

**Comparable Assessments for
Third Grade Reading Guarantee**

Form C

Section III – PUBLICLY-AVAILABLE SERVICE SUMMARY

This form will be posted on the Ohio Department of Education’s Web site for all proposals that are approved in conjunction with this RFQ to allow local education agencies to understand proposed offerings in advance of directly contacting providers regarding potential further procurements.

Provider Information	
Name of Provider:	NCS Pearson, Inc. (Pearson)
Provider 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 their Service Summary.	Deb Miller Measurement Specialist 260.224.1271 debra.miller@pearson.com Suzanne Wendt Sr.Channel Manager, aimsweb 480.532.9230 Suzanne.wendt@pearson.com
Name of Product Proposed:	AIMSweb
Does this product provide an assessment of reading proficiency and identify deficiencies? If so, how?	Yes. Designed specifically to universally screen and progress monitor, AIMSweb uses brief, valid, and reliable General Outcome Measures of reading performance for Grades K-8 that can be used with any curriculum.
What are the grade(s) the proposed product covers:	AIMSweb provides measures for Grades K-8.

<p>What are the reading areas the proposed product covers?</p>	<p>aimsweb TEL Measures are used to identify students at risk for reading difficulties and monitor the progress of all students in Kindergarten and early Grade 1. The four measures are:</p> <ul style="list-style-type: none"> • Letter Naming Fluency – identified frequently as the best single indicator of risk for reading failure • Letter Sound Fluency – with equal or better predictive ability to later general reading skills • Phoneme Segmentation Fluency – the ability to hear critical sounds in the spoken word • Nonsense Word Fluency – the ability to link the written code with the most common sounds • Reading measures in Grades 2 -8 address fluency, vocabulary, and Reading comprehension (key ideas and details, craft and structure, integration of knowledge and ideas)
<p>What are the on-track and not-on-track cut scores for each grade level being assessed?</p>	<p>Please see attached document entitled “aimsweb Default Cut Scores”</p>

<p>Please provide an overview of your proposal for local education agencies describing in detail the assessment, use of the assessment and how your organization supports implementation of the assessment.</p> <p>(2 pages maximum)</p>	
<p>DESCRIPTION</p> <p>AIMSweb includes assessment tools with reporting functionality for: Universal (benchmarking) screening, Strategic Monitoring, and Progress Monitoring, with frequent assessments and instructional re-directs.</p> <p>USE</p> <p>The AIMSweb system will identify students’ strengths and weaknesses and monitor progress following intervention activities. AIMSweb’s problem-solving Response to Intervention (RTI) approach is rooted in best practices</p>	

and provides scientifically-based progress monitoring that tracks students' educational needs, through benchmark data, and response to instruction. AIMSweb is currently the only system to include valid and reliable academic and behavior assessment tools in one seamless data management program.

REPORTS

Sample reports are readily available online, at this URL:

<http://www.aimsweb.com/index/php?page=sample-reports>

Interpreting scores and reports is thoroughly discussed in the training for AIMSweb available in pdf format at this URL:

<http://www.aimsweb.com/support-training/training/training-materials/>

Reports of scores are interpreted, foremost, with intent of supporting the basic process of assess-instruct-assess-adapt for students. Consider a Sample Benchmark Report for a student in Grade 3. The report shows how the student performed in Reading (Words Read Correct) at three points during the school year-in the fall, winter, and spring. In the fall, the student was performing Below Average. The winter benchmark shows that the student improved significantly, and the spring benchmark show that the student has reached his target and is within the Average range of performance. Interpreting the student's initial score, or benchmark, enabled the teacher to plan instruction that helped the student improve-a fact validated by subsequent benchmarks, the student is progress monitored monthly-or even weekly, if increased frequency is indicated. Interpreting the student's scores on progress monitors focuses even greater attention on the assess-instruct-asses-adapt cycle. This frequency of assessment supports the continuous understanding of 'what are they learning?' throughout the school year, rather than "what did they learn (or not)?" by end of the school year.

To further leverage its gathered information, AIMSweb provides a data export feature from within the application. Export fiels can be generated in .csv (Comma Delimited) or .txt (Tab Delimited) file formats. Data exports can include student, teacher, class, and score data as well as demographics. Data exports can be configured and filtered by school year, assessment periods, demographics, and more. Exports can also be scheduled at user-defined frequencies. Complete exports are retrieved securely from within the AIMSweb application. The exporting function is limited to specific role-types (users) for security purposes. To make data transfer easier, AIMSweb can provide an SIF agent. SIF will support automatically transferring student

teacher, class, and demographic data from a school/district's SIF-compliant data system into the AIMSweb data management and reporting system. This will eliminate manual export/import processes and will automatically synchronize data. SIF capabilities will ultimately expand to work both directions-to help AIMSweb data flow into your SIF-enabled systems-with the result of saved time and earlier opportunities to use the combined data.

As an additional means of applying the data produced by AIMSweb, webinars and phone sessions on interpreting results and on subsequent instructional paths are also offered. On-site training is another option, for schools, district, and LEAs who prefer "in person" training.

Section IV – Service Provider Costs	
Estimated Service Provider Costs (non-binding)	
Fixed costs over a given academic year.	Aimsweb Pro Reading annual license price: \$4.50 per student per year
Per-student costs, over a given academic year, that are above the estimated fixed costs.	If districts wish to use aimseb math and language assessments, the annual per student license for all assessments is \$6.50. Basic training package for onsite trainers would include 2-3 full days at \$3500 for the first day and \$2500 for consecutive days. Training of trainers can be conducted at regional education centers or districts can organize cooperative training opportunities. Pearson has a large user base in Ohio with many local certified trainers.
Time-and-materials costs that are limited to special services that are NOT required for standard administration during a given year (e.g., special	Onsite professional development can be arranged as desired for approximately \$3500 per day, \$2500 for each consecutive day. District specific web-based training can be arranged at a cost of approximately \$350/hour. These are estimated prices.

<p>professional development services at the start of a contract, standard setting if required, test augmentation if required, language translation fees for tests and supporting materials, including additional reporting options, any special options above the per student cost quoted above) and that are delineated on either a time-and-materials or a cost-per-service basis for each special service as well as any costs for data services and reports to aggregate data.</p>	
<p>If approved as a provider of student assessments for teacher and/or principal evaluations, we are prepared to provide services to (Please indicate by clicking on the appropriate boxes below):</p>	
<p><input checked="" type="checkbox"/></p>	<p>All local education agencies in the State of Ohio, or</p>
<p><input type="checkbox"/></p>	<p>Only to those eligible local education agencies indicated below:</p>
<p>Provide a link to a web based cost sheet/PDF for the assessments noted on Form C</p>	<p>Link to web-based cost sheet will be available shortly.</p>

AIMSweb® Default Cut Scores Explained

AIMSweb has recently completed a complex research project using data from 20 states to predict probabilities of success on state tests from scores on AIMSweb measures. The study used data for both R-CBM and M-CAP at grades 1 (or 2) through 8 to derive cut scores associated with 50% and 80% probability of passing the typical state test in reading or math. These cut scores are now included as the optional default cut scores in AIMSweb reports.

For detailed information, or further questions, please refer to the *State Prediction User's Guide*, or contact AIMSweb Support at 866.313.6194, option 1, or by email at AIMSwebsupport@pearson.com.

Based on this body of research on R-CBM and M-CAP, AIMSweb researchers were also able to select default cut scores for Reading Maze, M-COMP, Written Expression, and Spelling. When the researchers reviewed the percentile values of the R-CBM and M-CAP cut scores on the new National Norms, they were struck by the high level of consistency of the percentiles across grades, benchmark periods, and measures. For both measures, the 80% Success Probability score was consistently close to the 45th percentile and the 50% Success Probability score was consistently near the 15th percentile. For this reason, AIMSweb concluded that it would be reasonable to use those percentile values to set default cut scores for other measures of reading, language arts, and math. (The early literacy measures, TEL and TEN, were handled differently, as described in the next section.)

For Maze, M-COMP, Written Expression, and Spelling, the default cut scores should not be interpreted as predictors of state test success, because they are not based on direct empirical evidence involving scores on those measures. The rationale for these cut scores is that if the lowest-scoring 15% of the national student population has consistently been found to be at severe risk in reading and math, and the lowest-scoring 45% at moderate risk, then it is reasonable to use those percentages as a guide to the number of students who should be identified as at-risk when using other measures. This method has the benefit of being grounded in empirical research, rather than using theoretical or arbitrary percentile cutoffs.

AIMSweb Default Cut Scores for TEL and TEN

The default cut scores for the Test of Early Literacy (TEL) and Test of Early Numeracy (TEN) measures were established in a similar way, but using a different criterion for success. Silbergliitt (2001) did a study of the relationship of AIMSweb TEL scores to reading success in Grade 2 as measured by adequate R-CBM performance. He identified the raw scores on Letter Sound Fluency (by grade and period) that predicted success, and these are consistently close to the 35th percentile on the new AIMSweb National Norms. That percentile value is used for the higher cut score on the TEL and TEN measures; the lower cut score is set at the 15th percentile, consistent with its location for the other AIMSweb measures.

You can read further about this research if you log in to AIMSweb, go to the yellow "Downloads" tab, "Training" subtab, and at the bottom, review the *State Prediction User's Guide*. From this research, AIMSweb recently released (for Fall 2011) new "AIMSweb Default" cut scores and targets. These are now, by default, pre-loaded into AIMSweb reports and are available for every customer, in addition to whatever other local targets or cut scores you may have decided to customize within your account.

The following pages include a static table of the 2011–2012 AIMSweb Default Cut Scores for your easy reference.

866.313.6194 | AIMSweb.com

AIMSweb Default Cut Scores

Two default cut scores are provided at each grade and season. The higher cut score separates Tiers 1 and 2, and can be considered the target. This cut score is at the 35th percentile for the Early Literacy and Early Numeracy measures and at the 45th percentile for all other measures. The lower cut score divides Tiers 2 and 3, and is at the 15th percentile for all measures.

Early Literacy																	
	Grade K								Grade 1								
	LNF		LSF		PSF		NWF		LNF		LSF		PSF		NWF		
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	
Fall	3	13	0	2	0	2			30	40	16	25	21	35	17	27	
Winter	24	38	9	20	6	18	8	19	35	49	28	40	35	45	34	45	
Spring	34	46	23	33	25	41	22	33	41	56	34	46	40	49	43	57	

Early Numeracy																	
	Grade K								Grade 1								
	OCM		NIM		QDM		MNM		OCM		NIM		QDM		MNM		
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	
Fall	17	30	8	22	2	7	0	2	50	65	22	36	9	18	5	9	
Winter	39	57	30	45	8	16	4	9	66	79	44	55	21	28	12	16	
Spring	56	70	44	55	15	25	8	13	75	87	49	60	26	32	13	18	

MIDE																	
	Grade K								Grade 1								
	M-LNF		M-LSF		M-SRF		M-SSF		M-LNF		M-LSF		M-SRF		M-SSF		
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	
Fall	0	3	0	3			0	17	14	30	9	21	7	28	21	40	
Winter	6	22	6	18	1	12	21	41			18	36	32	67	35	51	
Spring	19	37	15	29	10	31	32	49			24	43	54	98	42	57	

Spelling																	
	Grade 1								Grade 2								
	Tier 2				Tier 1				Tier 2				Tier 1				
Fall	15				32				31				47				
Winter	34				42				39				54				
Spring	37				46				51				61				
	Grade 3								Grade 4								
	Tier 2				Tier 1				Tier 2				Tier 1				
Fall	55				83				62				92				
Winter	67				92				84				107				
Spring	80				100				85				108				
	Grade 5								Grade 6								
	Tier 2				Tier 1				Tier 2				Tier 1				
Fall	82				117				93				123				
Winter	97				120				97				121				
Spring	101				123				110				129				
	Grade 7								Grade 8								
	Tier 2				Tier 1				Tier 2				Tier 1				
Fall	78				105				111				131				
Winter	100				124				105				126				
Spring	107				130				108				126				

Mathematics

	Grade 1				Grade 2			
	M-CAP		M-COMP		M-CAP		M-COMP	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
Fall			2	7	2	5	8	15
Winter			14	26	6	13	18	30
Spring			25	37	8	18	26	38
	Grade 3				Grade 4			
	M-CAP		M-COMP		M-CAP		M-COMP	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
Fall	2	5	10	20	6	13	13	23
Winter	5	10	23	40	8	15	26	42
Spring	8	14	31	53	8	18	34	55
	Grade 5				Grade 6			
	M-CAP		M-COMP		M-CAP		M-COMP	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
Fall	4	8	6	12	7	11	8	16
Winter	6	10	10	20	10	15	13	24
Spring	6	13	16	30	12	17	17	31
	Grade 7				Grade 8			
	M-CAP		M-COMP		M-CAP		M-COMP	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
Fall	3	10	9	17	5	8	7	17
Winter	9	13	12	25	7	11	11	21
Spring	9	17	14	29	7	14	13	26

Reading (R-CBM and Maze)

	Grade 1				Grade 2			
	R-CBM		Maze		R-CBM		Maze	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
Fall			0	1	21	55	1	4
Winter	14	30	1	3	47	80	4	9
Spring	24	53	3	7	61	92	8	14
	Grade 3				Grade 4			
	R-CBM		Maze		R-CBM		Maze	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
Fall	42	77	6	11	67	105	7	12
Winter	64	105	8	14	86	120	12	19
Spring	83	119	9	15	102	136	12	19
	Grade 5				Grade 6			
	R-CBM		Maze		R-CBM		Maze	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
Fall	78	114	10	16	103	136	13	21
Winter	97	129	13	21	111	149	19	27
Spring	106	143	17	25	128	161	18	27
	Grade 7				Grade 8			
	R-CBM		Maze		R-CBM		Maze	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
Fall	94	136	15	22	112	138	15	23
Winter	109	150	17	25	122	151	14	21
Spring	130	171	20	29	130	161	19	27

Reading (Spanish)

	Grade 1		Grade 2	
	Tier 2	Tier 1	Tier 2	Tier 1
Fall	1	8	19	40
Winter	9	24	36	62
Spring	21	45	50	74
	Grade 3		Grade 4	
	Tier 2	Tier 1	Tier 2	Tier 1
Fall	38	58	46	70
Winter	51	74	57	84
Spring	58	84	65	93
	Grade 5		Grade 6	
	Tier 2	Tier 1	Tier 2	Tier 1
Fall	50	76	50	83
Winter	59	87	60	92
Spring	67	96	62	98
	Grade 7		Grade 8	
	Tier 2	Tier 1	Tier 2	Tier 1
Fall	52	93	45	90
Winter	55	100	65	112
Spring	50	103	43	106

Reading (R-Path)

	Grade 1		Grade 2	
	Tier 2	Tier 1	Tier 2	Tier 1
Fall	1	10	15	38
Winter	7	19	18	50
Spring	14	38	22	64
	Grade 3		Grade 4	
	Tier 2	Tier 1	Tier 2	Tier 1
Fall	16	57	16	78
Winter	25	80	23	93
Spring	26	94	24	105
	Grade 5		Grade 6	
	Tier 2	Tier 1	Tier 2	Tier 1
Fall	20	97	25	103
Winter	26	112	30	121
Spring	24	106	32	134
	Grade 7		Grade 8	
	Tier 2	Tier 1	Tier 2	Tier 1
Fall	18	110	57	121
Winter	27	114	18	70
Spring	31	124	71	133

Writing (CWS)

	Grade 1		Grade 2	
	Tier 2	Tier 1	Tier 2	Tier 1
Fall	0	1	2	7
Winter	1	4	6	14
Spring	3	9	9	19
	Grade 3		Grade 4	
	Tier 2	Tier 1	Tier 2	Tier 1
Fall	7	16	13	25
Winter	11	22	18	32
Spring	16	28	22	36
	Grade 5		Grade 6	
	Tier 2	Tier 1	Tier 2	Tier 1
Fall	18	32	19	35
Winter	22	37	29	44
Spring	27	43	33	51
	Grade 7		Grade 8	
	Tier 2	Tier 1	Tier 2	Tier 1
Fall	28	45	28	47
Winter	34	49	36	54
Spring	35	51	39	54

Writing (WSC and TWW)

	Grade 1				Grade 2			
	WSC		TWW		WSC		TWW	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
Fall	1	4	2	6	3	9	7	14
Winter	3	9	6	12	8	18	14	24
Spring	13	23	11	19	13	23	19	31
	Grade 3				Grade 4			
	WSC		TWW		WSC		TWW	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
Fall	9	19	16	25	16	28	21	33
Winter	14	25	20	32	20	33	26	39
Spring	19	31	25	37	20	33	29	43
	Grade 5				Grade 6			
	WSC		TWW		WSC		TWW	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
Fall	21	34	25	39	24	41	29	44
Winter	24	38	31	46	34	48	37	52
Spring	31	47	35	49	40	52	40	57
	Grade 7				Grade 8			
	WSC		TWW		WSC		TWW	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
Fall	31	49	36	51	32	53	44	61
Winter	34	49	42	58	40	57	43	57
Spring	46	60	42	58	52	69	52	67