSESSMENT IS USED WITH STUDENTS WHOSE PREPAREDNESS FOR THE COURSE/GRADE LEVEL IS VARIED:

The SANDI's primary purpose is to identify present levels of performance and areas of need to support standards-based IEP goal writing, and to measure progress not only from year to year, but from IEP meeting to IEP meeting. In addition, the data drives instruction around areas of need.

After assessing and student's data recorded, teachers along with their IEP teams will select appropriate IEP Targets within the area of need, or zone of proximal development, and flag an IEP goal with will anchor instruction and future assessment.

Scoring is based on a 5-point scale rubric, with 4 showing the student is independent or proficient in the skill 80% or more through all trials. Present Levels of Performance would be indicated on an IEP by identifying the skills in a subtest right prior to scores lowering to 3's and 2's, and these skills could be identified as the next IEP goal. A score of 0 is indicated when a skill has not yet been taught, or the student is not attending to the skill. Scores of 1, 2, 3, show that the student has performed some of the skill, or been able to be prompted through the skill but cannot perform the skill with independence. Prompts override proficiency, so a student's score does go down as the teacher add prompts to keep the student on task.

IEP Targets should be selected in the midst of the scores of 3's and 2's. These are skills where the student has some foundational skills, and through instruction the student can show progression through an IEP year.

Students are assessed a minimum of 10 skills above and 10 skills below the flagged IEP targets so assessment is happening where a students instructional goals have been identified based on the data.

FORM *G*

STUDENT ASSESSMENTS FOR

TEACHER AND PRINCIPAL EVALUATION

APPLICANT CERTIFICATION FORM

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria.
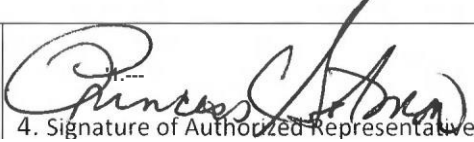
PLEASE SUBMIT ONE "FORM G" FOR EACH APPLICANT.

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.	☒
If used with a Student Learning Objective, 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 Standardized Assessment" as defined in Section 1.3 of this RFQ.	☒
For assessments previously used under Education Law §3012-c, Education Law §3012-d under RFQ #15-001, or for purposes other than educator evaluation, the assessment results in differentiated student-level performance. If the assessment has not produced differentiated results in prior school years, the applicant assures that the lack of differentiation is justified by equivalently consistent student results based on other measures of student achievement.	☒
For assessments not previously used in teacher/principal evaluation, the applicant has a plan for collecting evidence of differentiated student results such that the evidence will be available by the end of each school year.	☒
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.[4]	☒

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[4] Please note, pursuant to Section 2.2 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 for approval set forth in this RFQ

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

Riverside County Office of Education 1. Name of Organization {PLEASE PRINT/TYPE)	*(signature)* 4. Signature of Authorized Representative
Luke Creamer/Lakeshore Learning Materials (Authorized Signator) Erin Caldwell/Lakeshore Learning Materials (Point of Contact) 2. Name of Authorized Representative {PLEASE PRINT/TYPE)	6/4/2024 5. Date Signed
Bid Analyst Lead Project Manager 3. Title of Authorized Representative {PLEASE PRINT/TYPE)	

1. Name of LEA (PLEASE PRINT/TYPE)	4. Signature of School Representative
2. School Representative's Name (PLEASE PRINT/TYPE)	5. Date Signed
3. Title of School Representative (PLEASE PRINT/TYPE)	