

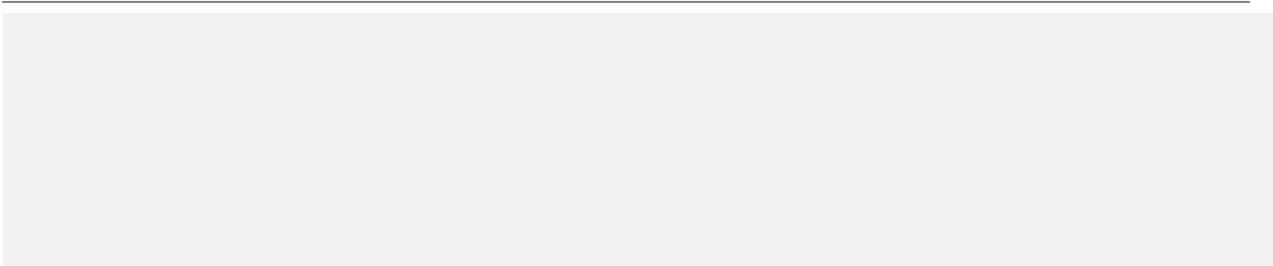
FORM C

**STUDENT ASSESSMENTS
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

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Overall Instructional StrategiesThe Diagnostic information is readily aggregated, manipulated, downloaded, and printed to inform strategies and effective planning at the class, grade, school, custom reporting group, district, or domain-specific level.

RecommendationsResults from the Diagnostic group students with similar skills and deficits, helping teachers more effectively target small and large group instruction or intervention. Prescribed instructional materials are informed by assessment data and include

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

i-Ready can be administered seamlessly in conjunction with regular standards-based classroom instruction, as the assessment is given entirely online and the program automatically scores, analyzes, and reports student results in real-time. Because each student works individually at his or her own pace on the adaptive test, educators administer i-Ready in 50-minute (or 100-minute) blocks of time each (10-15 minutes) 2-4 times a week (2-3 times a week).





New York Standards

2

Subject: Math School: Cyprus Teacher: [redacted] Class/Report Group: [redacted] Grade: Grade K, Section 1

Diagnose: Most Recent

Students Assessed/Total: 21/22

New York State Next Generation Mathematics Learning Standards

Grade(s) of Standards: Grade 1 to Grade 1 Switch Table View: NY-1.OA.1

All Students Performance: 4 ✓ 9 ✓ 8 ✗

Standard Description: Operations and Algebraic Thinking: Represent and solve problems involving addition and subtraction. Use addition and subtraction within 20 to solve one step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.

Showing 22 of 22

Student	Performance	Diagnostic Language	Date
Contreras, Abby	✓		
Kana, Ryan	✓		06/15/21
Levine, Brian	✓		06/15/21



Grade-Level Placements

Usingi-Ready's grade



Diagnostic Results ▾ Jayden Rowland ▾ Grade 6

Subject: Reading ▾ Diagnostic 3 (06/15/22)

Diagnostic 3

Typical Growth

Typical Growth: The expected annual growth for a student at this grade and age centered on their baseline Diagnostic.

Stretch Growth

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students below grade level on proficiency.

Mid On Grade Level (616) ● Overall Level ● Grade 5 (568)

On Grade Level (598) ■ Standard Exceeded Error 47: 12

Stretch 590

510

Diagnostic 3
568
06/15/22

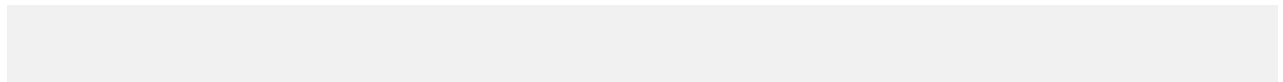
* Foundational Domains

Domain	Play	Next Steps
Phonological Awareness	Max Score	↓
Phonics*	Max Score	↓
High-Frequency Words*	Max Score	↓
Vocabulary		
Comprehension: Literature	Grade 5	↓
Comprehension: Informational Text	Grade 5	↓



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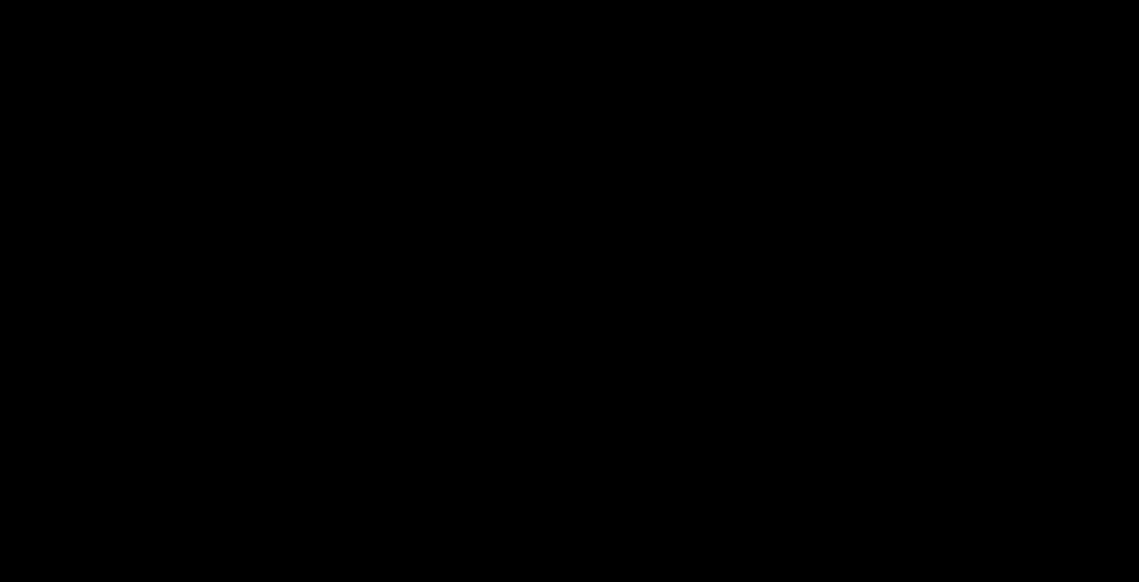
- Header:** A wide, horizontal greyed-out bar at the top of the frame.
- Central Area:** A large, empty white rectangular space occupying the middle portion of the frame.
- Footer:** Two separate, horizontal greyed-out rectangular boxes positioned side-by-side at the bottom of the frame.



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

For the 2022–2023 school year, Curriculum Associates is proposing Growth to Proficiency Model of target setting for SLOs. There are two criteria for students to reach in the Growth to Proficiency Model being proposed. If the students meet either criterion, then they are considered to have met the growth requirement. The first criterion is whether a student has a gain score that is within half of the mean standard error of gain of typical growth, based on the placement of their initial assessment during the school year. The second criterion is if the student reaches a placement of mid-grade level or higher at any point during the school year.

[Redacted]													
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
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First, the typical growth differentiated by starting placement on ~~Di~~agnostics noted. Then, if necessary, a prorating multiplier is used. Finally, to reduce the number of incorrect designations of students who have not demonstrated enough growth because of random error, the target is reduced by one

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

Curriculum Associates, LLC 1. Name of Organization (PLEASE PRINT)	 4. Signature of Authorized Representative
Don Masters 2. Name of Authorized Representative (PLEASE PRINT)	May 24, 2022 5. Date Signed
Senior Vice President of National Strategy 3. Title of Authorized Representative (PLEASE PRINT)	

NOT APPLICABLE 1. Name of LEA (PLEASE PRINT)	4. Signature of School Representative
2. School Representative's Name (PLEASE PRINT)	5. Date Signed
3. Title of School Representative (PLEASE PRINT)	