



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 of reading difficulty. Each 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 a standardized scoring procedure and 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 0-20 point gradient, with each level corresponding to a grade level equivalent: Kindergarten – A-Q, Grade One – R-T, Grade Two – U-V, Grade Three – L-P, Grade Four – Q-T, Grade Five – S-W, Grade Six – X-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 manage the following information: SLOs for districts and BOCES, along with how student level growth scores are aggregated to the 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 score from the end of the previous school year. New students will be tested in September-October to create a benchmark. The benchmark will serve to determine individual student's baseline score for that school year. Each school 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 student's current level of achievement. All students will be assessed in a interschool district consisting of one or more schools. Students will be retested at the end of the school year (May) to determine whether a percentage of students who attained their target. The target percentage 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 will be used with SLOs address each of the Next Generation Assessment indicators:**

**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

	<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><b>Assessments Weave Seamlessly into the Curriculum:</b></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 texts, so that you can move an instructional level to an independent level. This is the specific information needed to guide instruction as well as instructional materials, so that the program you are using is the best for your students.</p>
<p><b>Performance Assessment:</b></p>	<p>Students display their performance in reading. The program is the best text for performance. Students have both the opportunity to display their highest level of performance and areas of need in reading, while carefully assessing performance.</p>
<p><b>Efficient Time-Saving Assessments:</b></p>	<p>While an individual assessment takes 20 minutes, the program is a 20-minute assessment. The 20-minute assessment is individual student, making it a valuable data. Instruction in the classroom continues throughout the testing period, with supporting students being provided the necessary supports to return to instruction. The assessment results are clear and immediately accessible for instructional adjustments. Other tests often require hours of teacher release time to "collect" data, which is often not used. The program provides data to adjust reading groups, suggest independent reading selections, and provide appropriate instructional supports.</p>
<p><b>Technology:</b></p>	<p>The only technology required to run the program is a computer that can run CD-ROM and Excel, and other data collection programs.</p>
<p><b>Degree to which the growth model must differentiate across New York State's four levels of teacher effectiveness (as applicable to specific student assessments):</b></p>	



### 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 levels, 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 collecting evidence of differentiated student learning by the end of each school year.	<input type="checkbox"/>
For assessments not previously used in the background exhibits, a differentiated assessment plan is in place for collecting evidence of differentiated student learning 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"/>

<sup>4</sup> 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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