

**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 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:	Educational Vistas, Inc.
ASSESSMENT PROVIDER INFORMATION:	Phone: 518-925-6021 / Email: pcooper@edvistas.com
NAME OF ASSESSMENT:	Degrees of Reading Power (DRP)
NATURE OF ASSESSMENT (SELECT ALL THAT APPLY):	<input checked="" type="checkbox"/> REQUIRED STUDENT PERFORMANCE SUBCOMPONENT (STUDENT LEARNING OBJECTIVES (SLOs)) <input type="checkbox"/> OPTIONAL STUDENT PERFORMANCE SUBCOMPONENT PLEASE SPECIFY: <input type="checkbox"/> A SECOND SLO, PROVIDED THAT THIS SLO IS DIFFERENT THAN THAT USED IN THE REQUIRED STUDENT PERFORMANCE SUBCOMPONENT <input type="checkbox"/> A GROWTH SCORE BASED ON A STATISTICAL GROWTH MODEL <input type="checkbox"/> A MEASURE OF STUDENT GROWTH, OTHER THAN AN SLO <input type="checkbox"/> A PERFORMANCE INDEX <input type="checkbox"/> AN ACHIEVEMENT BENCHMARK <input type="checkbox"/> ANY OTHER COLLECTIVELY BARGAINED MEASURE OF STUDENT GROWTH OR ACHIEVEMENT PLEASE SPECIFY:
WHAT IS THE GRADE(S) AND SUBJECT AREA(S) FOR WHICH THE ASSESSMENT CAN BE USED TO GENERATE A 0-20 STUDENT PERFORMANCE SCORE?	50; Reading Comprehension, Grades 2-5
WHAT ARE THE TECHNOLOGY REQUIREMENTS ASSOCIATED WITH THE ASSESSMENT (E.G., CALCULATORS, ETC. IF APPLICABLE)?	None. Compatible with all types of devices and browsers.
IS THE ASSESSMENT AVAILABLE, EITHER FOR FREE OR THROUGH PURCHASE TO OTHER LEAs IN NEW YORK STATE?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

PLEASE PROVIDE:

- A DESCRIPTION OF THE ASSESSMENT
- A DESCRIPTION OF THE ASSESSMENT'S PURPOSE AND USE
- A DESCRIPTION OF THE ASSESSMENT'S ALIGNMENT WITH THE STATE STANDARDS, INCLUDING ANY TECHNICAL ASSISTANCE

### *A Description of the Assessment*

Degrees of Reading Power (DRP) measures how well students understand text of varying complexity. This measure provides a clear picture of who is performing at or above grade level, and who might need extra help.

DRP tests are challenging and deeply in order to comprehend the results help classroom teachers, state level administrators. Currently, DRP tests are available for students in forms designed for younger students tested on paper forms (see [DRP Test Form](#) for sheet.)

DRP tests consist of non-fiction passages and informational texts, words have been deleted from the text, the student is asked to select, from a set of choice options, the correct word for each deletion. These items are not discrete questions about the text; they are part of the text itself. In this way, the test helps to assess the student's ability to understand information in the text—its redundancy, semantic relationships, and idiosyncratic constructions—to integrate content.

The DRP Test is a direct measure of reading ability, it is designed to precisely place student reading ability on the complexity of instructional materials on the same scale, known as the [Scale of Text Complexity](#). The test measures student's ability to understand the psychometric link to the complexity of reading materials, the DRP test directly connects reader ability to appropriate instructional materials with two integrated components—untimed comprehension tests for students in grades 2 through 12, and analyses of the difficulty of books and other written materials. The most difficult texts the student can read at various comprehension levels are identified. Instructional materials are reported on the DRP Scale of Text Complexity. This data assists teachers in planning instruction and intervention strategies.



### A Description of How Scores are Reported

DRP test scores are reported on a scale of text complexity. A percent or level of comprehension is associated with each level of complexity. As the level of comprehension increases, the complexity or difficulty of the materials that a student can comprehend with that level of comprehension decreases accordingly. Example:

Student	DRP Test Form	Raw Score (No. of correct items)	DRP Scores at various Percentages of Levels of Comprehension				
			Instructional			Independent	
			50%	70%	75%	80%	90%
Juanita Doe	6A	35	65	60	57	54	51

The scores are reported on the same equal-interval scale. A 10-point increase in grade is equal to an increase of 10 points in grade and compare the amount of growth among individuals or groups.

Scoring for online DRP tests begins as soon as students are available in the system. DRP paper/pencil tests may be scored by Educational Vistas Scoring Services. Educational Vistas provides complete scoring and reporting services to meet the needs of DRP tests, including the option to order a data file. You have the option to download data from your Xerox machine to our online platform. This way you can have paper and online reports/data all in one place.

The raw score on DRP test forms is the number of questions answered correctly, without allowance for guessing. Because these test forms differ in length and difficulty, raw scores cannot be compared across different test forms. Raw scores must be converted to DRP scores at one or more levels of comprehension. DRP Scores from different test forms may be compared directly, as long as they are at the same level of comprehension.

DRP test scores may be reported at many different levels of comprehension. Since these scores can be interpreted directly in terms of the difficulty of the materials, DRP scores are considered criterion-referenced scores. Unlike norm-referenced test scores, the interpretation of a student's DRP score does not depend upon the performance of other students.

Deciding which criterion-referenced DRP scores to report depends on the purpose and intended audience for the report, as well as on the age or grade placement of all of the students. In general, a minimum of two DRP scores should be reported:

- Independent level (P = 90) score
- Instructional level (P = 75) score

When reporting criterion-referenced DRP scores, it is important to remember that a student's score component indicates the difficulty level of the text the student can read. The score component for a DRP test score, therefore, indicates the difficulty level of the text the student can read.

DRP test scores may also be interpreted in criterion-referenced terms using the most current National norms tables. DRP test scores may be expressed as National Equivalents (NCEs). These NCEs describe scores obtained by students during norming, in the same grade and at the same time of year.

**DRP Reporting**

Scoring and all reports are available immediately following online DRP test administration. A wide range of score reports is provided, including rosters, individual performance charts, group summary reports and profiles, and longitudinal reporting of individual student progress over multiple years and test administrations is available.

**DRP Roster (Alphabetical or Rank Order):** This report provides summary information on test performance organized at the district, school, or classroom level.

**DRP Individual Performance Chart:** This report provides data on the reading power of an individual student. The key data in this report are the student's independent reading level (90 percent comprehension of text) and instructional reading level (75 to 85 percent comprehension of text, depending on grade level). To help teachers understand and improve their students' reading skills, this report also provides three cluster scores, with implications for further instruction.

**DRP Diagnostic Summary:** This report, available at the district, school, and classroom level, helps educators set priorities for reading instruction as they relate to specific skill areas.

**DRP School or District Profile:** This report—available at the district or school level—summarizes the data points of the individual student performance and the distribution of the group's DRP scores. Like the content standards, DRP scores are aligned to the exemplar texts, to standard textbooks and external benchmarks.

*A Description of How the Assessment Provider Supports Implementation of the Assessment, Including Any Technical Support*

Educational Vistas provides technical support for the assessment, including pre-ID files, which contain the class information and student data for testing and accommodations. Additionally, we can work with the local technology team to integrate the assessment into auto data feeds from any system, along with single sign-on (SSO) should they wish to implement. They will also identify workable dates for the testing window. As part of these conversations, Educational Vistas will provide the client with introductory demos with training, and help to address any issues. The customer support team is available from 7 a.m. to 5 p.m. Eastern Time. Implementation and customer/technical support are included in the per-student license cost; there is no additional cost for these services.

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

New York state curriculum standards to these NYS Next Generation Learning Standards and a  
 DRP. Educators use DRP to assess students on the skills and align teaching strategies accordingly.  
 The test provides a direct measure with respect to implementing the cross, curricular and critical  
 thinking/reading actions that

**Diagnostic Scores**

The DRP Test is an assessment of student performance the NYS Next Gen Standards. Passage sets on  
 the DRP tests contain a balance of three each of three clusters (Key Ideas and Details, Craft and Structure,  
 Ideas), and the reading standards for literacy in history/social  
 Subjects. DRP assessment items in each categories. Diagnostic scores  
 differentiating instruction and in needs for intervention, reinforcement,  
 and enrichment purposes.

- A score at the **Teach** level means that a reader has scored very low on this cluster of items and needs to be introduced to the skills/strategies in these standards. The student has not demonstrated the ability to independently apply these comprehension strategies. Instructors should assume that the student has had minimal prior instruction in these skill areas and may need reinforcement of Fundamental Reading Skills.
- A score at the **Practice** level means that the comprehension skills are being developed. Opportunities for focused practice and teacher coaching are needed in order for the student to apply these skills consistently.
- A score at the **Apply** level means that the student is demonstrating effective use of the skills/strategies. The student should continue to improve in the use of these skills/strategies to a set of more

**DRP Instructional Support**

The DRP NYS Next Gen Standards Program is a comprehensive assessment program which includes instructional support materials that answer the question “So now what do I do?” after DRP test score reports are received in schools. Accessed online and through webinars, these tools are designed to be used by literacy coaches, reading specialists, and classroom teachers of English language arts/science

There is compelling research that indicates all students must have reading proficiency. The DRP instructional knowledge and skills will improve the performance of teachers, reading specialists, and literacy coaches will find the materials useful in their instruction, in implementing the DRP instructional support resources include:

- DRP Book
- DRP Tools
- DRP Resources

HOW DO YOU ENSURE THE ASSESSMENT IS ALIGNED WITH THE GRADE LEVEL/COURSE-RELEVANT LEARNING STANDARD?

The Degrees of Reading Power is based on development, research, and proven success in ELA achievement as

*Key Ideas and Details*

These items require readers to:

- Read closely to determine explicit
- Make logical conclusions based on evidence in
- Make generalizations from supporting details in the text

*Craft and Structure*

These items require readers to:

- Determine technical, figurative, or connotative meaning of words and phrases
- Understand and analyze how language varies and patterns that impact text's
- Recognize semantic relationships

*Integration of Knowledge and Ideas*

These items require readers to:

- Infer connections among ideas in the text such as cause and effect, comparison, and contrast, and find and support relevant evidence to construct
- Interpret significant points in the text based on the author's presentation of reasons and

The DRP Core Comprehension Test provides diagnostic information about students' strengths and weaknesses and reports that information in the context of

HOW IS THE SELECTED ASSESSMENT SCORED? HOW DO RELEVANT STAKEHOLDERS (STUDENTS, PARENTS, TEACHERS, ADMINISTRATORS, ETC.)? WHAT ARE THE ASSESSMENT SCORES THAT REFLECT THAT A STUDENT IS:

- 1. BELOW PROFICIENCY
- 2. APPROACHING PROFICIENCY
- 3. MEETING PROFICIENCY
- 4. DEMONSTRATING MASTERY

DRP tests have a nu

- Regardless of the difficulty of the paragraph or passage, all response options are common and appear with high frequency in written texts. Since students are able to recall information from the text, some incorrect items can be attributed to a lack of reading comprehension.
- DRP paragraphs are designed to assess reading comprehension through associative processes, and other non-reading activities. Strategies can be used to generate correct responses. Whereas all response options for an item are semantically plausible, no deliberately attractive distractors such as homonyms, synonyms, or antonyms are allowed among response options. To eliminate guessing as a response strategy, all response options do not appear in the text or in other items for that passage. In addition, other linguistic organizers are added to passages, since students should be able to use punctuation and other linguistic features to aid in comprehension.

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IF THE SELECTED ASSESSMENT(S) ARE NOT STANDARDIZED, PLEASE DESCRIBE HOW THE ASSESSMENT PROCESS IS COMPARED ACROSS GRADE LEVELS/COURSES/CLASSROOMS?

N/A

HOW IS THE SELECTED ASSESSMENT ADMINISTERED? HOW IS IT GATHERED TO ALLOW FOR MORE CLASSROOM INSTRUCTION?

Because the DRP measures reading and not speed of reading, it is often designed as an untimed test. Most students complete the assessment in 45 minutes, regardless of the amount of time students are engaged in the test. In addition, once finished with their assessments, the classroom may move on to other activities. Timing windows must be adhered to as part of the administration process.



IF APPLICABLE, PROVIDE TIMELY AND ACTIONABLE INFORMATION?

The technology required to administer the DRP is typical for classrooms across the country. No special equipment or leading-edge systems are necessary. This gives schools with a broad range of devices access to the DRP, while allowing them to deliver a top-notch current literacy assessment.

In the browser based DRP online system, students can use single sign-on (SSO). The online format allows students to flag test items and go back to those items later. Before they log off, students will receive a list of flagged items as well as any items that they did not answer. These prompts are visible in the user interface. The user interface also contains accommodation features including tools.

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

Please complete the Performance component (subcomponent) if it is being used with optional student subcomponent as a

### Process for Measuring Student Growth

Consistent with Department regulations and guidance, a developed at the start of a educator's course expectations for student growth, 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 data. Before setting the expected growth, educators will determine student 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 the prior year.

SLOs are developed and approved through locally-determined processes consistent with the Commission. 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 METRIC BEST MEASURES STUDENT GROWTH (SELECT ONE)

HISTORICAL DATA

CURRENT DATA  
DESCRIBE HOW THE HISTORICAL DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH: DRP CAN BE USED YEAR AFTER YEAR TO RELIABLY MEASURE READING GROWTH IN THREE IMPORTANT AREAS: COMPREHENSION, FLUENCY, AND COLLEGE AND CAREER READINESS.

EARLY COURSE FORMATIVE ASSESSMENT AND OTHER DATA

DESCRIBE HOW THE EARLY COURSE FORMATIVE ASSESSMENT AND OTHER DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:

PRE-ASSESSMENT

DESCRIBE HOW THE PRE-ASSESSMENT DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH: TEACHERS AT ALL GRADE LEVELS CAN MONITOR STUDENT PROGRESS IN READING OVER TIME BY ADMINISTERING PRE-TESTS AND POST-TESTS TO REMEMBER THAT PRE-TESTS AND POST-TESTS ARE THE SAME LEVEL OF COMPLEXITY. IN OTHER WORDS, GROWTH IS DETERMINED BY COMPARING INDEPENDENT LEVEL (P=.90) DRP SCORES TO EACH OTHER'S SCORES (P=.75).

OTHER

PLEASE SPECIFY:  
DESCRIBE HOW THIS BASELINE DATA INFORMS PREPAREDNESS FOR THE COURSE AND IS A GOOD PREDICTOR OF STUDENT GROWTH:

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 INFORMATION PROVIDED BY THE BAIK. STUDENTS WHOSE PREPAREDNESS FOR THE COURSE/GRADE LEVEL IS VARIED:

The DRP test provides an assessment of students' core reading comprehension abilities, from grade 2 to college, expressed on a scale of text complexity. The test also provides a breakdown of student performance according to the three clusters of reading skills: *Key Ideas & Details*, *Craft & Structure*, and *Integration of Knowledge & Ideas*.

In addition to research conducted by the publisher and validity of the DRP scale—the metric that directly links student achievement and the difficulty of printed texts—was confirmed in a large-scale study conducted by student achievement partners and researchers at the University of Pittsburgh, and funded by the Gates Foundation. The researchers concluded that the scale “...climb[s] reliably...up the text complexity ladder to college and career readiness.”

The scores obtained from the administration of Reading Power (DRP) tests are valuable in guiding educational decisions in a number of areas: management of classroom instruction, monitoring individual and group progress in reading, establishment of goals and expectations, and school accountability.

Criterion-referenced DRP scores come as close to forming an absolute scale that has equal intervals as is known in academic achievement measurement. As with other units, the interval from one unit to the next remains constant at any given point on the DRP scale. A DRP score increase of 5 points in grade 4 is equal to an increase of 5 points in grade 10. Similarly, an increase in Instructional Level (P = .75) DRP scores from 40 to 45 is the same as an increase in Instructional Level (P = .75) scores from 75 to 80. Thus, it is possible to measure individual growth in reading and compare the amount of growth among individuals or groups.

While the DRP Score scale serves as a measure of growth in reading on an absolute scale, typical or “normal” growth can also be determined. Similar to the height by age tables used in medical practices, DRP norms tables provide information about students at various points in the distribution. Teachers should keep in mind the enormous differences among students, classes, and schools when referring to norms tables. However, several generalizations can be made about growth in the ability to read as measured by DRP tests:

Students in grades 2 and 3 typically show rapid growth within a school year—as much as 10 DRP Units.

- Growth from grades 4 through 8 averages about 4 DRP Units per year.
- In high school, growth from fall to spring is smaller—about 1–2 DRP Units. This is partially a function of the fact that the top end of the distribution in these grades is reaching mastery on the trait being measured by the test and is thus reaching ceiling on the test score scale.

- Growth rates are essentially identical in all cases.



**FORM G**

**STUDENT ASSESSMENTS FOR  
TEACHER AND PRINCIPAL EVALUATION**

**APPLICANT CERTIFICATION**

Please read each of the items below and check the corresponding box to ensure the fulfillment of the technical criteria.


PLEASE PRINT OR TYPE "CORRECT" IN THE FOLLOWING

The Applicant makes the following assurances:

Assurance	Check each box:
The assessment, in instances where it is used for learning alignment to research-based learning standards	<input checked="" type="checkbox"/>
To the extent practicable, the assessment will be valid and reliable as defined by the Standards of Educational and Psychological Testing.	<input checked="" type="checkbox"/>
If used with a Student Learning Objective, the assessment can be used to measure one year's expected growth for individual students	<input checked="" type="checkbox"/>
For K-2 assessments, the assessment is not a "Traditional Standardized Assessment" as defined in Section 1.3 of this RFQ.	<input type="checkbox"/> N/A
For assessments previously approved under Education Law §3012 #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, please describe the reasons below.	
For assessments not previously approved 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.	<input checked="" type="checkbox"/>
At the end of each school year, the applicant will collect evidence demonstrating that the assessment has produced differentiated results and will provide such evidence to the Department upon request.	<input checked="" type="checkbox"/>

<sup>4</sup> Please note, pursuant to section 2.5 of this RFQ, an assessment may be removed from the approved list if such assessment does not comply with the criteria.

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

Education Systems, Inc. 1. Name of Organization (PLEASE PRINT/TYPE)	 2. Signature of Authorized Representative
Peter A. Cooper 2. Name of Authorized Representative (PLEASE PRINT/TYPE)	4/26/2022 3. Date Signed
National Sales Manager 3. Title of Authorized Representative (PLEASE PRINT/TYPE)	
1. Name of LEA (PLEASE PRINT/TYPE)	
2. School Representative	
3. Title of School Representative (PLEASE PRINT/TYPE)	