

## Approved List of Assessments

### Preface

Fifty percent of Ohio's Teacher and Principal Evaluation System is based on student growth. This component includes multiple measures. Value-added in grades 4-8 for reading and math at the teacher level must be one of the measures.

The Ohio Department of Education was required to create a list of assessments that can measure student growth to complement the Ohio Achievement Assessment (OAA) that provides value-added data for ELA and mathematics in grades 4-8.

If Districts consider an assessment on this list, they must contact the assessment vendor for details and not ODE.

Through a request for proposal process, all vendors on the list provided evidence and/or guidance on how the vendor's assessment could be used as a growth measure. Vendors also provided evidence that the assessment had been used to measure growth in other states or LEAs or demonstrated how it could be used to measure student growth. LEAs should consider this guidance when reviewing the assessments on the approved list, and making local decisions about assessment implementation. All vendors on the list provided information on the alignment of their assessments to the Common Core and revised Ohio Standards. Inclusion on the approved list indicates that the vendor assessment does at least meet minimum alignment.

### Student Growth Measures

The vendors provided evidence that the assessments meet these fundamental requirements for measuring student growth:

- 1) Be highly correlated with curricular objectives
- 2) Have enough "stretch" to measure the growth of both low-and high-achieving students
- 3) Meet appropriate standards of test reliability.

For specific details required in the Request for Quote:

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1578&ContentID=13956>

### Approved List of Assessments

Assessment Name / Vendor Name	Grade(s) / Subject(s)	Vendor provided evidence and guidance on using assessment results for student growth measures	Services Summary
<b>STAR Early Literacy</b> Renaissance	PK-3 ELA	X	<a href="#">Renaissance Learning STAR.pdf</a>
<b>STAR Math</b> Renaissance	G1-3, 9-12 Math	X	<a href="#">Renaissance Learning Math.pdf</a>
<b>STAR Reading</b> Renaissance	G1-3, 9-12 Reading	X	<a href="#">Renaissance Learning Reading.pdf</a>
<b>Stanford 10</b> Pearson	K-12 Math Science, Social Studies, Solution 1	X	<a href="#">Pearson Stanford 10.pdf</a>
<b>Stanford Aprenda 3</b> Pearson	K-12 Math Science, Social Studies, Solution 2	X	<a href="#">Pearson Aprenda 3.pdf</a>
<b>Terra Nova 3</b> CTB	K-12, 1-12 ELA, Math, Science, Social Studies	X	<a href="#">CTB McGraw-Hill.pdf</a>
<b>Iowa Assessments</b> Riverside	K-12 ELA, Math, Science, Social Studies	X	<a href="#">Riverside Iowa Assessments.pdf</a>
<b>Riverside Interim Assessments</b> Riverside	G 2-11 ELA, Math	X	<a href="#">Riverside Interim Assessments.pdf</a>
<b>Performance</b> Global Scholar	K-12 ELA, Math, Science	X	<a href="#">Global Scholar.pdf</a>

<b>iReady Diagnostic</b> Curriculum Associates	K-8 ELA, Math	X	<a href="#">Curriculum Associates LLC.pdf</a>
<b>Explore</b> ACT	G 8-9 ELA, Math, Science		<a href="#">ACT Explore.pdf</a>
<b>Quality Core</b> ACT	G 9-12 End of Course Exams: Algebra I, II, Geometry, Pre-Calculus, Biology, Chemistry, Physics, U S History		<a href="#">ACT Quality Core.pdf</a>
<b>the ACT</b> ACT	G 11-12 ELA, Math, Science		<a href="#">ACT - The ACT.pdf</a>
<b>PLAN</b> ACT	G 10 English, Reading, Math, Science		<a href="#">ACT Plan.pdf</a>
<b>Compass</b> ACT	G 10-12 Writing, Reading, Math		<a href="#">ACT Compass.pdf</a>
<b>MAP</b> NWEA	G 9-10 Science		<a href="#">NWEA Science.pdf</a>
<b>MAP</b> NWEA	G 9-12 Math Reading, Language Usage		<a href="#">NWEA Math Reading Language Usage.pdf</a>

### Additional Vendor Endorsement Information

If measuring growth, the vendor provided evidence of one or more endorsement category (noted as follows) that is applicable to the assessment:

- 1) EVAAS® Value-Added
  - a) Evidence that the assessments have been previously used by SAS® for value-added modeling (VAM) and results are provided to SEA's and LEAS's through the SAS® Education Value-Added Assessment System (EVAAS®) or the assessment results meet the criteria to be used in the SAS® value-added analysis, or
  - b) Evidence regarding the potential use of the assessment in the SAS VA analysis must be provided by SAS EVAAS® the assessment can be administered at the end of each academic year or at the conclusion of a course where end-of-course assessments are provided, and
  - c) Information about how data the verification information being collected through ODE's teacher linkage system will be used to assure accurate teacher attribution
  
- 2) Other Student Growth (previous experience)
  - a) Evidence that the assessment has been used previously to produce measures of student growth by other SEA's or LEAS's to yield a measure of teacher effectiveness, and
  - b) Evidence that the assessment can be administered at the end of each academic year or at the conclusion of a course where end-of-course assessments are provided, and
  - c) Evidence of statistical reliability and how the provider attends to measurement bias including students with incomplete records, measurement errors in test scores, and testing administration protocols, and
  - d) Evidence that the student growth model attributes instructional influence on student academic progress accurately to the teacher, and
  - e) Demonstration that the results can be equated to the levels of teacher effectiveness structure, modeling the state's EVAAS® classifications.
  
- 3) Other Student Growth (Use may be developed)
  - a) Evidence that the assessment can be used to produce measures of student growth to determine levels of teacher effectiveness, and
  - b) Test data meet the criteria expressed in on assessment security, and
  - c) Evidence of statistical reliability and how the provider attends to measurement bias including students with incomplete records, measurement errors in test scores, and testing administration protocols, and
  - d) Evidence that attributes the instructional influence on student academic progress accurately to the teacher, and
  - e) The results can be equated to the levels of teacher effectiveness structure, modeling the state's EVAAS® classification

***NOTE: The Ohio Department of Education does not approve the monetary aspect and cost structure of the provision of services. Monetary aspects and cost structure of the provision of services are determined between the District and the vendor. ODE will not provide any funds for district use of the assessments on this list or any other assessments the district may consider for their Evaluation Program.***

View the RFQ at:

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1578&ContentID=13956>