

55. Appendix E Publicly Available Service Summary

Information provided will be posted on the Ohio Department of Education's website for all proposals that are approved in conjunction with this RFQ to allow LEAS to understand proposed offerings in advance of directly contacting providers regarding potential further procurements.

Provider Information		
Name of Provider:	NWEA@	
Provide Information for Two Contacts (include name, phone number and email address for both): Note: If contact information changes, provider must contact the Department to update its Service Summa .	Contact: Sylvia St. Cyr Phone Number: (503) 548-5329 Email Address: Sylvia.stcyr@nwea.org	Contact: Susie Spafford Phone Number: (503) 548-5195 Email Address: Susie.spafford@nwea.org
Name of Product Proposed:	MAP@ Growth™	
Assessed Content	Mathematics, Reading , and Language Usage	
Assessed Grade Level	K—12 Mathematics and Reading, 2—12 Language Usage	
Assessment Area (check all that apply)	<p>Comparable Assessments to Ohio's Diagnostic Assessment for the Third Grade Reading Guarantee</p> <p>Alternative Standardized Assessment for Third Grade Reading</p> <p>Alternative High School Assessments for Graduation</p> <p>Teacher and Principal Evaluation: Qualifications for Student Assessments to be used by Ohio Districts for a Portion of Teachers' and Principals' Evaluations</p> <p>Student Survey Instruments for Use in Teacher Evaluation</p> <p>Prescreening and Identification Instruments for Children Who Are Gifted</p>	

<p>Summary of Reliability Evidence</p>	<p>Reliability refers to the consistency of assessment results, or the degree to which students' results are the same when they take the same test on different occasions and when different but equivalent tests are taken at the same time or at different times. We provide two types of reliability evidence:</p> <ul style="list-style-type: none"> • Test-Retest Reliability: Evaluates consistency of tests across time <p>Marginal Reliability: Refers to the internal consistency of tests</p>
	<p>Generally, both test-retest and marginal reliabilities take a value between 0 and 1. MAP Growth tests demonstrate test-retest reliability scores above 0.80 (generally lower for kindergarten students) and marginal reliability scores above 0.90.</p>

<p>Summary of Validity Evidence</p>	<p>The validity of an assessment is the extent to which it measures what it is intended to measure. Therefore, the evidence to support the validity of MAP Growth assessments is Centered on their intended purpose to determine:</p> <ul style="list-style-type: none"> Whether a student is growing (i.e., increasing achievement across time) in their knowledge, skills, and abilities regarding specific content standards How a student's achievement compares to other students in the same grade <p>Evidence to support the validity of MAP Growth assessments includes information about:</p> <ul style="list-style-type: none"> Content Validity: The extent to which an assessment's content matches the content area to be assessed Construct Validity: The extent to which the test measures what it is intended to measure Concurrent and Predictive Validity: The extent to which test scores are predictive of student performance on other assessments <p>Content Validity Content validity addresses the alignment between test items and the content or subject area they are intended to assess. For MAP Growth assessments, content validity — or alignment to content standards — is achieved by mapping content standards to the MAP Growth test blueprint. Our Content Specialists follow a rigorous process to organize the standards, including grade-level-specific content and skills, into cross-grade instructional areas. They then develop an item pool aligned to this structure and review the items extensively for high-quality and proper alignment.</p> <p>During item development, our content experts construct both the content of the item and the item type to provide the most accurate measurement of each student's knowledge and abilities as they relate to the standard. Our process centers around creating items with solid</p>
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	<p>construction, appropriate reading levels, developmental appropriateness, accessible formatting and design, and adherence to bias, sensitivity ,</p>
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and fairness guidelines. The item development process includes:

- Item specification creation and review Item writing
- Copyright, permissions, and plagiarism review
- Initial item quality review and editorial review
- Second content review
- Two separate reviews for content integrity, bias, sensitivity, and fairness

Evidence to support content validity is gathered during the review process, during which Content Specialists review each newly developed item to confirm it assesses what it is intended to assess and that all parts of the item are correct. Making sure the item is correct and clearly presented helps remove construct-irrelevant variance (i.e., factors that interfere with the student's ability to interact with the content). This includes confirming that any context used in the item is appropriate, that the item has only one correct response, and that the distractors are plausible and based on likely student misconceptions.

After completing item review, all newly developed items are field tested. The items that calibrate become a part of our active item pool.

Construct Validity

Construct validity measures the degree to which an assessment measures what it is intended to measure for its intended purpose. The intended construct of MAP Growth assessments is student achievement of the content standards across time.

The following broad characteristics of an assessment define the construct represented by a test score:

- The content of an assessment (based on the content standards and organized into cross-grade instructional areas for MAP Growth tests)
- The conditions of measurement (item types administered on a computer in adaptive format)
- The test-taking population

NWEA has conducted a series of construct validity studies for MAP Growth tests, and the results indicate

that the constructs underlying the tests remained consistent at

different grades or time points. These findings support using MAP Growth results to measure student growth.

Concurrent Validity

Concurrent validity is expressed in the form of a Pearson correlation coefficient, taking a value between 0 and 1, between the total domain area RIT score and the total scale score of another established and validated test designed to assess the same domain area. It answers the question, "How well do the scores from this test correspond to the scores obtained from an established test that references some other scale in the same subject area?" Both tests are administered to the same students within two to three weeks of one another.

We used correlation coefficients between MAP Growth and Ohio's State Test scores for concurrent validity. Both tests are administered to the same students within two to three weeks of one another. The correlation coefficients between MAP Growth Reading and Ohio English Language Arts tests range from 0.73 to 0.77; and the correlation coefficients between MAP Growth and Ohio Mathematics tests range from 0.73 to 0.82, indicating a strong relationship between MAP Growth and Ohio's State Tests.

Predictive Validity

An additional source of evidence for our tests is in their relationship to performance on other tests that measure achievement in the same domain at a later point in time. This form of validity answers the question, "How well do the scores from this test predict the scores obtained from an established test that references a different scale in the same subject area at a later point in time?" Strong predictive validity, which typically takes a value between 0 and 1, is indicated when the correlations are high.

The classification consistency results between MAP Growth and Ohio's State Tests demonstrate that MAP Growth scores can consistently classify students' proficiency status on Ohio's State Tests (approximately 82 percent of the time in English Language Arts and

approximately 83 percent of the time in Reading. Those numbers suggest that MAP

¹Kolen, M. J. (2011 , April). Comparability Issues Associated with Assessments for the Common Core State Standards. Paper presented at the annual meeting of the National Council on Measurement in Education (NCME), New Orleans, Louisiana.

	Growth Reading scores are great predictors of student proficiency on Ohio's State Tests.
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Please provide an overview of your proposal for LEAS describing in detail assessment, use of the assessment and how your organization supports implementation of the assessment no more than two pages .
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NWEA proudly partners with Local Education Agencies (LEAs) throughout Ohio. Currently, more than 640,000 students are licensed to take MAP Growth tests in the

State. Our mission — Partnering to help all kids learn@ — aligns with ODE's Strategic Plan for education in Ohio (#EachChildOurFuture) and we support the State's goal to decrease assessment time by using a single assessment to meet multiple needs.

We appreciate the flexibility Local Education Agencies have to choose from a list of approved assessment options. MAP@ Growth™ assessments are currently used for multiple purposes throughout Ohio, including as the State-approved assessments detailed below:

- Comparable Assessments to Ohio's K-3 Diagnostic Assessment for the Third Grade Reading Guarantee: MAP Growth Reading assessments for students in grades K—3
- Alternative Standardized Assessment for Third Grade Reading: MAP Growth Reading assessments for students in third grade
- Teacher and Principal Evaluation: Qualifications for Student Assessments to be used by Ohio Districts for a Portion of Teachers' and Principals' Evaluations: MAP Growth Reading, Mathematics, and Language Usage assessments for students in grades K—3
- Prescreening and Identification Instruments for Children Who Are Gifted: MAP
- Growth Reading and Mathematics assessments for students in grades K—12

One Assessment, Multiple Purposes

Many partners choose MAP Growth knowing the rich data can serve multiple purposes, decreasing the number of assessments needed. MAP Growth assessments are designed for all students, regardless of demographics or test-taking ability.

MAP Growth assessments measure what students know and inform educators and parents about what they are ready to learn next. By dynamically adjusting to each student's answers, the computer adaptive tests create a personalized experience that accurately measures performance.

NWEA believes assessments should be used appropriately and for their intended purposes. We provide guidance to partners on using our assessments effectively, including for high-stakes purposes.

Our Service in Ohio

We have developed a deep understanding of the needs of the schools and districts of Ohio through our service of 244 public school districts and 564 partners in the State.

We recently re-aligned our MAP Growth assessments to the latest version of Ohio's Learning Standards, enabling Ohio LEAS and educators to link results and reports to the Ohio standards and their chosen curriculum, and this newly aligned version of MAP Growth will be available to Ohio districts and schools beginning in the fall of 2018.

MAP Growth assessments are reliable predictors of performance on Ohio's State Tests. MAP Growth assessments can also predict student achievement on college and career readiness tests, such as the ACT[®] and SAT[®]. In other words, teachers can connect what happens in the classroom today to a child's dreams for the future, helping students take control of their learning.

Every three to four years, our Research team conducts our own trusted normative study — most recently completed in 2015 — using the largest sample of any K—12 assessment: more than twenty-six million students. The 2015 Norms Study provides comparative data for achievement and growth, and these data are included in many of our reports to inform and target instruction, make classroom decisions, and help students learn. Educators value these two data points as they identify where each student is on the reading scale and his or her growth trajectory.

Lasting Support and Partnership

Ohio LEAS will have the support of our internal teams to provide successful administration and use of MAP Growth assessments. Ohio LEAS that choose MAP Growth assessments for any purpose will receive implementation support, professional learning opportunities, and account management services. Our team will collaborate with LEAS, in person and online, to provide a testing system and support services that empower students, teachers, and administrators to learn.

Four decades ago, the NWEA founders (educators and researchers, who are at our organization's core) envisioned a better, more equitable way to measure achievement status and growth. Their vision included all students — not only those performing at grade level, but also those who are struggling, at-risk, differently abled, in an intervention program, on an individualized education plan, and English Language Learners. This inclusive vision eventually became our mission.

While our organization has grown and changed, we have stayed true to our founders' student-centric vision. We are a not-for-profit organization passionate about closing the achievement gap, so every child has opportunities to learn.

We are proud to continue partnering with the ODE and LEAs across the State to help every Ohio student row.

Ohio "on-track" designations are given to students at the beginning of each grade, kindergarten through third grade, to indicate if students are reading at the level set by Ohio's Learning Standards for the end of the previous grade..

- Kindergarten on-track designation is based on end-of-preschool standards.
- First-grade on-track designation is based on end-of-kindergarten standards.
- Second-grade on-track designation is based on end-of-first-grade standards.
- Third-grade on-track designation is based on end-of-second-grade standards.

NWEA recommends the scores in Table 25 as "on-track" scores for each grade.

Table 25: Recommended "On-Track" Scores and Percentiles

Grade	RIT Score	Percentile*
K	132	26
1	151	24
2	170	37
3	181	32

** We recommend using percentiles to determine "on-track" designations.*