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**GlobalScholar Response to:**

Commonwealth of Virginia Department of Education (VDOE)

RFP# DOE-SGA-2012-15

Student Growth Assessments

Due: October 29, 2012

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**Commonwealth of Virginia Department of Education  
(VDOE)**

Attn: Marie Williams

Contract Officer

101 North 14th Street, 21st Floor

Richmond, VA 23219

[O]: 804.225.2040

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Michael Marchionda

Vice President, K-12 Web Sales & Business Development

**GlobalScholar**, Inc.

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# COMMONWEALTH of VIRGINIA

## DEPARTMENT OF EDUCATION

P.O. BOX 2120  
RICHMOND, VA 23218-2120

October 17, 2012

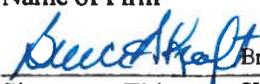
### ADDENDUM NO.1 TO ALL OFFERORS

Reference – Request for Proposal: RFP #DOE-SGA-2012-15  
Commodity: 92420  
Dated: September 25, 2012  
For Delivery To: Department of Education  
Sealed Proposals Due: 2:00 PM October 29, 2012  
Pre-proposal Conference: October 9, 2012

The above is hereby changed to read:

1. Reference Page 1, Using Agencies and Page 12, ADDITIONAL USERS: Add “, and consortia of Virginia Public School Divisions.”
2. Reference Page 5, B. SPECIFIC PROPOSAL INSTRUCTIONS: Add “6. Provide seven copies of each proposed assessment (for the evaluation panel and the procurement file). For assessments that are still under development, sample items may be submitted and should accompanied by additional information about the total number of items being developed for the proposed test.”
3. Reference Page 16, XI. PRICING SCHEDULE: Replace the title of column D with “Fixed Price per Year per Division.” Replace the title of Column E with “Unit Price (per test or per student).” Replace the title of column F with “Total Proposed Price for Scenario (Column D + (5,000 \* Column E)). Replace the first sentence with the following: “For each assessment offered, using the scenario of a minimum of 5,000 units (tests or students, as stated in the proposal) STATEWIDE per year, the required information and pricing per year must be provided using the table layout below. The unit price entered in column E may be in addition to a fixed price entered in column D or instead of a fixed price entered in column D. If only a unit price is offered, “0” should be entered in column D. If only a fixed price is offered, “0” should be entered in column E. DOE will evaluate price based on the amount to be entered in column F (final fixed price + (the unit price times 5,000)). A school division who chooses to use the contract for a given year would actually pay the final fixed price + the final unit price times the number of tests actually administered.”

Note: A signed acknowledgment of this addendum must be received at the location indicated on the RFP either prior to the proposal due date and hour or attached to your proposal. Signature on this addendum does not substitute for your signature on the original proposal document. The original proposal document must be signed.

GlobalScholar, Inc. \*  
Name of Firm  
  
Signature /Title Bruce A. Kraft  
SVP Finance

Sincerely,  
  
Marie G. Williams, VCO  
Director of Accounting/Acting Director of Procurement

Date 10/18/12

\*GlobalScholar, Inc. is a wholly-owned subsidiary of Scantron Corporation. Scantron is an indirect wholly-owned subsidiary of Harland Clarke Holdings Corp., which is wholly owned by M & F Worldwide Corp.

**COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
REQUEST FOR PROPOSAL (RFP)**

Issue Date: September 25, 2012 RFP# DOE-SGA-2012-15  
Title: Student Growth Assessments  
Commodity Code: 92420  
Issuing Agency: Commonwealth of Virginia  
Virginia Department of Education  
101 North 14<sup>th</sup> Street, 21<sup>st</sup> Floor  
Richmond, Virginia 23219  
Using Agencies: Local Education Agencies including  
Virginia Public School Divisions and  
Virginia Public Schools  
Work to be Performed: Offsite

Initial Period Of Contract: From Date of Award Through November 15, 2014; (Renewable).

Sealed Proposals Will Be Received Until 2:00 PM October 29, 2012, For Furnishing The Goods/Services Described Herein.

All Inquiries For Information Should Be Directed To: Marie Williams, Contract Officer, at (804) 225-2040.

PROPOSALS MUST BE DELIVERED TO THE JAMES MONROE BUILDING, 101 N. 14<sup>TH</sup> STREET, RICHMOND, VA, 23219, 21<sup>ST</sup> FLOOR, PROCUREMENT OFFICE, TO THE ATTENTION OF MONIQUE ROBINSON (See Section VIII, C. Identification of Proposal Envelope.) This is NOT a mailing address. It is recommended that proposals be hand delivered.

In compliance with this Request For Proposals (RFP) and all conditions imposed in this RFP, the undersigned firm hereby offers and agrees to furnish all goods and services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation, and the undersigned firm hereby certifies that all information provided below and in any schedule attached hereto is true, correct, and complete.

Name And Address Of Firm:  
GlobalScholar, Inc. \*  
500 108th Ave. NE, Suite 1300  
Bellevue, WA Zip Code: 98004  
eVA Vendor ID or DUNS #: 92-786-7866  
Fax Number: (651) 683-6226  
E-mail Address: bkraft@globalsholar.com

Date: 10/19/12  
By: Bruce A Kraft  
(Signature In Ink)  
Name: Bruce Kraft  
(Please Print)  
Title: Senior VP Finance  
Telephone Number: (651) 683-6320

PREPROPOSAL CONFERENCE: An optional proposal conference will be held on Tuesday, October 9, 2012, at 10:00 am at 101 N. 14th Street, 25<sup>th</sup> Floor, Washington Conference Room (Reference Page 7, Section VII, herein). If special ADA accommodations are needed, please contact Marie Williams at 804 225-2040 by October 5, 2012.

**Note: This public body does not discriminate against faith-based organizations in accordance with the Code of Virginia, § 2.2-4343.1 or against a bidder or offeror because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment.**

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1251 E. Dyer Road, Suite 200  
Santa Ana, CA 92705

October 29, 2012

Commonwealth of Virginia Department of Education (VDOE)  
Attn: Marie Williams  
Contract Officer  
101 North 14th Street, 21st Floor  
Richmond, VA 23219

RE: VDOE Student Growth Assessments RFP# DOE-SGA-2012-15

Dear Ms. Williams and Members of the Evaluation Committee,

GlobalScholar is pleased to present to the Virginia Department of Education (VDOE) our proposal to provide Student Growth Assessments to be used by Commonwealth districts in support of the educator evaluation process as solicited in the Request for Proposal (RFP# DOE-SGA-2012-15). As a proven leader in providing comprehensive and innovative assessment solutions to states and school districts across the country, GlobalScholar is uniquely qualified to provide Virginia Local Education Agencies (LEAs) an accurate, reliable and effective assessment that aligns with the vision and requirements of the VDOE. Our response to the RFP includes information about GlobalScholar's award-winning solution that helps states and school districts maximize the use of data to support education decision-making for teachers and school districts. Our goal is to provide a solution for participating LEAs that can be used to support educator evaluations, as well as to directly influence and personalize instruction in the classroom to help improve teacher effectiveness and student achievement.

Efforts led by the White House have called upon the education community to find innovative ways to raise academic achievement and prepare our children for the 21st century workplace. For the Commonwealth of Virginia Department of Education (hereinafter, VDOE), this has made selecting the right partner(s) to provide comprehensive student growth assessments aligned to the State Standards of Learning critically important. The VDOE requires a partner who offers a technical solution that accurately measures student growth and provides information and resources to inform and improve instructional practices, decision-making in support of the statewide educator effectiveness initiative.

***GlobalScholar is that partner!***

For over 40 years, GlobalScholar has been providing the most comprehensive, integrated, end-to-end, data-driven education software solutions in the K-12 spectrum. And today, we stand at the forefront of the systemic reform that is sweeping K-12 education. By helping school districts improve efficiency and efficacy and by helping to increase and sustain student achievement, GlobalScholar's educational

technology solutions foster a culture of transparency, create efficiencies and improve academic achievement for all.

GlobalScholar's assessment solutions help educators meet federal requirements and raise student achievement through a combination of computer-adaptive diagnostic testing and standards based formative assessments leading to customized and personalized instructional curricula. GlobalScholar's comprehensive educational solutions include state and district-wide assessment, diagnostic testing, learning management and instructional improvement systems, Response to Intervention management, campus surveys, data collection and stakeholder surveys along with project management and professional development. GlobalScholar's assessment products provide high-quality web-based assessment solutions to help children achieve, to assist teachers with instruction and to inform educators and parents on student and school performance.

### **OUR VALUE PROPOSITION**

**Experience.** As a highly respected leader in the education and technology industries, GlobalScholar understands the challenges of the marketplace as well as the criticality of the new direction that education is taking globally. GlobalScholar maintains more than 40 years of practical experience, having delivered solutions to over 80 percent of the largest school districts in the U.S. Our experience coupled with our innovative technologies, offers schools, districts, states and education stakeholders the necessary tools to succeed in this exciting period of education transformation. Our team has implemented large-scale technology solutions in school districts of various sizes across the state of Virginia and around the nation.

**Team.** The GlobalScholar team is comprised of former top level federal and state education officials and policymakers, former educators and administrators, business leaders and technology experts from around the world. Our team understands the unique challenges and nuances of developing and implementing education reform and expanding access to innovative technologies and best practices that are necessary to help improve teacher effectiveness and student achievement. Our team has experience implementing solutions that help drive data into the hands of the right decision makers. We will provide step by step guidance to participating LEAs and School Districts on how to make the volumes of data captured into relevant, reliable and actionable information.

**True Partnership.** We work closely with our users to ensure success. You are not just another customer – you are a valued partner of our entire team and we work directly with you to meet your goals and expectations. We customize our implementation, support and training approaches to meet your individual needs and welcome your comments and suggestions on improvements we can make to our solution.

**Un-matched Technical Support.** Our support is among the best in the industry. When you call our support line, you speak with a support professional immediately. Most issues are resolved the same day.

We publish to our web site frequent scheduled program updates with program enhancements. If a problem occurs with the software, we post a fix as soon as possible.

**Valid and Reliable Assessment Solution.** GlobalScholar proposes our nationally recognized Performance Series® solution for placement on the approved provider list as an assessment tool that can be used in support of educator evaluations. Performance Series is a proven and effective K-12 criterion-referenced, web based, computer-adaptive assessment tool. It allows educators to quickly pinpoint the estimated ability level of students across a range of subjects corresponding to Virginia State Standards of Learning (SOLs). Performance Series dynamically adjusts to each student’s instructional level for personalized testing. It provides a clear understanding of a student’s performance across a range of subjects without being limited to a particular grade level, making it easy to develop individualized learning plans. Performance Series may be used for screening, diagnostic assessments and progress monitoring.

Performance Series also measures gains and provides insight into teacher and program effectiveness. To use Performance Series as evidence of student growth and program effectiveness, test-based evidence of student achievement can be gathered through cross tabulation of Performance Series data and site-based studies of the factors that affect student achievement. Subsequently, best practices can be identified and efficacy of programs can be determined. A number of schools across the country already use Performance Series to gather this kind of research.

The enclosed response emphasizes how our offering and expert qualifications match the RFP’s requirements as well as how the benefits and innovative solutions we offer are the best match for your needs and expected outcomes.

We appreciate the opportunity to submit our solution for your consideration and are available to answer any questions or provide additional clarification needed regarding our proposal. Your point of contact and the person who can answer further questions and provide clarification is:

Michael Marchionda  
Vice President, K-12 Web Sales & Business Development  
[P] 800.722.6876 x7745  
[C] 856.649.3934  
[F] 619.615.0516  
[E] mmarchionda@globalscholar.com

Please feel free to contact Mr. Marchionda should you have any questions or need clarifications.

Sincerely,



Bruce A. Kraft  
Senior Vice President, Finance

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## Pricing Schedule

### Proposed Pricing

The following contains GlobalScholar’s proposed pricing for RFP# DOE-SGA-2012-15.

| A. Assessment Description Attachment # | B. Name of Assessment | C. Content Area                         | D. Fixed Price (c) | E. Additional Price Per Test (a) | F. Total (Fixed Price + (5,000 * Additional Price Per Test) (b) |
|--|-----------------------|---|--------------------|----------------------------------|---|
|  |                       | Any 1 of Reading, Math, ELA, or Science | \$ 13,750.00       | \$4.50                           | \$ 36,250.00  |
|  |                       | Any 2 of Reading, Math, ELA, or Science | \$ 13,750.00       | \$8.50                           | \$ 56,250.00  |
|  |                       | Any 3 of Reading, Math, ELA, or Science | \$ 13,750.00       | \$10.50                          | \$ 66,250.00  |
|  |                       | All of Reading, Math, ELA, & Science    | \$ 13,750.00       | \$11.50                          | \$ 71,250.00  |

### Vendor Notes

(a) Vendor interprets "tests" to mean "students"

(b) As requested, vendor has calculated Total price for each assessment offered assuming 5,000 tests. Specifically, vendor assumes that this is 1 district of 5,000 students.

(c) This price is fixed for a 5,000 student district. Specifically, the fixed price for a district is based on the below tiers.

(d) Data Integration not recommended for schools under 15K students

| Min Students | Max Students | PM Price | Training Price | Training Vids Price | Integration Price (d) | Fixed Price |
|--------------|--------------|----------|----------------|---------------------|-----------------------|-------------|
| -            | 999          | \$ 1,200 | \$ 7,500       | \$ 2,500            | \$-                   | \$ 11,200   |
| 1,000        | 1,499        | \$ 1,500 | \$ 7,500       | \$ 2,500            | \$-                   | \$ 11,500   |
| 1,500        | 1,999        | \$ 1,800 | \$ 7,500       | \$ 2,500            | \$-                   | \$ 11,800   |
| 2,000        | 2,499        | \$ 2,100 | \$ 7,500       | \$ 2,500            | \$-                   | \$ 12,100   |

| Min Students | Max Students | PM Price  | Training Price | Training Vids Price | Integration Price (d) | Fixed Price |
|--------------|--------------|-----------|----------------|---------------------|-----------------------|-------------|
| 2,500        | 2,999        | \$ 2,400  | \$ 7,500       | \$ 2,500            | \$-                   | \$ 12,400   |
| 3,000        | 3,499        | \$ 2,700  | \$ 7,500       | \$ 2,500            | \$-                   | \$ 12,700   |
| 3,500        | 3,999        | \$ 3,000  | \$ 7,500       | \$ 2,500            | \$-                   | \$ 13,000   |
| 4,000        | 4,999        | \$ 3,750  | \$ 7,500       | \$ 2,500            | \$-                   | \$ 13,750   |
| 5,000        | 5,999        | \$ 3,750  | \$ 7,500       | \$ 5,000            | \$-                   | \$ 16,250   |
| 6,000        | 7,999        | \$ 4,500  | \$ 7,500       | \$ 5,000            | \$-                   | \$ 17,000   |
| 8,000        | 8,999        | \$ 5,250  | \$ 7,500       | \$ 5,000            | \$-                   | \$ 17,750   |
| 9,000        | 9,999        | \$ 6,000  | \$ 7,500       | \$ 5,000            | \$-                   | \$ 18,500   |
| 10,000       | 11,999       | \$ 6,000  | \$ 15,000      | \$ 7,500            | \$-                   | \$ 28,500   |
| 12,000       | 13,999       | \$ 7,500  | \$ 15,000      | \$ 7,500            | \$-                   | \$ 30,000   |
| 14,000       | 14,999       | \$ 9,000  | \$ 15,000      | \$ 7,500            | \$-                   | \$ 31,500   |
| 15,000       | 19,999       | \$ 10,500 | \$ 15,000      | \$ 10,000           | \$ 8,200              | \$ 43,700   |
| 20,000       | 24,999       | \$ 12,000 | \$ 22,500      | \$ 12,500           | \$ 10,750             | \$ 57,750   |
| 25,000       | 29,999       | \$ 12,000 | \$ 22,500      | \$ 15,000           | \$ 10,750             | \$ 60,250   |
| 30,000       | 34,999       | \$ 12,000 | \$ 30,000      | \$ 17,500           | \$ 10,750             | \$ 70,250   |
| 35,000       | 39,999       | \$ 15,000 | \$ 30,000      | \$ 20,000           | \$ 18,675             | \$ 83,675   |
| 40,000       | 44,999       | \$ 15,000 | \$ 37,500      | \$ 22,500           | \$ 18,675             | \$ 93,675   |
| 45,000       | 49,999       | \$ 15,000 | \$ 37,500      | \$ 25,000           | \$ 18,675             | \$ 96,175   |
| 50,000       | 54,999       | \$ 15,000 | \$ 45,000      | \$ 27,500           | \$ 18,675             | \$ 106,175  |
| 55,000       | 59,999       | \$ 15,000 | \$ 45,000      | \$ 30,000           | \$ 18,675             | \$ 108,675  |
| 60,000       | 64,999       | \$ 15,000 | \$ 52,500      | \$ 32,500           | \$ 18,675             | \$ 118,675  |
| 65,000       | 69,999       | \$ 15,000 | \$ 52,500      | \$ 35,000           | \$ 18,675             | \$ 121,175  |
| 70,000       | 74,999       | \$ 30,000 | \$ 60,000      | \$ 37,500           | \$ 37,350             | \$ 164,850  |
| 75,000       | 79,999       | \$ 30,000 | \$ 60,000      | \$ 40,000           | \$ 37,350             | \$ 167,350  |

## Vendor Narrative

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***a. The organizational structure of Offeror's staff as it relates to the delivery of services for proposed assessments. Include details regarding help desk availability for tests administered online.***

The following provides information on our account management, implementation and project management approach.

### Account Management

GlobalScholar's philosophy of account management centers on the spirit of partnership. Our Account Management Team focuses on the drivers for a successful implementation and on-going support. The team is headed by Michael Marchionda, your primary point of contact. Michael and team will lead requested changes and develop extensive relationships within your organization. Additionally, Michael and the GlobalScholar Project Advisory Committee will provide top-level oversight and management of all key GlobalScholar personnel as described below.

Responsibilities include, but are not limited to:

- Developing, maintaining and fostering relationships at all levels within your organization
- Facilitating and supporting conversions in conjunction with a cross-functional team
- Identifying and managing mutually agreed upon measures and goals

GlobalScholar recognizes that a key ingredient to the success of our solutions is the team involved in the implementation and support of our products. With approximately 1,485 employees, we continuously build our staff with the best and most qualified personnel who have a passion for improving education. Our team is comprised of former educators, school administrators and technologists, including top level federal and state education officials and policymakers, and business and technology leaders from leading companies such as Microsoft, Amazon, Wal-Mart and P&G. Our team understands the unique challenges and nuances of developing and implementing education reform and expanding access to innovative technologies and best practices that are necessary to help improve student achievement. GlobalScholar takes pride in our strong and exceptionally qualified Engineering, Content and Research, Project Management and Professional Development teams with proven enterprise level experience delivering training, implementation and web-based commercial services in a dynamic environment. Our expertise includes software development and business analytics, targeted user training programs, and comprehensive on-site implementation services, which are all integrated seamlessly and designed to serve the changing needs of our customers.

**a. The organizational structure of Offeror's staff as it relates to the delivery of services for proposed assessments. Include details regarding help desk availability for tests administered online. (response continued)**

**Project Team Organization**

GlobalScholar recognizes that a key ingredient to the success of our solution is the team involved in the implementation and support of our products. We continuously build our staff with the best and most qualified personnel who have a passion for improving education. Our team is comprised of former educators, school administrators and technologists, including top level federal and state education officials and policymakers, and business and technology leaders. Our team understands the unique challenges and nuances of developing and implementing education reform and expanding access to innovative technologies and best practices that are necessary to help improve student achievement. GlobalScholar takes pride in our strong and exceptionally qualified Engineering, Content and Research, Project Management and Professional Development teams with proven enterprise level experience delivering training, implementation and web-based educational services in a dynamic environment.

GlobalScholar will assign a Project Manager who will be the primary contact for the USOE during implementation and beyond. All communications related to the project including status and monitoring, scope management, requirements, change requests, escalations will be made through the Project Manager. GlobalScholar will also provide an Implementation Engineer and Educational Analyst as part of the team working closely with the VDOE to implement the proposed Instructional Improvement System solution. We recommend that the VDOE assign a point person who will be the main point of contact with GlobalScholar's Project Manager.

**GlobalScholar Project Team Organization**



**a. The organizational structure of Offeror’s staff as it relates to the delivery of services for proposed assessments. Include details regarding help desk availability for tests administered online. (response continued)**

**KEY ACCOUNT MANAGEMENT**

The GlobalScholar team is comprised of former top-level federal and state education officials and policymakers, former educators and administrators, business leaders and technology experts from around the world. Our team understands the unique challenges and nuances of developing and implementing education reform and expanding access to innovative technologies and best practices that are necessary to help improve teacher effectiveness and student achievement. Our team has experience partnering with school districts, educational agencies and state departments of education to implement technology solutions that help drive data into the hands of the right decision makers.

Prior commitments and timing of the execution of the contract with the LEAs and School Districts will impact the final assignment of the project team.

**GlobalScholar Project Team and Responsibilities**

| Team Member   | Responsibility  | Percent Time Committed |
|---|---|------------------------|
| <b>Project Management &amp; Educational Specialist Team</b> |   |                        |
| Doug Odom, VP Project Management                            | <ul style="list-style-type: none"> <li>• Oversight of Project Management and Implementation</li> </ul>  | 5%                     |
| Keith Willis, Ph.D. Director Project Management             | <ul style="list-style-type: none"> <li>• Oversight of Project Management and Implementation</li> <li>• Oversight of project and project staff, attendance at Quarterly Executive Meetings</li> </ul>  | 5%                     |
| Jennifer Colton, Sr. Manager Implementation Projects        | <ul style="list-style-type: none"> <li>• Oversight of Project Management and Implementation</li> <li>• Oversight of Project Managers and all deliverables, attendance at Quarterly Executive Meetings, Assignment of new personnel</li> </ul> | 15%                    |

**a. The organizational structure of Offeror’s staff as it relates to the delivery of services for proposed assessments. Include details regarding help desk availability for tests administered online. (response continued)**

| Team Member   | Responsibility   | Percent Time Committed |
|---|--|------------------------|
| <b>Project Management &amp; Educational Specialist Team</b>   |  |                        |
| Project Management staff to be assigned based off size of LEA | <ul style="list-style-type: none"> <li>• Provides leadership and project management methodologies to plan and implement complex projects so they will complete on time with a high degree of customer satisfaction</li> <li>• Conducts daily or weekly project meetings. Monitors the performance of the team members and obtains additional resources as needed by the project. Maintains all project management documentation including a project plan(s), action list and a development list if required</li> <li>• Evaluates changes in scope and advises both client and company management as to the impact of scope changes on the overall impact on the project</li> <li>• Serves as the primary interface and focal point of communication with the customer</li> </ul> | 100%                   |

GlobalScholar believes in developing strong working partnerships with the districts it serves. An integral aspect of that partnership extends to the Project Management Team, whose staff leads the on-going communication and support parts of GlobalScholar’s assessment solution implementations. GlobalScholar proposes a sliding scale of Project Management services based on the districts that choose to use Performance Series, our computer-adaptive assessment. The Project Management services are a hybrid of traditional project management tasks, training and support specialists. Additionally, the proposed Project Management services for VDOE will have the added support of the leadership of GlobalScholar’s Project Management team. The Project Management team used a similar plan with one of our long-term clients, NYC Department of Education. In NYC, we began with a similar support structure. The support services have been scaled down through our five-year relationship, but the initial training and project support provided the schools of NYC tools to ensure success.

In addition to the city of New York, GlobalScholar has supported many implementations that were delivered as a phased-in approach to build capacity within the district or as an optional assessment, including the state of Alabama, Anne Arundel, MD, and Atlanta Public Schools (GA). Performance Series documents student progress throughout the year on our proprietary scale, showing growth and particularly supports initiatives targeted at Gifted and Talented or at-risk students. Additionally, this

***a. The organizational structure of Offeror's staff as it relates to the delivery of services for proposed assessments. Include details regarding help desk availability for tests administered online. (response continued)***

computer-adaptive assessment is completed online, on demand with results available instantly and can be used immediately after student data is uploaded; this step would be supported by Project Management and our Data Management Services (DMS) teams. Schools would be able to ascertain baselines, inform creation of instructional groups and tailor remediation or enrichment to student performance and goals as soon as their data was uploaded and their students assessed.

Every district that adopts will be trained by the Professional Services department staff and scheduled and overseen by the Project Management team; the two departments have a strong, collaborative working relationship to best support our clients. Our training methodology ensures key district staff will get the information they need, tailored to their role in the district, and our Project Management staff will help determine the needs of the training. The trainings will detail the platform features, assessment administration and data interpretation. There will also be a follow-up session suggested to be scheduled after testing data is live in the system. That recommended session will detail best practices and understanding around data interpretation. These sessions and the use of Performance Series will help to further the Commonwealth's desire to use this type of assessment data in teacher evaluation programs, and enabling districts to use student growth information to inform instruction and to provide an additional measure for accountability.

### Technical Support

GlobalScholar will provide technical support for the length of the contract. Support for our proposed solutions is available from 8:30 AM to 7:30 PM Eastern Time, Monday through Friday, except GlobalScholar holidays. Support may be contacted through toll-free telephone, email, web and online live chat. Additionally, GlobalScholar employs an internal team structure consisting of an Account Manager, Implementation Specialist and Support Technician. This ensures continuity of personnel and knowledge transfer throughout the duration of the partnership with each client. Each user also has access to video tutorials and an entire library of system documentation via secure login to our website for 24/7 access to support.

During technical support hours, GlobalScholar's support staff will provide effective and timely customer support for applications covered by the support agreement. GlobalScholar works diligently toward the prompt resolution of incidents. Following initial project implementation, GlobalScholar's Technical Support team is available to support program helpdesks. A part of GlobalScholar's Customer Experience division, the Technical Support team can be reached via toll-free telephone or e-mail. Our Technical Engineers are experts in our educational technology products and all have experience working with customers to provide technological support on a variety of products.

***a. The organizational structure of Offeror's staff as it relates to the delivery of services for proposed assessments. Include details regarding help desk availability for tests administered online. (response continued)***

GlobalScholar's Educational Support Specialists will provide testing and logistics support to schools designated by the LEAs and School Districts during each test administration window. The Project Manager will work with the VDOE or LEAs to identify those schools requiring additional support and devise an appropriate plan and schedule for supporting those schools.

***b. A comprehensive plan to be implemented by the contractor that establishes necessary safeguards to maintain the confidentiality of all student data and any other materials deemed to be confidential by VDOE or the Offeror.***

GlobalScholar will maintain the security of all data supplied by the LEAs. All GlobalScholar networks employ multiple security measures including secure passwords, address restrictions, firewalls and physical security. All administrative tasks, including viewing scores and managing student information, use 128-bit SSL encryption techniques. This helps prevent information from being intercepted and viewed by anyone on the Internet. Another level of Internet security comes from within school sites. To access the student scores from the school, an educator must use his or her own unique user name and password. GlobalScholar monitors each logon request and denies access if proper codes are not entered. GlobalScholar works with schools to assist them in establishing security protocols that prevent accidental or malicious release of access codes and passwords. The school may change these protocols at a later date if necessary.

Because of the sensitive nature of information stored in computer testing systems, GlobalScholar has developed a system to ensure that all information is secure. GlobalScholar has established a detailed privacy policy and various internal procedures to ensure that student information never leaves the secured environment. GlobalScholar never sells individual data or makes it available to anyone without prior authorization from the school.

***b. A comprehensive plan to be implemented by the contractor that establishes necessary safeguards to maintain the confidentiality of all student data and any other materials deemed to be confidential by VDOE or the Offeror. (response continued)***

While incorporating collaborative features into the access of data, security is also maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) within Performance Series to protect the privacy of student assessment records. Schools can configure on-site security settings to limit access to only certain computers, regardless of access codes. This allows schools to carefully monitor access to student records by requiring authorized persons to come to specific machines to do so. Additionally, schools can restrict the times of the day that data records are available for access similar to a bank time-locked vault. It is very common to set up access for only school days during school hours.

All electronic traffic between score data and the user is encrypted in industry standard 128-bit secure sockets layer security technology. In addition, staff members are required to have six character passwords that allow limited access based on how the school sets up the users. There are five to seven staff positions that can be setup by the customer to further restrict the staff's ability to see confidential information while still allowing them to complete their tasks within Performance Series.

All of the student and score information are housed in a security computer facility that has the following attributes:

- Regular Backups
- Tier 4 facility
- Unmarked building
- Guards
- Redundant power
- Environment controls
- Biometric security with card keys access
- Special security access tubes
- Security cameras every 5-12 feet
- Internal security audits
- Multiple firewall layers and brands

***b. A comprehensive plan to be implemented by the contractor that establishes necessary safeguards to maintain the confidentiality of all student data and any other materials deemed to be confidential by VDOE or the Offeror. (response continued)***

GlobalScholar's assessment site minimizes the risk of students viewing inappropriate online materials by expanding the screen to prevent the start button or other menu choices. However, it is highly recommended that proper proctoring of the assessment be enforced to ensure a fair testing environment. Performance Series scoring is a function built into the Performance Series software, based on statistical research on each item and each test as a whole. Please refer to Appendix A to view the Proctor Administration Guide that includes best practices.

***c. A comprehensive training plan for central office staff, school administrators and teachers***

**Training Methodology**

GlobalScholar Professional Development services are designed to be delivered in phases based on a structured implementation plan. The implementation plan includes introductory sessions to increase awareness of assessment and provide participants with skills that will allow for the immediate use of the system and data. Skills and concepts are sequentially organized based on the Virginia DOE participating districts plan. Participants complete training with the skills necessary to apply new learning to real-life professional situations.

**Measurable Outcomes**

Research-based, hands-on Professional Development Services will provide district personnel, teachers and administrators with the following outcomes:

- Ability to make data-driven decisions at the district, school system, and school levels
- Ability to view data by classes and teachers, as well as schools and districts
- Utilize data to differentiate instruction and to create action plans for learning
- Identify relative strengths and weaknesses for individual students
- Understand item and distracter analysis to determine instructional need
- Utilize test data to drive instruction
- Understand the assessment development process
- Understand adaptive testing best practices
- Understand gains reporting to monitor growth over time
- Encourage parental/family involvement

***c. A comprehensive training plan for central office staff, school administrators and teachers  
(response continued)***

Delivery Methods

GlobalScholar offers a variety of training options: onsite, online webinars and access to online help and webinar recordings that focus on the needs of the end users. Our training program is based on a unique Role Based Training methodology. Role-based training focuses on providing individuals with skills required to perform job functions and impact student learning. The training is developed in a modular fashion, based on user roles. Courses begin at a high level, and then "drill down" to a detailed discussion of the transactions performed in the business processes.

While the GlobalScholar team is prepared to deliver training based on customer requests, we recommend utilizing a Train-the-Trainer approach, or some hybrid of end-user training and trainer training. Our experience has shown us that building "champions" within our clients' organizations helps facilitate knowledge transfer for the customer.

GlobalScholar provides training documents for each training session and only requires a computer lab that is equipped with a working Internet connection. We recommend one computer per participant. When training on the scanning component of the system, a scanner should be installed in the designated computer lab and attached to the presenters' computer in the front of the classroom. Agendas with built in breaks will be customized for each session.

Experienced Team of Educational Consultants

GlobalScholar Professional Development is delivered by a team of consultants and internal specialists who all have a background in education. The majority have experience within their current or former Districts in using and implementing our solutions. All consultants have a minimum of a Master's Degree in education, several have Doctorates, and all have experience at the classroom and/or administrative levels. Professional Development assignments are made based on the expertise of the consultant and the requirements of the RFP.

***c. A comprehensive training plan for central office staff, school administrators and teachers (response continued)***

Professional Development Plan

The following is a detailed overview of the Professional Development plan that has been created to provide a cost effective, yet comprehensive, solution for training all stakeholders. GlobalScholar will make every effort to accommodate the scheduling and services that are provided through Professional Development to ensure an effective and timely experience by the end user. Designated staff members who are identified as Location Controllers and who are on the Train-the-Trainer team will be fully supported by materials and internal documentation that is available online within the platform. In addition, GlobalScholar will supply all Train-the-Trainer attendees with an electronic toolkit that contains training presentations and agendas that will result in consistent redelivery of the training to their peers.

| Audience and Delivery Method   | Training / Professional Development Description – YEAR 1   | Time                         | Notes                                    |
|--|--|------------------------------|--|
| <p>District Level Champions Team</p> <p>Train-the-Trainer Model</p> <p>Onsite Learning</p> | <p>The school district designated training team will participate in 3 days of Professional Development that will focus on all aspects of the assessment solution. These sessions are designed to allow participants to develop internal expertise on the product to allow for re-teaching of the material to assigned staff.</p> <ul style="list-style-type: none"> <li>• 2 days of initial training will be delivered prior to testing. Participants will learn the details of site administration, test proctoring, security, computer adaptive testing, and online delivery of assessments, data analysis, and reporting. These sessions will allow for hands-on participation and practice to ensure the participants are confident in their abilities to re-teach the information and/or support staff needs.</li> <li>• One-day sessions of follow-up training will be scheduled following the first round(s) of assessment with the primary focus on data interpretation, advanced reporting, and reflection upon district, school, and student data.</li> </ul> <p>A certification process will be utilized to ensure product proficiency.</p> | <p>Based on Project Plan</p> | <p>Core team of 20</p>                   |
| <p>Online Learning Video Suite</p>   | <p>Self-paced videos will be released to the state to provide end users with 24/7 access to online learning. The videos may be stored in an existing Learning Management System and be deployed by the state and/or districts to compliment the live online and onsite sessions to strengthen the end users understanding of the system. The video suite provides timely information while minimizing the amount of time spent out of the classroom.</p>   | <p>Ongoing</p>               | <p>Unlimited access to all end users</p> |

***d. Evidence of experience in providing assessments that include measures of growth for local or state education agencies.***

**Company Experience**

Across the nation, GlobalScholar has an established track record for successful assessment services implementations. Our K-12 platform has administered more than 18 million tests to nearly three million students, including two of the five largest school districts. Our history demonstrates corporate stability with innovation, guided by leaders with deep experience in complex organizational and educational change management. This is reflected in our implementation model and research services designed to create a unique and powerful partnership to promote student achievement and support the Commonwealth's overall educator evaluation initiative.

***e. A list of the local and state education agencies contracted with for similar services within the last three years. Include a brief summary of the services provided.***

**Similar Client Engagements**

GlobalScholar serves 80 of the largest 100 school districts in the U.S., as well as 70 countries and 15 Ministries of Education throughout the world. We partner with some of the most progressive and innovative school systems in America, including recipients of funding from the Race to the Top initiative and the Bill & Melinda Gates Foundation.

***e. A list of the local and state education agencies contracted with for similar services within the last three years. Include a brief summary of the services provided. (response continued)***

The following is a summarized list of clients for whom we have provided similar services as outlined in this proposal.

| Client   | Contact Information  |
|--|--|
| <p><b>South Dakota State Department of Education (SDDOE)</b></p> | <p>The State Department of Education in South Dakota is a Performance Series user since 2002. Initially, they used Performance Series as a mandatory assessment for all students, but in 2003, determined to provide it to all schools for use at their discretion. GlobalScholar used “Road Shows” for training South Dakota educators – offering training at central sites throughout the state. Most recently, the state decided to use its regional Educational Service Agencies to provide training and these participants were trained to turn key training back to local districts. Starting in 2004, South Dakota engaged GlobalScholar Project Management services to assist in overseeing the integration of student information. They increased their use of Project Management in 2005 and in ongoing years to support the addition of our fixed-form assessment tool, Achievement Series. South Dakota assesses around 70,000 students state-wide on our assessment platform.</p> |
| <p><b>Ohio Department of Education (ODOE)</b></p>                | <p>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. GlobalScholar was approved for placement on the State’s List of Approved Assessments.</p>   |
| <p><b>The New York State Education Department (NYSED)</b></p>    | <p>In order to implement the provisions of Education Law §3012-c, regarding annual professional performance reviews of classroom teachers and building principals, the New York State Education Department (NYSED) solicited applications for assessments that will be used as measures of student achievement or growth and will subsequently contribute to teachers’ and principals’ annual performance appraisals. GlobalScholar was approved for placement on the State’s List of Approved Assessments.</p>  |
| <p><b>Alabama State Department of Education (ALSDE)</b></p>      | <p>The Alabama State Department of Education, recently chose GlobalScholar to provide Online Student Assessments that are capable of providing both computer-adaptive formative assessments and user-defined, criterion-referenced testing aligned with the Alabama College- and Career-Ready Standards, the Common Core State Standards, and ACT College- and Career-Ready measures.</p>  |

***f. Three references (names, titles, addresses, phone numbers, and email addresses).***

References

| Client  | Contact Information  |
|---|--|
| <p><b>New York City Department of Education</b></p> | <p>Alyse Pecoraro<br/>           Division of Academics, Performance and Support<br/>           52 Chambers Street<br/>           New York, NY 10007<br/>           [P]: 212-374-6117<br/>           [E]: apecoraro@schools.nyc.gov</p> |
| <p><b>Calcasieu Parish School District</b></p>      | <p>Dr. Marylou Calderera<br/>           Supervisor of Assessment<br/>           1724 Kirkman Street<br/>           Lake Charles, LA 70601<br/>           [P]: 337-437-8381</p>   |
| <p><b>Alabama State Department of Education</b></p> | <p>Dr. Tony Thacker<br/>           Coordinator, Research and Development<br/>           [P]: 334-383-4810<br/>           [E]: tthacjer@alsde.edu</p>   |

## Response to RFP Statement of Needs

The following includes GlobalScholar's direct response to the requirements included in the Statement of Needs section of the RFP.

### ***A. Alignment of test items to the Standards of Learning (SOL).***

GlobalScholar uses a Curriculum Alignment Guide to align state standards to learning objectives assessed in Performance Series. If a Curriculum Alignment Guide is applied, both the items used for student testing and the reports will display the state's standards next to the appropriate learning objectives in Performance Series. The Curriculum Alignment Guide is available for math, language arts, reading and life science and inquiry. Subsequently, Performance Series items are aligned to the Virginia State Standards of Learning and the Common Core State Standards (CCSS). Items were developed at specific cognitive complexity levels, using the taxonomies of Blooms, Marzano and Webb to help ensure appropriate depth-of-knowledge consistency.

### ***B. Acceptable technical characteristics including evidence of validity and reliability as well as appropriateness of the test for use with all students.***

All item-bank statistics, analyses, and procedures used to illustrate the concepts of reliability and validity as they relate to Performance Series were reviewed for completeness and accuracy by a statistical team.

According to the Standards for Educational and Psychological Testing, reliability refers to "the degree that true scores are free from errors of measurement." That is, measurements are consistent when repeated on a population of examinees. In classical test theory, reliability is defined as the ratio of true score variance to the observed score variance. Reliability is usually expressed as a single number (e.g., Cronbach's alpha). Depending on the audience, the standard error of measurement is sometimes used.

A more meaningful index for both classical and Item Response Theory (IRT) based assessment tools is the standard error of measurement. This measure of precision specifies a confidence interval within which an examinee's measure will fall with repeated assessments. In Computer Adaptive Testing (CAT), where examinees are exposed to different sub-sets of items, the only meaningful way to express an instrument's reliability/precision is through the error associated with an examinees' ability estimate, that is, the standard error of measurement.

***B. Acceptable technical characteristics including evidence of validity and reliability as well as appropriateness of the test for use with all students. (response continued)***

GlobalScholar’s goal (in fact, one of the test stopping criteria) is a standard error of measurement of less than 0.30 logits for each examinee. This is roughly equivalent to a conventional reliability coefficient of 0.91. Although this is one of the stopping criteria for the test, the standard error of measurement will vary for each examinee. The majority of the tests finish with a standard error of measurement less than 0.30.

The number of reading passages seen by examinees influences the number of items administered within Performance Series Reading content area. Administering more items to achieve a lower standard error of measurement (comparable to that seen in the Mathematics content area) necessitates the reading of additional passages by most examinees. Examinees requiring additional items to meet the standard error of measurement threshold set by GlobalScholar will, in some cases, need to read an entire new passage and respond to its associated group of items. This contributes to the increased variability in the number of items administered and larger mean standard error of measurement compared to the Mathematics content area.

The Standards for Educational and Psychological Testing define validity as “the degree to which accumulated evidence and theory support specific interpretations of test scores entailed by proposed uses of a test.” To put it another way, a test should not be considered valid in an absolute sense. Rather, the validity of a test should be considered within the context of the groups to be tested, and the desired interpretation of test results.

Much of GlobalScholar’s validity research has been an effort to “accumulate evidence” as the Standards for Educational and Psychological Testing indicate.

Content Validity

Content validity refers to the degree to which a test measures an indicated content area. Presently, the content areas within Performance Series are Mathematics, Reading, Language Arts, and Science. In an attempt to illustrate the content validity of Performance Series with regard to these content areas, GlobalScholar examined the concepts of item validity and sampling validity, both of which are necessary components of content validity. Item validity focuses on the degree to which test items are relevant in measuring the desired content area. Sampling validity focuses on how well items selected for the test sample or span the content area. Due to the newness of the Language Arts and Science components of Performance Series, no concurrent validity research on them has been completed at this time. The tasks described below regarding Item Validity and Sampling Validity are, however, in place for both Language Arts and Science.

***B. Acceptable technical characteristics including evidence of validity and reliability as well as appropriateness of the test for use with all students. (response continued)***

Item Validity

GlobalScholar began the item development process by creating a list of skills through research of individual state standards, state assessment programs, and the National Assessment of Educational Progress (NAEP). In addition, those standards proposed by national organizations such as the National Council of Teachers of Mathematics (NCTM) and the National Council of Teachers of English (NCTE) were also reviewed.

Much of this research was performed during the creation and regular update of GlobalScholar's Curriculum Designer product, which has taken place over the last ten years. The Curriculum Designer database of skills and objectives is aligned to standards and assessment documents from around the country that have been created within the last fifteen years. As a result, trends in education and assessment (from a skills and objectives perspective) were analyzed during the development of Performance Series skill list.

Using Curriculum Designer, similar elements (standards, skills, objectives, competencies) spanning any combination of documents contained within its database are readily identified. Therefore, a core of these most common elements, taken within and across grade levels, can be determined. Performance Series skill list represents this core group of skills.

GlobalScholar content team members developed all items that appear within Performance Series. Each item that exists within the item bank was written to measure a skill from Performance Series skill list at the appropriate grade level. In order to ensure the uniformity of the construction of items within Performance Series item bank, GlobalScholar developed a process for training content team members on item development. This training consisted of a hands-on program designed to enable content team members to transfer their content area knowledge and classroom teaching experience into successful item development. In addition to their training, all content team members received the GlobalScholar Item Development Training Manual as a reference tool.

***B. Acceptable technical characteristics including evidence of validity and reliability as well as appropriateness of the test for use with all students. (response continued)***

As prospective items are developed, they are subjected to an external evaluation by a panel of content area experts. New items are reviewed for:

- Item alignment with the indicated skill at the appropriate grade level
- Item content and quality (accuracy of content, overall clarity, one unambiguous answer)
- Item bias (to ensure that the item did not demonstrate gender, racial/ethnic, and/or socioeconomic bias)
- Gender count for passive/active voice. Reading passages are reviewed to ensure that male/female main characters are written in an equal number of instances with regard to passive/active voice.

The items are then returned to the GlobalScholar content team to make changes based on the recommendation of the external evaluation panel. This process is repeated to ensure that corrections were made as the evaluation panel intended, and that no new errors or problems with the items were introduced during the rewrite/editing process.

Items failing this external review are eliminated from further consideration for entry into Performance Series item bank. Items passing this external review process are deemed to be relevant to the task of measuring their respective content areas.

Sampling Validity

In order to possess a high degree of sampling validity, an assessment must include items that span the given content area. To address this need, Performance Series content areas are divided into sub-areas or units that function as independent testlets during test administration.

Examinees in any content area are required to be exposed to items from the many component testlets that make up that content area. This is accomplished through GlobalScholar's item selection algorithm. As a result, no examinee's Performance Series experience is restricted to a minute subset of a given content area.

***B. Acceptable technical characteristics including evidence of validity and reliability as well as appropriateness of the test for use with all students. (response continued)***

Inter-Testlet Correlation

To illustrate the concepts of item and sampling validity of Performance Series in a more quantitative manner, GlobalScholar has examined the correlation of examinee scores between the component testlets within each content area. Most of the table entries indicate a fairly good ( $> 0.65$ ) correlation coefficient. This indicates that test items within each of the component testlets in each content area are measuring their segment of the overall content area at about the same level. Also, examinees are not exposed to wide ranges of items (with regard to difficulty) from one testlet to the next within a given content area unless their ability within each testlet warrants such a variation. Inter-Testlet correlations partitioned by grade level are available upon request.

***C. Evidence that use of the assessment as a measure of growth is appropriate, including evidence that the assessment has been used as a measure of growth in other states or local education agencies.***

Results from the Performance Series assessments can be incorporated into an LEA's evaluation system that uses multiple data points to measure a teacher's contribution to a student's academic growth. Because Performance Series assessments are vertically scaled, growth can be determined as multiple test administrations yield scores on a common scale. These student level growth scores can then be used as outcome variables in a value-added multi-level regression model or other type of growth model to estimate the effect each teacher has on the improvement of his or her students.

New York State Education Department (NYSED) endorses Performance Series to measure growth as part of their Approved Student Assessments for use by School Districts and BOCES as a growth measure in Teacher and Principal Evaluation. The Alabama State Department of Education is using Performance Series to provide student growth data over the course of an academic year. Additionally, the Ohio Department of Education placed Performance Series on the state's List of Approved Assessments to support student growth measures to compliment the Ohio Achievement Assessment (OAA).

***D. Clearly defined and comprehensive test administration procedures.***

Performance Series provides a variety of documentation designed to ensure proper test taking, located under the Documents tab. For teachers or test proctors, scripts for test administration, written for different levels of students (K-2, 3-5, 6-8, and 9-12) are available. Additionally, a Best Practices booklet describes potential student testing experiences with a different (adaptive) type of assessment, along with possible scheduling recommendations. Taking a Test: Quick Reference guides can be posted beside each workstation for students, in English and Spanish.

Please refer to Appendix A for the Proctor Administration Guide that includes best practices on test administration processes.

***E. Appropriate scoring procedures including quality control measures and student, class, school, and school division score reports.***

Performance Series is scored within the database and there is no educator interaction in this process. GlobalScholar does provide proctor guidelines to ensure the most valid score per administration and guides to understand and evaluate the scaled scores within the context of Virginia. Additionally, performance categories or bands may be customized within the system to evaluate the scaled scores based in relation to GlobalScholar's national norm research, research done by the customer, or predictive validity studies. Fall to Spring growth scores or gains can be evaluated against data from the national norm research (observed mean gains) by grade level, quartile or decile.

### Solution Summary

Performance Series is a criterion-referenced, web-based computer-adaptive test available in both English and Spanish that allows educators to quickly pinpoint the estimated ability level of students across a range of subjects corresponding to Virginia State Standards of Learning. Performance Series dynamically adjusts to each student's instructional level for personalized testing. It provides a clear understanding of students' performance across a range of subjects without being limited to a particular grade level, making it easy to develop individualized learning plans, place students more accurately, diagnose instructional needs and measure student gains across reporting periods. The adaptive assessment provides a valid and reliable scaled score that can be used to measure academic growth and evaluate student abilities at, or above and below grade level. Performance Series may be used for screening, diagnostic assessments and progress monitoring – as well as for measuring student growth, which can be used for determining educator effectiveness.

***E.Appropriate scoring procedures including quality control measures and student, class, school, and school division score reports. (response continued)***

Results from the Performance Series assessments can be incorporated into a LEA's evaluation system that uses multiple data points to measure a teacher's contribution to a student's academic growth. Because Performance Series assessments are vertically scaled, growth can be determined as multiple test administrations yield scores on a common scale. These student level growth scores can then be used as outcome variables in a value-added multi-level regression model or other type of growth model to estimate the effect each teacher has on the improvement of his or her students.

GlobalScholar believes the foundation of successful project implementation is building and sustaining a strong partnership with our customers. Our implementation methodology blends best practices – developed and refined over the years through implementing GlobalScholar's web-based solutions in school districts, states and business organizations across the country – with customized project plans that meet the needs of each individual client. GlobalScholar's implementation experts, comprised of our Project Management, Professional Development, Engineering and Content and Research Teams, combine more than 100 years of experience implementing education technology solutions. The GlobalScholar implementation team will work collaboratively with each LEA to develop a project work plan and schedule that meets the needs of the LEA and ensures a smooth, efficient and positive transition.

GlobalScholar's Project Management services include both onsite and/or offsite Project Managers and Implementation Specialists who can be dedicated full time or part time to a LEA to ensure efficient and effective implementation of our products. Among other activities, our Project Managers oversee project planning and initiation, data import, consulting with LEAs on assessment deployment strategies, establishing performance bands and testing windows, scheduling training and professional development, support for administering assessments and providing ongoing evaluation and support services.

All Training and Professional Development services are customized to meet the needs of each client. Initial training focuses on introductory product features and usage. GlobalScholar's Professional Development sessions also teach how to best use the proposed solution to make effective data-driven decisions in the classroom to improve student achievement.

## Attachment 1: Small Business Subcontracting Plan

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### Definitions

**Small Business:** "Small business " means an independently owned and operated business which, together with affiliates, has 250 or fewer employees, or average annual gross receipts of \$10 million or less averaged over the previous three years. Note: This shall not exclude DMBE-certified women- and minority-owned businesses when they have received DMBE small business certification.

**Women-Owned Business:** Women-owned business means a business concern that is at least 51% owned by one or more women who are citizens of the United States or non-citizens who are in full compliance with United States immigration law, or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest is owned by one or more women who are citizens of the United States or noncitizens who are in full compliance with United States immigration law, and both the management and daily business operations are controlled by one or more women who are citizens of the United States or non-citizens who are in full compliance with the United States immigration law.

**Minority-Owned Business:** Minority-owned business means a business concern that is at least 51% owned by one or more minority individuals or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more minority individuals and both the management and daily business operations are controlled by one or more minority individuals.

**All small businesses must be certified by the Commonwealth of Virginia, Department of Minority Business Enterprise (DMBE) by the due date of the solicitation to participate in the SWAM program. Certification applications are available through DMBE online at [www.dmbe.virginia.gov](http://www.dmbe.virginia.gov) (Customer Service).**

**Offeror Name:** \_\_\_\_\_  
**Preparer Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Instructions

- A. If you are certified by the Department of Minority Business Enterprise (DMBE) as a small business, complete only Section A of this form. This shall not exclude DMBE-certified women-owned and minority-owned businesses when they have received DMBE small business certification.
- B. If you are not a DMBE-certified small business, complete Section B of this form. For the offeror to receive credit for the small business subcontracting plan evaluation criteria, the offeror shall identify the portions of the contract that will be subcontracted to DMBE-certified small business in this section. Points will be assigned based on each offeror's proposed subcontracting expenditures with DMBE certified small businesses for the initial contract period as indicated in Section B in relation to the offeror's total price.

### Section A

If your firm is certified by the Department of Minority Business Enterprise (DMBE), are you certified as a **(check only one below)**:

- \_\_\_\_\_ Small Business  
\_\_\_\_\_ Small and Women-owned Business  
\_\_\_\_\_ Small and Minority-owned Business

Certification number: \_\_\_\_\_ Certification Date: \_\_\_\_\_

**Section B**

Populate the table below to show your firm's plans for utilization of DMBE-certified small businesses in the performance of this contract. This shall not exclude DMBE-certified women-owned and minority-owned businesses when they have received the DMBE small business certification. Include plans to utilize small businesses as part of joint ventures, partnerships, subcontractors, suppliers, etc.

**B. Plans for Utilization of DMBE-Certified Small Businesses for this Procurement**

| <b>Small Business Name &amp; Address<br/><br/>DMBE Certificate #</b>                               | <b>Status if Small Business is also: Women (W), Minority (M)</b> | <b>Contact Person, Telephone &amp; Email</b>   | <b>Type of Goods and/or services</b> | <b>Planned Involvement During Initial Period of the Contract</b>  | <b>Planned Contract Dollars During Initial Period of the Contract</b> |
|--|--|--|--------------------------------------|---|---|
| Precision Printing<br>1300 Priority Lane<br>Chesapeake, VA 23324<br><br>DMBE Certificate #: 692968 |  | James Kelly<br>National Sales Manager<br>757.545.3019 Ext. 308<br>sales@preprintva.com | Printing Services                    | Printing of items to include:<br>1)Intro to school Data<br>2)Intro to Performance Series<br>3)Series Placement Indicators<br>4)Quick Start Guide<br>5) Gains Analysis Job Aid | Estimated 5% of contract value  |
| <b>Total \$</b>  |  |  |                                      |   | \$ Estimated 5% of contract value                                     |

## Attachment 2: State Corporation Commission Form

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### State Corporation Commission Form

**Virginia State Corporation Commission (SCC) registration information.** The offeror:

is a corporation or other business entity with the following SCC identification number: F1849613  
-OR-

is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust -OR-

is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the offeror in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from offeror's out-of-state location) -OR-

is an out-of-state business entity that is including with this proposal an opinion of legal counsel which accurately and completely discloses the undersigned offeror's current contacts with Virginia and describes why those contacts do not constitute the transaction of business in Virginia within the meaning of § 13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

**\*\*NOTE\*\*** >> Check the following box if you have not completed any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for proposals (the Commonwealth reserves the right to determine in its sole discretion whether to allow such waiver):

## Attachment 3: Assessment Descriptions

### Assessment Description #1 - Mathematics

**Offeror Name:** GlobalScholar, Inc.

**Proposed Assessment Name:** Performance Series

**Content Area(s) and Grade Level(s) Assessed:** Mathematics (Grades K-12) and Mathematics en español (Grades 2-9)

#### SECTION 1: OVERVIEW OF TESTS

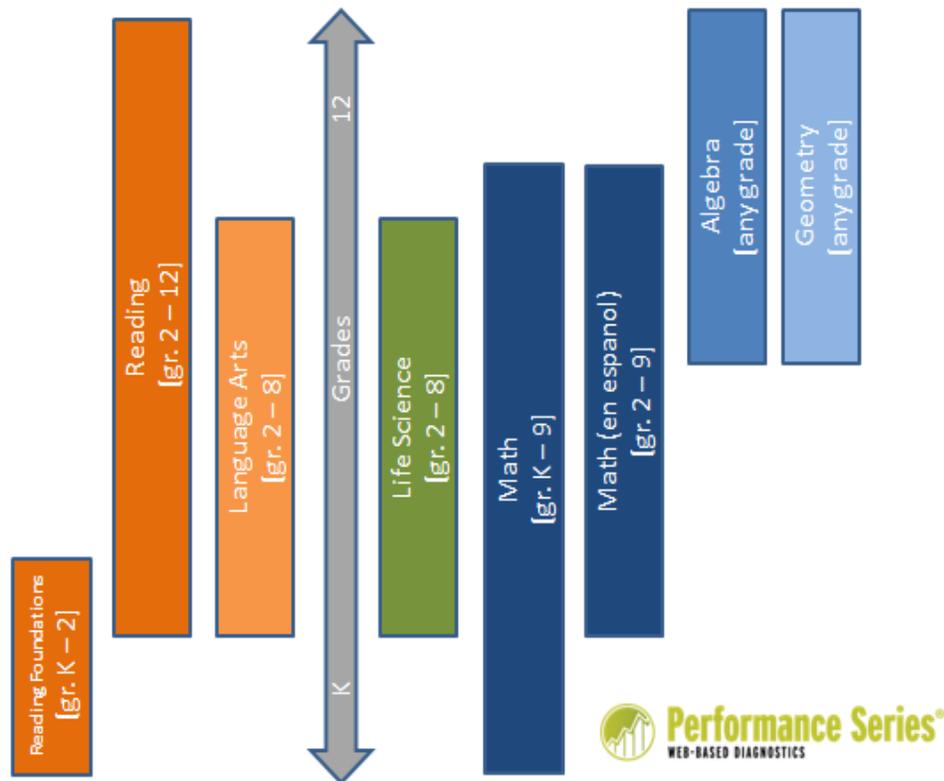
| Requirement  |
|--|
| <p><b>1.1 Describe the specific grade(s) and subject area(s) covered by each assessment and provide an overview of the content and skills measured. Include the types of test items used, the mode(s) of delivery, the availability of equivalent forms, including short forms or screeners (if available) and a test blueprint for each test being proposed.</b></p>  |
| <p><b>GlobalScholar Response:</b></p> <p>The Performance Series Assessments cover Grades K-12 in Mathematics, Grades K-12 in Reading, Grades 2-8 in Language Arts, Grades 2-8 in Life Science and Inquiry, and Grades 2-9 in Math en español.</p> <p>The Performance Series assessment is a computer-adaptive test that is delivered online. The test includes dichotomously scored items (all multiple choice). The test uses a 1-parameter Rasch model and offers an express test (short form) of the assessment as an option for states and districts/LEAs. The assessment has been utilized as a universal screener in multiples states and districts/LEAs. The test contains item pools that are aligned to the CCSS and VA Standards of Learning through an intermediary database of skills. Items are developed specifically for skills and aligned to standards.</p> <p>In creating the Performance Series item pools, GlobalScholar has targeted the need for accurate measurement of state and national standards. To achieve that end, GlobalScholar developed an extensive list of skills that correspond to those critical learning objectives most commonly taught throughout the country. This list was created through GlobalScholar’s extensive research of state and national standards. By analyzing the commonality and correlation of learning objectives present in these documents, essential learning objectives and content at each grade level were identified. Consequently, the assessment of learning objectives tested by Performance Series has a high degree of correlation to state and national standards. The majority of reading and mathematics learning objectives assessed by Performance Series are commonly found in state and national standards. Similar processes were used to construct the language arts and life science collection of learning objectives.</p> |

Strong correlation alone, however, was not a sufficient condition for a skill area to be included in the final content of the item bank. Utilizing a large team of teachers and educational consultants, GlobalScholar carefully investigated each skill area using the following criteria:

- Is the skill a critical skill?
- Is the skill grade-level appropriate?
- Would the skill be more appropriate in another grade level?
- How would the skill rank in difficulty compared to other grade-level appropriate learning objectives?

After extensive investigation and review, the final content array was assembled and distributed to the Item Development Team.

Developing the item bank for Performance Series was an intensive and comprehensive effort by a large team of item developers. To ensure the highest level of quality and security possible, all items were developed by GlobalScholar Content Specialists. No third party item banks were used in the development of Performance Series. GlobalScholar continues to update the skill list based on the adoption of new standards across the states including the Common Core State Standards.



**1.2 Provide evidence of alignment of test items to the Virginia Standards of Learning (SOL) for existing assessments. For assessments developed in response to the RFP, provide a plan for assuring the alignment of test items to the SOL.**

**GlobalScholar Response:**

Virginia Mathematics Curriculum Alignment

The Virginia Mathematics Standards of Learning (2009) were used to develop the curriculum alignment guide for Virginia. All grade level standards were used. The referencing of the content standards in the curriculum alignment guide follows closely with the numbering of the document. In a reference of 1.7b—1 indicates the grade level, 7 indicates the standard, and b indicates the essential understanding.

Virginia Algebra and Geometry Curriculum Alignment

The Virginia Mathematics Standards of Learning (2009) were used to develop the Algebra and Geometry curriculum alignment guide for Virginia. Grade level standards for grade eight and high school were used. The referencing of the content standards in the curriculum alignment guide follows closely with the numbering of the document. For grade 8 a reference of 8.15a—the 8 indicates the grade level and the 15a indicates the standard. At the high school level, a reference of 9-12.A.7.f—the 9-12 indicates the grade level, A indicates the course, standard, and 2.b indicates the standard. The SIP scores for the Virginia Curriculum Alignment Guide for Algebra and Geometry were determined using the national item pool.

The alignment process is very rigorous. The initial alignments are made by a content area specialist. The alignments are then reviewed by at least one other content area specialist. Please refer to Appendix B to view VA Standards of Learning Reports.

**SECTION 2: TECHNICAL CHARACTERISTICS**

**Requirement**

**2.1 Provide evidence of content, construct, concurrent, and predictive validity as appropriate. Include validity evidence that supports the use of scores from the proposed assessment in teacher evaluation, addressing specifically the validity of using assessment results to support inferences about effectiveness of teacher in producing growth in student performance (if available).**

**GlobalScholar Response:**

Content validity refers to the degree to which a test measures an indicated content area. Presently, the content areas within Performance Series are Mathematics, Reading, Language Arts, and Science. In an attempt to illustrate the content validity of Performance Series with regard to these content areas, GlobalScholar examined the concepts of item validity and sampling validity, both of which are necessary components of content validity. Item validity focuses on the degree to which test items are relevant in measuring the desired content area. Sampling validity focuses on how well items selected for the test sample or span the content area.

GlobalScholar content team members developed all items that appear within Performance Series. Each item that exists within the item bank was written to measure a skill from Performance Series skill list at the appropriate grade level. In order to ensure the uniformity of the construction of items within Performance Series item bank, GlobalScholar developed a process for training content team members on item development. This training consisted of a hands on program designed to enable content team members to transfer their content area knowledge and classroom teaching experience into successful item development. In addition to their training, all content team members received the GlobalScholar Item Development Training Manual as a reference tool. As prospective items are developed, they are subjected to an external evaluation by a panel of content area experts. New items are reviewed for:

- Item alignment with the indicated skill at the appropriate grade level
- Item content and quality (accuracy of content, overall clarity, one unambiguous answer)
- Item bias (to ensure that the item did not demonstrate gender, racial/ethnic, and/or socioeconomic bias)
- Gender count for passive/active voice.

Reading passages are reviewed to ensure that male/female main characters are written in an equal number of instances with regard to passive/active voice. The items are then returned to the GlobalScholar content team to make changes based on the recommendation of the external evaluation panel. This process is repeated to ensure that corrections were made as the evaluation panel intended, and that no new errors or problems with the items were introduced during the rewrite/editing process. Items failing this external review are eliminated from further consideration for entry into the Performance Series item bank. Items passing this external review process are deemed to be relevant to the task of measuring their respective content areas.

Two types of criterion-related validity are concurrent and predictive validity. Concurrent validity indicates the degree to which performance on two separate assessments is correlated. Predictive validity determines the relationship between performance on the GlobalScholar assessment and state tests or other high-stakes measure. The resulting information is then used to predict performance on the other measure of interest. GlobalScholar has been engaged in validity research since the initial release of Performance Series. GlobalScholar's Chief Psychometrician, Dr. Richard Brown, is a recognized expert in measurement and research methodology. Dr. Brown is a senior advisor providing oversight to GlobalScholar's psychometric and research services.

Performance Series is a criterion-referenced, web-based computer-adaptive test available in both English and Spanish that allows educators to quickly pinpoint the estimated ability level of students across a range of subjects corresponding to state and Common Core State Standards. Performance Series dynamically adjusts to each student's instructional level for personalized testing. It provides a clear understanding of students' performance across a range of subjects without being limited to a particular grade level, making it easy to develop individualized learning plans, place students more accurately, diagnose instructional needs and measure student gains across reporting periods. The adaptive assessment provides a valid and reliable scaled score that can be used to measure academic growth and evaluate student abilities at, or above and below grade level. Performance Series may be used for screening, diagnostic assessments and progress monitoring - as well as for measuring student growth, which can be used for determining educator effectiveness.

Results from the Performance Series assessments can be incorporated into a LEA's evaluation system that uses multiple data points to measure a teacher's contribution to a student's academic growth. Because Performance Series assessments are vertically scaled, growth can be determined as multiple test administrations yield scores on a common scale. These student level growth scores can then be used as outcome variables in a value-added multi-level regression model to estimate the effect each teacher has on the improvement of his or her students.

The GlobalScholar Research team has created a Proof of Concept paper showing a potential approach of how Performance Series can be used in context of value-added modeling (VAM). Students' Performance Series test score data, spanning several test administrations, was extracted from the Performance Series database and used to estimate school- or teacher- level effects on student performance outcomes. The VAM results from these analyses could be used to inform instruction and drive school/teacher improvement efforts. It is cautioned that the results from VAM are only one indicator of a school or teacher's relative contribution to student learning. Hence, results should not be used as the sole basis for decision-making regarding schools or teachers. Rather, VAM results should be treated as one of several components used to support the decision-making process concerning school/teacher accountability or effectiveness. GlobalScholar also has a preferred alliance with The Learning Growth Network, led by recognized expert, Dr. John Schacter, to provide growth model services using Performance Series score data.

New York State Education Department (NYSED) endorses Performance Series to measure growth as part of their Approved Student Assessments for use by School Districts and BOCES as a growth measure in Teacher and Principal Evaluation. The Alabama State Department of Education is using Performance Series to provide student growth data over the course of an academic year. Additionally, the Ohio Department of Education placed Performance Series on the state's List of Approved Assessments to support student growth measures to compliment the Ohio Achievement Assessment (OAA). Please see Appendix C for examples of Research Studies conducted by GlobalScholar.

**2.2 Provide evidence of reliability, both for the total test and for any subtests for which scores are reported. Include estimates of error in measurement.**

**GlobalScholar Response:**

According to the Standards for Educational and Psychological Testing, reliability refers to "the degree that true scores are free from errors of measurement." That is, measurements are consistent when repeated on a population of examinees. In classical test theory, reliability is defined as the ratio of true score variance to the observed score variance. Reliability is usually expressed as a single number (e.g., Cronbach's alpha). Depending on the audience, the standard error of measurement is sometimes used.

A more meaningful index for both classical and Item Response Theory (IRT) based assessment tools is the standard error of measurement. This measure of precision specifies a confidence interval within which an examinee's measure will fall with repeated assessments. In Computer Adaptive Testing (CAT), where examinees are exposed to different sub-sets of items, the only meaningful way to express an instrument's reliability/precision is through the error associated with an examinees' ability estimate, that is, the standard error of measurement. This index or SEM is presented on most Performance Series

reports numerically, adjacent to the scaled score, but some reports also present a visual representation to aid understanding.

### **Standard Error of Measurement**

GlobalScholar's goal (in fact, one of the test stopping criteria) is a standard error of measurement of less than 0.30 logits for each examinee. This is roughly equivalent to a conventional reliability coefficient of 0.91. Although this is one of the stopping criteria for the test, the standard error of measurement will vary for each examinee. The majority of the tests finish with a standard error of measurement less than 0.30.

***2.3 Provide evidence that the assessment is appropriate for use with student subgroups, including English language learners and student with disabilities. Include documentation that the assessment does not exhibit bias toward any major subgroups (e.g., through an analysis of differential item functioning). In addition, provide a sensitivity review to demonstrate the assessment tasks and items are designed to be accessible and fair for all students.***

### **GlobalScholar Response:**

Performance Series items are reviewed for bias both during the writing process and after use in assessments.

- a. A special team of educational experts, from a sample of national educational communities representing diverse cultural backgrounds, reviews and analyzes all item content. Bias editors analyze how many stories/questions contain male or female main characters, and whether these characters use an active or passive voice. In addition, bias editors analyze which stories/questions contain ethnic or cultural diversity. When there is a significant disparity between genders, a lack of cultural diversity, or a misrepresentation of any kind, the Item Development Team makes adjustments accordingly. These changes range from minor revisions to complete removal from the item bank.
- b. Differential Item Functioning (DIF) recently run to analyze item performance against different subgroups. The DIF analysis was performed on Performance Series test results for all four subjects in the Spring of 2009.

Please see Appendix D to view DIF Analysis Reports and Item/Passage Bias Guidelines.

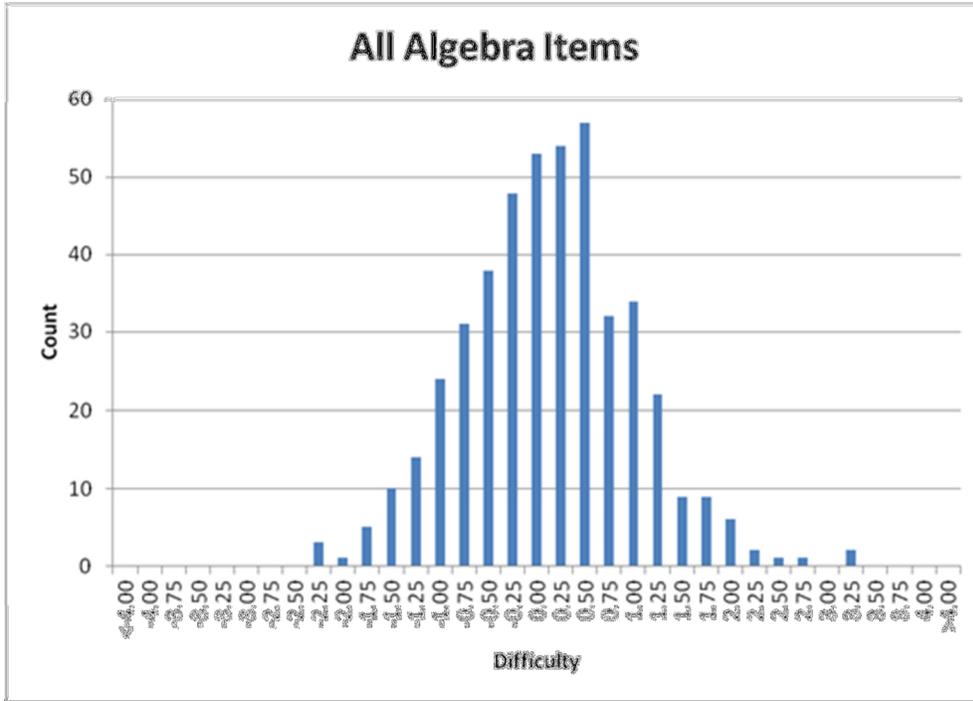
***2.4 Provide evidence that the assessment includes items of varying difficulty to ensure accurate measurement of student achievement across the ability continuum, including the tails of the score distribution.***

### **GlobalScholar Response:**

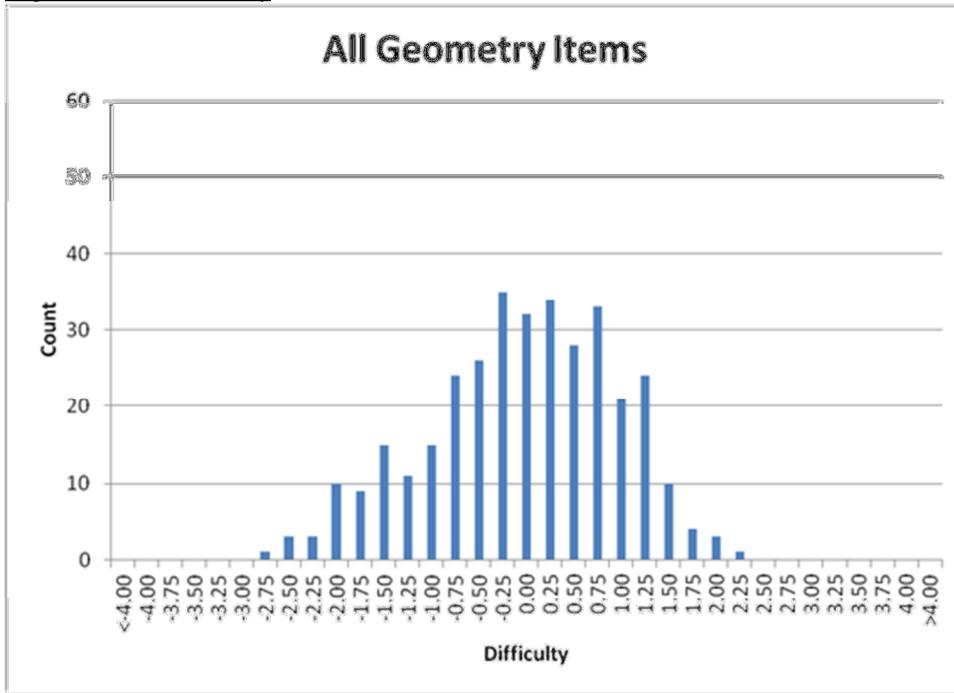
To build the examinee's confidence in the test, the first random items are adjusted to be lower in difficulty. Subsequent items are then matched with the students estimated ability. So, a class of sixth graders will begin the test with a few random items that rank somewhere near a fifth grade level and gradually increase to their true ability level.

The following illustrates the Difficulty Distribution Coverage for Performance Series:

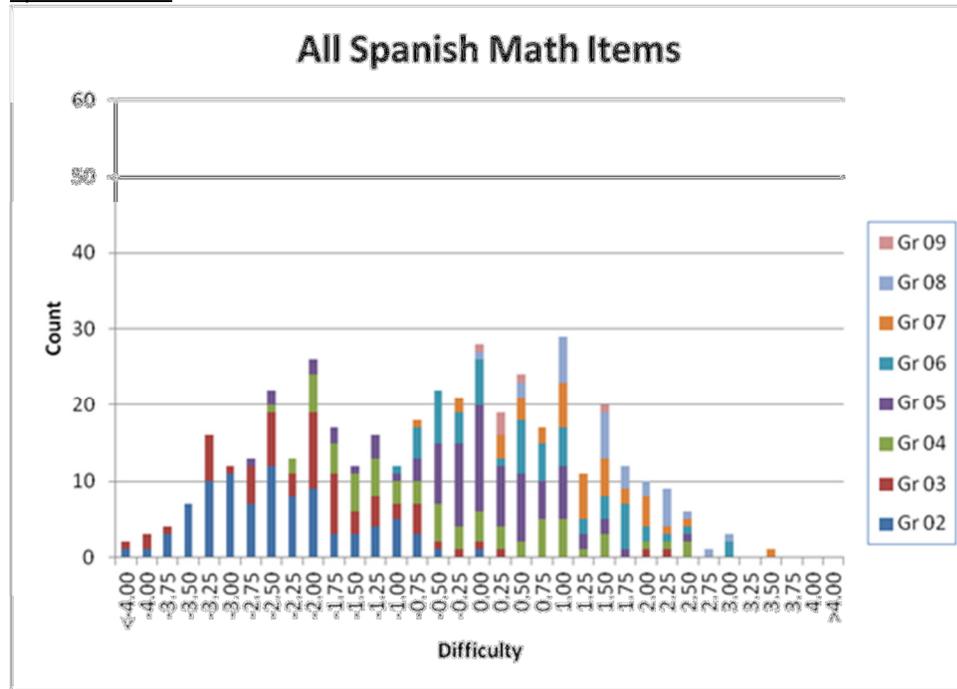
High School Algebra



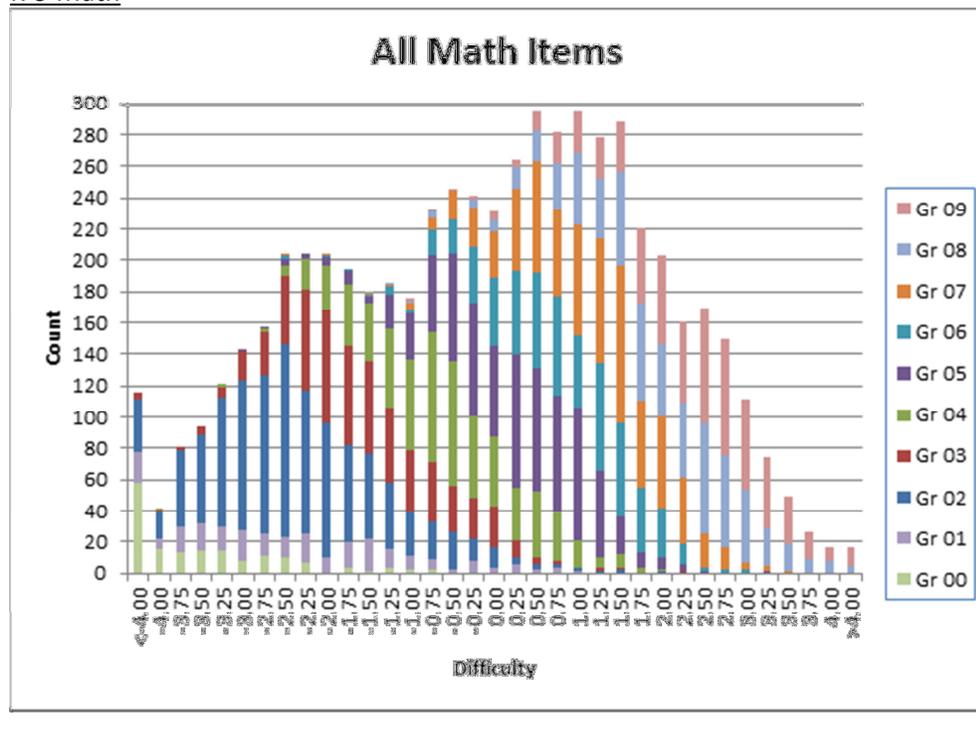
High School Geometry



Spanish Math



K-9 Math



**SECTION 3: USE OF ASSESSMENT AS A MEASURE GROWTH**

|  |
|--|
| <b>Requirement</b>   |
| <b><i>3.1 Provide evidence that the scores resulting from the assessment have been used as measures of growth by other local or state education agencies.</i></b>  |
| <b>GlobalScholar Response:</b><br><br>New York State Education Department (NYSED) endorses Performance Series to measure growth as part of their Approved Student Assessments for use by School Districts and BOCES as a growth measure in Teacher and Principal Evaluation. The Alabama State Department of Education is using Performance Series to provide student growth data over the course of an academic year. Additionally, the Ohio Department of Education placed Performance Series on the state’s List of Approved Assessments to support student growth measures to compliment the Ohio Achievement Assessment (OAA).  |
| <b><i>3.2 Describe the methodology used to measure growth. For example, does the assessment employ a vertical scale, use a computer-adaptive model to measure growth over time, or employ some other methodology. Does the methodology allow for the longitudinal measure of growth across academic years? What about the measurement of required growth on the proposed assessment to reach proficient on the statewide assessments (the Standards of Learning tests) in a specified amount of time? Include standard setting studies or other analyses conducted to establish measures of growth.</i></b>  |
| <b>GlobalScholar Response:</b><br><br>Performance Series can be used to measure growth over time using the (vertical) scaled score provided in all reports. After both qualitative and quantitative evaluation, test items are placed on a vertical difficulty scale to provide insight to a student’s ability level within a subject. This scale is used across grades and enables educators to view growth over time. The growth or gain is calculated as the difference between Scaled Scores at two separate administrations (whether at the aggregate Mean Scaled Score level or individual student level). For each gain reported, a standard error for the gain is also calculated and displayed. GlobalScholar indicates those gains that are not significantly different from zero at the 67% confidence level (plus or minus one standard error of the gain). This vertical scale and gains reporting ability combined with the previous national norm research study enables educators to evaluate student growth against observed mean growth for the student’s grade, quartile or decile. Please see <b>Chapter 5 Norming Procedure</b> of the Performance Series Technical Report provided in Appendix E for additional information. |
| <b><i>3.3 Describe the methodologies used to control item exposure so that the accuracy of students’ scores is not impacted by multiple exposures to the same items.</i></b>   |
| <b>GlobalScholar Response:</b><br><br>The process of continuous maintenance of the item pools involves ongoing monitoring of item exposure rates, item performance, and item pool enhancement via field test embedding processes. In the rare event items become overexposed, the items are either retired or placed in a holding mode until a later date at which time they may be re-introduced to the active item pool.   |

As more and more students test on the Performance Series, the items within the pools reach overexposure levels. Overexposure can lead to a variety of problems and may ultimately compromise the validity of the test. GlobalScholar has developed an online calibration process known as the Item Embedding Process to help replenish the pools with new, high quality performing items. Using the Embedding Process, GlobalScholar introduces an average of 1,000 items for all subject areas every year. Our Item Embedding process is described in detail in **Chapter 3** of the Performance Series Technical Report included in Appendix F.

### ***3.4 Describe the procedures used to validate the measures of growth.***

#### **GlobalScholar Response:**

Student growth can be evaluated in different ways through the reports provided. The statistical evaluation is provided in the Gains Report through a comparison to the Standard Error of the Difference. Gain scores inside this standard error are marked with an asterisk, to note that the two scores are not statistically different. Gain scores without an asterisk can be considered valid, statistically different scores. Additionally, comparisons against the GlobalScholar norm group (observed mean gains) can be made through the Gains Analysis Report. A district can select the type of data breakdown for this report to provide an average gain target in line with each grade level, quartiles per grade, or deciles per grade.

#### **Creation and Composition of Norm Groups**

In response to customer requests for a means to compare their students' results on Performance Series with those results of other students across the country, GlobalScholar developed norms for fall, winter, and spring administrations of Performance Series. The created norms are "user" norms, where the norm groups for fall, winter and spring were samples from the database of all examinee results during Fall 2005 through Spring 2006. An updated study is currently underway, using national data from the 2011-2012 school year, and will be available in 2013.

Within the areas of Mathematics and Reading, norm groups were created for students in grades 2 through 10. For the areas of Language Arts and Science, the norm groups were created for students in grades 2 through 8. Fall and Spring groups were created dependently with all examinees being members of both groups. The Winter group was created independently; however, the possibility exists that some examinees may also be members of Fall and/or Spring groups.

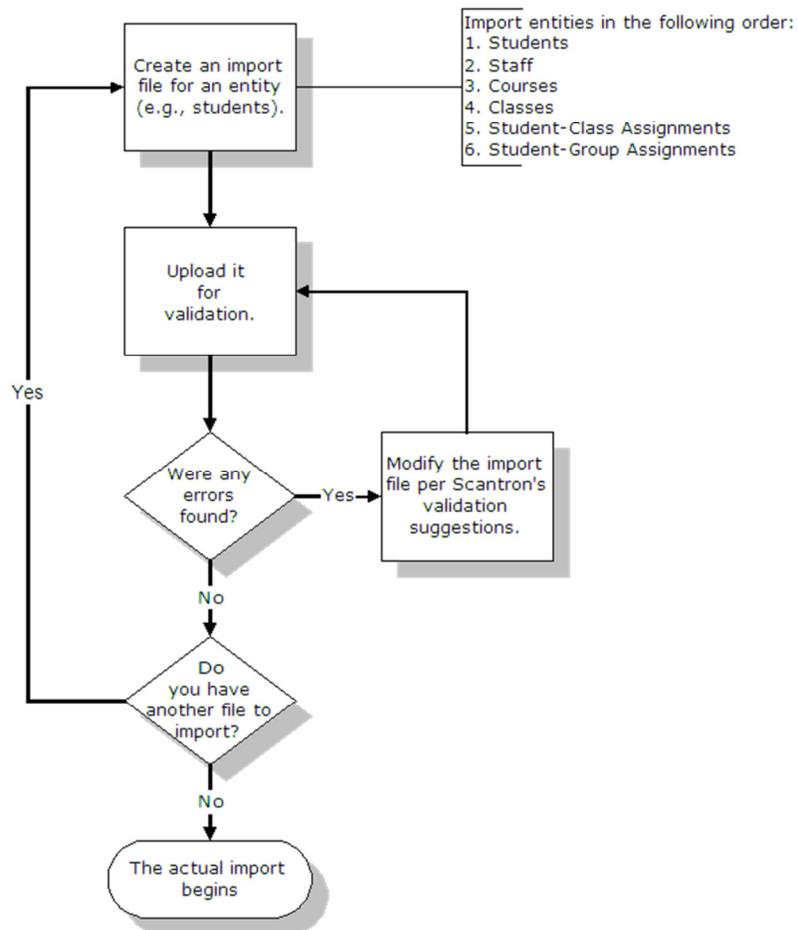
Criteria used for creation of these initial norm groups were gender, ethnicity, and geographic region. In the case of ethnicity and gender, target proportions were set to match national population levels. Ethnicity, gender, and geographic region were selected to provide the largest possible group from which to sample in order to create each group. At this time, norms exist within the areas of Mathematics, Life Science, Reading and Language Arts. Please see **Chapter 5 Norming Procedure** of the Performance Series Technical Report provided in Appendix F for additional information.

#### SECTION 4: TEST ADMINISTRATION PROCEDURES

| Requirement   |
|---|
| <p><b>4.1 Describe the administration procedures necessary to produce growth scores. For example, is the assessment designed to be administered multiple times during the year or administered once in the fall and once in the spring?</b></p>   |
| <p><b>GlobalScholar Response:</b></p> <p>Performance Series can be administered at any time during the school year, based on individual school needs. However, if comparisons to our national norm research study are required then the tests can be administered 2 or 3 times in a year: Fall, Winter and Spring.</p>  |
| <p><b>4.2 Describe any processes used for pre-identifying and/or registering students for testing. Include what data, including the State Testing Identifier, are collected for each student, how data are collected or transmitted, and how data are maintained and securely managed.</b></p>  |
| <p><b>GlobalScholar Response:</b></p> <p><b>Data Collection / Transmission</b></p> <p>There are multiple student data import options for Performance Series. These include manual input, CSV file import, data integration services (DIS), API and SIF. GlobalScholar will work with VDOE and LEAs to determine the best option related to schedule needs and technology.</p> <p><b>Maintaining Online Testing Security</b></p> <p>Location Controllers can control online testing by limiting the allowed login days/times and the allowed network addresses from which any test can be taken at the site. Allowed login days/times/networks can also be edited for each test session. A school location password can also be required. Some schools change their school location password daily, for example, to increase testing security. Additionally, Location Controllers or teachers with editing rights can also assign students a student password that is required for them to log on to take an online test.</p> <p>When a test is scheduled, the Manager of the test can edit the Allowed Student option to limit which students are able to take the test, by assigning students by grade level or class, or by assigning individual students.</p> <p><b>Data Transmission</b></p> <p>All electronic traffic between score data and the user is encrypted in industry standard 128-bit secure sockets layer security technology. In addition, staff members are required to have 6 character passwords that allow limit access based on how the school sets up the users. There are 5-7 staff positions that can be setup by the customer to further restrict the staff's ability to see confidential information while still allowing them to complete their tasks within Achievement Series. Teachers are generally restricted to seeing only their own students' scores.</p> |

All of the student and score information are housed in a security computer facility that has the following attributes:

- Regular Backups
- Tier 4 facility
- Unmarked building
- Guards
- Redundant power
- Environment controls
- Biometric security with card keys access
- Special security access tubes
- Security cameras every 5-12 feet
- Internal security audits
- Multiple firewall layers and brands



**4.3 Describe all materials needed for test administration and how school divisions will order and obtain sufficient quantities. Include details of test booklets and answer documents for paper/pencil testing (if applicable), test administration manuals, etc. If applicable, identify any test administration materials school divisions would be responsible for supplying locally (manipulatives, copies of test materials, etc.).**

**GlobalScholar Response:**

Performance Series is completely online and web-based. Students will need a computer with access to the internet. Please refer to *Appendix E: Performance Series System Requirements* to view system requirements for Win / Mac operating systems, browser configurations, and bandwidth needs. If the district or school chooses, the students can have loose paper and pencil available to them during the test. However, that is not required to successfully complete any Performance Series test.

**4.4 Provide examples of the test administration manuals to be used with the assessment(s).**

**GlobalScholar Response:**

Please refer to Appendix A for the Proctor Administration Guide, Appendix F for the Performance Series Technical Report, Appendix E for System Requirements documentation and Appendix G for Performance Series Sample Reports.

**4.5 Describe all technology requirements related to school personnel managing the administration of tests and to students completing tests if assessments include technology-based delivery. Include the minimum and recommended hardware and software requirements and network requirements for test administration by school personnel and test delivery to students. Include how assessments are hosted (e.g., locally, vendor, 3rd party). Provide examples of user interfaces for test administration by school personnel and test delivery to students. Include descriptions or examples of test navigation and any test tools (e.g., calculator, ruler, highlighter) available to students for testing.**

**GlobalScholar Response:**

GlobalScholar's proposed assessment platform is a Software as a Service (SaaS) solution that is internet-based and hosted on GlobalScholar's secure servers. Each client receives a unique site identification and access to the data and information on that unique site is password protected by the client user. The GlobalScholar assessment software is accessible through the district's Internet full T-1 line Internet connection. The system is available 24x7x365, except for monthly routine maintenance or scheduled product enhancements. GlobalScholar schedules its maintenance times on weekends to minimize user interruption of service. GlobalScholar uses best business practices to maintain or exceed 99.5% platform uptime and product availability (this excludes standard software maintenance and update windows.)

Access to the system is available anywhere via the Internet and the LEAs can also restrict access from only certain IP addresses and certain times determined by the district. Schools can configure on-site security settings to limit access to only certain computers, regardless of access codes. This allows schools to carefully monitor access to student records by requiring authorized persons to come to specific machines to do so. Additionally, schools can restrict the times of the day that data records are available for access similar to a bank time-locked vault. It is very common to set up access for only school days during school hours.

GlobalScholar's assessment site minimizes the risk of students viewing inappropriate online materials by expanding the screen to prevent the start button or other menu choices. It is, however, recommended that proper proctoring of the assessment be enforced to ensure a fair testing environment. Schools can configure on-site security settings to limit access to only certain computers, regardless of access codes. This allows schools to carefully monitor access to student records by requiring authorized persons to come to specific machines to do so. Additionally, schools can restrict the times of the day that data records are available for access, similar to a bank time-locked vault. It is very common to set up access for only school days during school hours. GlobalScholar stress tests all servers and makes adequate arrangements for the desired number of concurrent users. GlobalScholar Assessment has a graphical user interface that is simple and intuitive. Access is by user name and secure password. There are six District Level positions and eight School Level positions. The following are the user types available at the district and school levels. At the Network Level, GlobalScholar will work with the LEAs to understand the nuances between the roles to determine how they may fit into current positions.

## District Level

### District Level View

| Position              |   |
|-----------------------|---|
| Select                | Position Name   |
| <input type="radio"/> | <b>Location Controller</b><br>Can perform all tasks at a location. For your security, keep the number of location controllers at your location to a minimum.                          |
| <input type="radio"/> | <b>Location Controller Staff</b><br>Can perform all tasks at a location except delete. For your security, keep the number of location controller staff at your location to a minimum. |
| <input type="radio"/> | <b>Administrator</b><br>Has full viewing/reporting and item/test creation capabilities at a location, but cannot create/edit students or staff.                                       |
| <input type="radio"/> | <b>Data Entry</b><br>Has creating/editing/deleting capabilities to allow most common data entry tasks.  |
| <input type="radio"/> | <b>Test Operator</b><br>Can perform tasks related to the test taking logistics of the system.   |
| <input type="radio"/> | <b>Consultant</b><br>Must be assigned to projects for any rights.   |

## School Level

### School Level View

| Position              |  |
|-----------------------|--|
| Select                | Position Name  |
| <input type="radio"/> | <b>Location Controller</b><br>Can perform all tasks at a location. For your security, keep the number of location controllers at your location to a minimum.   |
| <input type="radio"/> | <b>Location Controller Staff</b><br>Can perform all tasks at a location except delete. For your security, keep the number of location controller staff at your location to a minimum.  |
| <input type="radio"/> | <b>Administrator</b><br>Has full viewing/reporting and item/test creation capabilities at a location, but cannot create/edit students or staff.  |
| <input type="radio"/> | <b>Teacher w/o Student Edit</b><br>Can view just the students and classes they have been assigned to. If a teacher needs more access, a second identity should be created for the staff member using a different position and unique Staff ID. Only teachers can be assigned to classes. |
| <input type="radio"/> | <b>Teacher w/ Student Edit</b><br>Just like Teacher w/o Student Edit except this position can also create and edit students.   |
| <input type="radio"/> | <b>Data Entry</b><br>Has creating/editing/deleting capabilities to allow most common data entry tasks.   |
| <input type="radio"/> | <b>Test Operator</b><br>Can perform tasks related to the test taking logistics of the system.  |
| <input type="radio"/> | <b>Consultant</b><br>Must be assigned to projects for any rights.  |

Client users of the GlobalScholar assessment software only have access to data at their level or below. For example, a teacher can only access his or her students' data and a principal can access the data of students only in his or her school. Please refer to *Appendix E: Performance Series Technical Requirements* to view technical requirement minimums for use of the GlobalScholar assessment software.

**4.6 Describe accommodations available to students with disabilities and limited English proficient students. Include procedures related to the provision of accommodations to eligible students.**

**GlobalScholar Response:**

Because every child—whether gifted or challenged—learns at a different pace and has different instructional needs, assessments that truly have value must provide teachers with important information about individual needs. Through the adaptive nature of Performance Series, teachers are able to quickly pinpoint student achievement levels across a range of subjects that correspond with state and Common Core standards. Unlike traditional standardized assessments that focus on the standards one grade level at a time and return results at a later date, Performance Series provides students with tests custom tailored to their ability level in reading, math, language arts and life science and inquiry.

Software features are built in to address different populations such as:

1. Extended time for assessment: Performance Series is not timed and allows for student administration breaks within a two week window. If a student can only test for 15 minute blocks, simply have that student stop the test and it will resume where he/she left off for the next block.
2. Testing accommodations for start point: Performance Series enables educators to determine a different starting point from the grade level, either higher or lower, when needed.
3. Adaptive testing: Performance Series automatically adjusts to student performance, to ensure the most efficient testing experience and maximize time for learning.
4. Many test questions present visual clues to provide additional context.
5. Test retake: Performance Series tests can be spoiled and re-taken to ensure that any student with testing issues or an especially bad day will not be penalized for that poor test score.
6. Navigation language support: students have the option to select Spanish for their test navigation, so that their concentration is focused on content, not understanding the software navigation.
7. Math (en espanol): Performance Series provides a transadaptation of the standard Math test in Spanish, to provide better insight to mathematical abilities of students more comfortable with Spanish. This test version has separate proctor and student instructions and parent reporting for effective testing communications.

8. Flexible reports: Aggregate reports can be filtered by many different demographics for analysis based on district needs. Or, custom groups can be created to evaluate specific students or programs based on state or local accountability requirements.

**4.7 Describe procedures for completed student tests to be submitted for scoring and reporting purposes.**

**GlobalScholar Response:**

Performance Series is completely online and web-based. Educators do not need to do anything for student tests to be scored. Due to the adaptive nature of the assessment, student responses are sent to our system every time the student clicks the arrow to move forward. The subsequent question is dependent on this level of communication. When the student completes the test, a ‘Congratulations’ screen will display. The scaled score can also be displayed on this screen, if configured. At this time, the system will have the student’s score available for individual trend or learning objective reports, class reports, group or school reports, and district level reports. Immediate results for immediate action.

**SECTION 5: SCORING AND REPORTING**

**Requirement**

**5.1 Describe scoring procedures for all item types and test forms administered, including implemented quality control measures.**

**GlobalScholar Response:**

All Performance Series test questions are dichotomous and are machine scored. There is no human interaction.

**Scaled Score**

The fundamental scores calculated in Performance Series are the ability estimate/Scaled Score and the Standard Error of Measurement (SEM) of the estimate. Both values are on the logit (log odds unit) scale. This logit scale is an equal interval scale in which differences at any spectrum of the scale have the same meaning. Consequently, difficulty parameters of the items are also placed on the same scale, providing useful diagnostics as the Suggested Learning Objectives Report. During Performance Series, responses and difficulty parameters for items presented on the test provide sufficient information to estimate the student ability along the same logit scale.

GlobalScholar does provide proctor guidelines to ensure the most valid score per administration and guides to understand and evaluate the scaled scores within the context of the client. Additionally, performance categories or bands may be customized within the system to evaluate the scaled scores based in relation to S GlobalScholar's national norm research, research done by the customer or predictive validity. Fall to Spring growth scores or gains can be evaluated against data from the national norm research (observed mean gains) by grade level, quartile or decile. Please refer to *Appendix F: Performance Series Technical Report*, for complete details on our scoring procedures.

**5.2 Describe the type of reporting provided (e.g., static and/or dynamic, electronic and/or paper-based, item-level, strand-level, and/or test-level scoring). Include approximate timelines for score reports to be available to divisions, how score reports will be accessed and/or obtained, and samples of student, class, school, and division score reports and sample record layouts for electronic data files.**

**GlobalScholar Response:**

Performance Series offers a variety of reports available in real-time upon completion of scanning or online assessment administration. Reporting is web-based and dynamic. Access to the reports is secure via user password protection and only teachers can see their students' data and administrators can see the data for teachers and students in their school; district level users with appropriate access rights can see data throughout the district. Reports can be filtered (disaggregated) by demographics, NCLB/ESEA guidelines, or user defined groups as well as grade level, course, school, classes, standards, and student. And any report that displays a standard code or text can link to supplemental instructional resources (for example, Skills Connection Online and/or netTrekker). Report data can be exported to CSV files for the district to use in other programs that accept that common file format or to PDF.

The reporting features and capabilities of Performance Series provide individual student information (in a Student Report) as well as school and district-wide progress (in a Summary Report) and gains over time. Teachers are able to compare performance scores to local, state and national curriculum standards, national student groups and reading resources, Standards Item Pool Score, National Percentile Ranking and Lexile Reading Scores, if desired. The reports can be manipulated with a few clicks to develop custom learning plans for each student immediately after the first assessment. Scores can be filtered by Time Frame, Demographics, and User Defined Groups. Please refer to Appendix G to view sample Performance Series reports.

Quick Access Score Options

This screen allows a district administrator to access data from the district or grade level, course, or group for Summary, Gains, Gains Analysis, Percentile or Performance Bands.

| Diagnostic Test Reports  |  |  |   |   |  |
|--------------------------|--|--|---|---|--|
|                          | Summary  | Gains  | Gains Analysis  | Percentile  | Performance Bands  |
| Scantron School District | <ul style="list-style-type: none"> <li>■ <a href="#">All Subjects</a></li> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> |
| Grade Levels             |  | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> |   | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> |
| Courses                  | <ul style="list-style-type: none"> <li>■ <a href="#">All Subjects</a></li> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> |
| Student Groups           | <ul style="list-style-type: none"> <li>■ <a href="#">All Subjects</a></li> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> |

### Score Filtering Options

|                                     |              |
|-------------------------------------|--------------|
| Time Frame                          | Clear Change |
| Time Frame: 8/1/05 to 6/30/06       |              |
| Student Filtering: Demographics     | Clear Change |
| Demographic Filtering: All Included |              |
| Student Filtering: Groups           | Clear Change |
| Group Filtering: All Included       |              |

Reports feature a graphical user interface, color differentiations (such as performance bands) and can be viewed and printed in graphical or tabular formats. Please review the report samples for additional report features such as item analysis, individual student results, grade, course, teacher, school, point biserial, percent attained, mean score, high score, low score, etc. The benchmark portion of the assessment program also features a re-score function, test comparison and reports by standards such as Virginia SOLs or Common Core. The adaptive assessment portion also features reports by standards such as Virginia SOLs or Common Core.

These pre-defined reports for teachers and administrators with summary statistics are included in the program. Users have the ability to customize reports by controlling the time frame of the student results to be included in the report. For example, 700 students took the same test between Sept 2011 and Dec 2011. You can view all of those results or choose to look at just the students who took the test from Sept

1st 2011 to Oct 5th 2011 if you want to isolate the student results from the beginning of the school year who have had less instructional time period than those results captured in December 2011.

**Grouping / Filtering:** Users can also customize their reports by filtering on specific demographic data to examine group based performance and identify group-based gaps, such as:

- Student Grade Level
- Student Gender
- Student Age
- Student Ethnicity
- Student Citizenship
- Special Status (ELL/LEP, Migrant, Disability, Title 1, Meal Assistance)

**Criteria:** Users can also customize their reports by including or excluding scores or score-ranges from their reports. For example, 700 students took the same test. The user can filter out just those students who scored below 32% or only include scores between 30% and 60%, etc. This allows the user to isolate specific results to further examine student performance within target score ranges.

**Performance Levels:** Users can create custom performance bands and apply them to specific reports. The system allows you to select two (2) to seven (7) performance bands, name each band (i.e. “Proficient”, “Below Basic”, etc.), set the cut scores for each band, and select specific colors and patterns each band will use in online reports. This allows the user to customize how they want to analysis data. The system also allows the top level location controller to enforce one set of customized performance bands for all assessments or all assessments by subject-area, if you want all teachers to use a common scale for viewing reports.

**Display:** Many reports provide a variety of views related to the data set selected. Table views are also available, and the advanced reporting tool includes bar charts, distribution charts, pie charts, box and whisker plots, and line graphs, as well as customizable performance bands.

Item level statistics and item analysis of answer and distractor selection are provided in the item information after the first administration of the item in an assessment.

#### Report and Screen-shot Examples

The following are a few screen shots that show the graphical, user-friendly interface of Performance Series. The screen below was accessed by clicking the “All Subjects” link in the Summary column at the South Middle School level. This shows, by student, their Scaled Score, SEM, and Overall SIP Score for the subjects they tested.

By clicking Allen, Kelly S. on the link from the above screen and then the Mathematics Test Scores link in the left column we see below - it shows Kelly S. Allen’s test history, longitudinal trend graph – displaying progress from each test administration, and bar graphs by overall and individual unit scores.

**All Subjects Summary**

Report Scope: Location: South Middle School; Grade: 6.  
 Broken Down By: Student  
[Export XLS](#)

**Mathematics Diagnostic Results**

**Mathematics Test History**

**ALLEN, KELLY S. Grade 6**

Score: 2677 (54)  
 Ability Estimate: 52

Overall: High Average

Unit Score Range: 198 - 330

Number & Operations: 2402-2519-2535  
 Algebra: 2712-2835-3044  
 Geometry: 2477-2638-2733  
 Measurement: 2871-3026-3151  
 Data Analysis & Probability: 2223-2385-2535

Performance: High Average

Score: 52  
 National Percentile Ranking: 72

Mathematics Overall: 52

**Class Profile**

**Mathematics: Geometry**

| Student                 | Language | Scaled Score | Rating | Test Date | Objectives  | Attained |
|-------------------------|----------|--------------|--------|-----------|---|----------|
| AVILA, JENIA Q.         | Spanish  | 2385         | L3     | 11/10/10  | 1. The learner will identify plane figures. 2.G.1   | 24/30    |
| BLACKWELL, JOHNATHAN S. | English  | 2585         | L3     | 4/15/06   | 2. The learner will identify figures with a line of symmetry. 4.G.3   | 21/30    |
| BURNETT, JULIO H.       | English  | 2514         | L3     | 4/15/06   | 3. The learner will identify various geometric figures. 2.G.1   | 17/30    |
| CHASE, MARCELLA M.      | English  | 2752         | L4     | 4/15/06   | 4. The learner will record and plot ordered pairs of whole numbers in a rectangular coordinate system. 6.G.2.a, 6.G.2.b | 16/30    |
| COOK, CHRIS H.          | English  | 2687         | L4     | 4/15/06   | 5. The learner will give a name to an ordered pair in the coordinate plane. 6.NS.8                                      | 14/30    |
| DUBAN, GRANT P.         | English  | 2568         | L3     | 4/15/06   | 6. The learner will identify and classify various triangles. 4.G.2  | 11/30    |
| FIELDS, MARGUERITE K.   | English  | 2875         | L5     | 4/15/06   | 7. The learner will find and name points with ordered pairs of integers. 6.G.2.c, 6.G.2.d                               | 10/30    |
| FRANKLIN, MARGRET G.    | English  | 2610         | L4     | 4/15/06   |   |          |
| GONS, JESSIE H.         | English  | 3144         | L5     | 4/15/06   |   |          |
| HANSON, LULA J.         | English  | 2472         | L2     | 4/15/06   |   |          |
| JOHNSON, ELLI J.        | English  | 2355         | L1     | 4/15/06   |   |          |
| KOKO, BEVERLY E.        | English  | 2335         | L1     | 4/15/06   |   |          |
| LAWSON, ISABEL S.       | English  | 2706         | L4     | 4/15/06   |   |          |
| LUSKY, FEDORANNA        | English  | 3301         | L5     | 4/15/06   |   |          |

This screen is a classroom level Class Profile report. Ratings are color coded based on your choices (in the box on the left) and on the right the report is displaying student instructional level by skill.

Percentile Ranking and Lexile Reading Scores, if desired. The reports can be manipulated with a few clicks to develop custom learning plans for each student immediately after the first assessment. In addition, because Performance Series in an online test, results are available so that they may impact instruction while the information is still relevant and can be accessed any time from any location with an internet connection. Performance Series helps educators show annual yearly progress by measuring gains on a consistent scale. Users can create groups, such as Free/Reduced Lunch, Before School/After School Programs, etc., to measure gains by specified groups. In addition, within the reports, the user is able to select students according to specified demographics, such as ethnicity, gender, etc.

All staff members (teachers, school administrators and school level staff, district administrators and district level staff) can access reports by logging into the program. Access to data is controlled by the user's role. Teachers can only view data for students in their classes. School staff can only view data for their school (school averages, classroom performance for classes in their school, and student data for any students in their school). District staff can only view data for their district (schools, classes, and students in their district). Following is a sample list of reports and a description of the types of educational questions each report addresses:

- **Suggested Learning Objectives:** What are the next skills / objectives I should target for this student? (individual skill list by strand based on ability)
- **Student Profile:** Where are this student's weaknesses that I need to strengthen? (ability by strand)
- **Student Profile:** Is this student making progress with the current material and instruction? (longitudinal trend graph)
- **Class Profile:** Is my class ready for this material? (ability level in relation to skills / objectives)
- **Class Profile:** How can I group my students for differentiated instruction? (ability level in relation to skills / objectives)
- **Gains Report:** Are my after-school programs providing as much assistance as the 'pull-out' program this year? (Gains by custom group)
- **Performance Bands:** Of all students taking the test, which ones need the most help? What is the probability that a student will score within that band on the linked State test?

Below, are report examples that are very beneficial to both the parent and to the teacher. The first report is a summary report of all students that shows what their growth target should be as well as some suggested skills to help focus student learning. While this example shows standards and projections for Illinois, it would be configured in the system setup to display Virginia and Common Core standards for the VDOE.

| Teacher: Joseph Nguyen, Grade 4             |            | Teacher Level Report |            | Scantron Mathematics  |  |  |  |   |               |
|---|------------|----------------------|------------|---|--|--|--|---|---------------|
| School: Hudson                              |            |                      |            | Fall SY11   |  |  |  |   |               |
| Student List: Suggested Learning Objectives |            |                      |            |   |  |  |  |   |               |
| Name  | Percentile | Projected ISAT Level | Fall Score | Algebra   | Data Analysis & Probability  | Geometry   | Measurement  | Number & Operations   | Spring Target |
| Brittany Caseman                            | 1          | B                    | 1918       | ILAF.4.8.4.06: Represent simple mathematical relationships with number sentences (equations and inequalities).  | ILAF.4.10.4.01: Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph. | ILAF.4.9.4.12: Identify congruent and similar figures by visual inspection.  | ILAF.3.7.3.01: Solve problems involving simple elapsed time in compound units (e.g., hours, minutes, days).  | ILAF.4.6.4.03: Read, write, recognize, and model equivalent representations of fractions; divide regions or sets to represent a fraction. | 2083          |
| Anquan Moore                                | 5          | B                    | 2047       | ILAF.4.6.4.12: Model and apply basic multiplication and division facts (up to 12x12), and apply them to related multiples of 10 (e.g., 3x9=27, 30x9=270, 6÷3=2, 600÷3=200). | ILAF.4.10.4.04: Classify events using words such as certain, most likely, equally likely, least likely, possible, and impossible.  | ILAF.4.9.4.01: Identify, describe, and sketch two-dimensional shapes (triangles, quadrilaterals, pentagons, hexagons, and octagons) according to the number of sides, length of sides, number of vertices, and right angles. | ILAF.4.7.4.03: Solve problems involving the perimeter of a polygon with given side lengths and the area of a square, rectangle, or irregular shape composed of rectangles using diagrams, models, and grids or by measuring. | ILAF.3.6.3.02: Identify and write (in words and standard form) whole numbers up to 100,000.   | 2212          |

The following report, below, shows similar data as the previous report example, but would be appropriate to share with a parent or student.

**Daniel Williams - Grade 4, Hudson (Area 5)**  
**Scantron Reading and Math Level: Winter SY 2011**

**Math**

\*\*\*\* Spring Target Score : 2630

**GROWTH TARGETS**  
 Daniel's Spring Target is 2630 Scaled Score Points.

**ATTAINMENT**  
 Daniel's Winter Math Scale score of 2620 was in the **95th** percentile for Grade 4 Students nationwide.  
 The projected ISAT performance level on ISAT is **EXCEEDS**.

**NEXT STEPS**  
 Here are some skills Daniel can focus on to take learning in Math to the next level:

|                             |  |
|-----------------------------|--|
| Geometry                    | ILAF.5.9.5.01: Classify, describe, and sketch two-dimensional shapes (triangles, quadrilaterals, pentagons, hexagons, and octagons) according to the number of sides, length of sides, number of vertices, and interior angles (right, acute, obtuse). |
| Data Analysis & Probability | ILAF.4.10.4.01: Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph.   |
| Algebra                     | ILAF.8.6.8.16: Use proportional reasoning to model and solve problems.   |
| Measurement                 | ILAF.4.7.4.06: Solve problems involving unit conversions within the same measurement system for time, length, and weight/mass.   |

**Gains Analysis Report** – Compares student growth to decile targets (average growth per decile group). Above category displays number of students meeting targets. Far Above category displays number of students that show growth more than one standard deviation above their decile target. This Far Above categorization can be used as a Strong Growth target.

One version of an aggregate view follows – by grade level. This data can also be displayed by Clark-defined grouping, perhaps one group could be called ‘At Risk’.

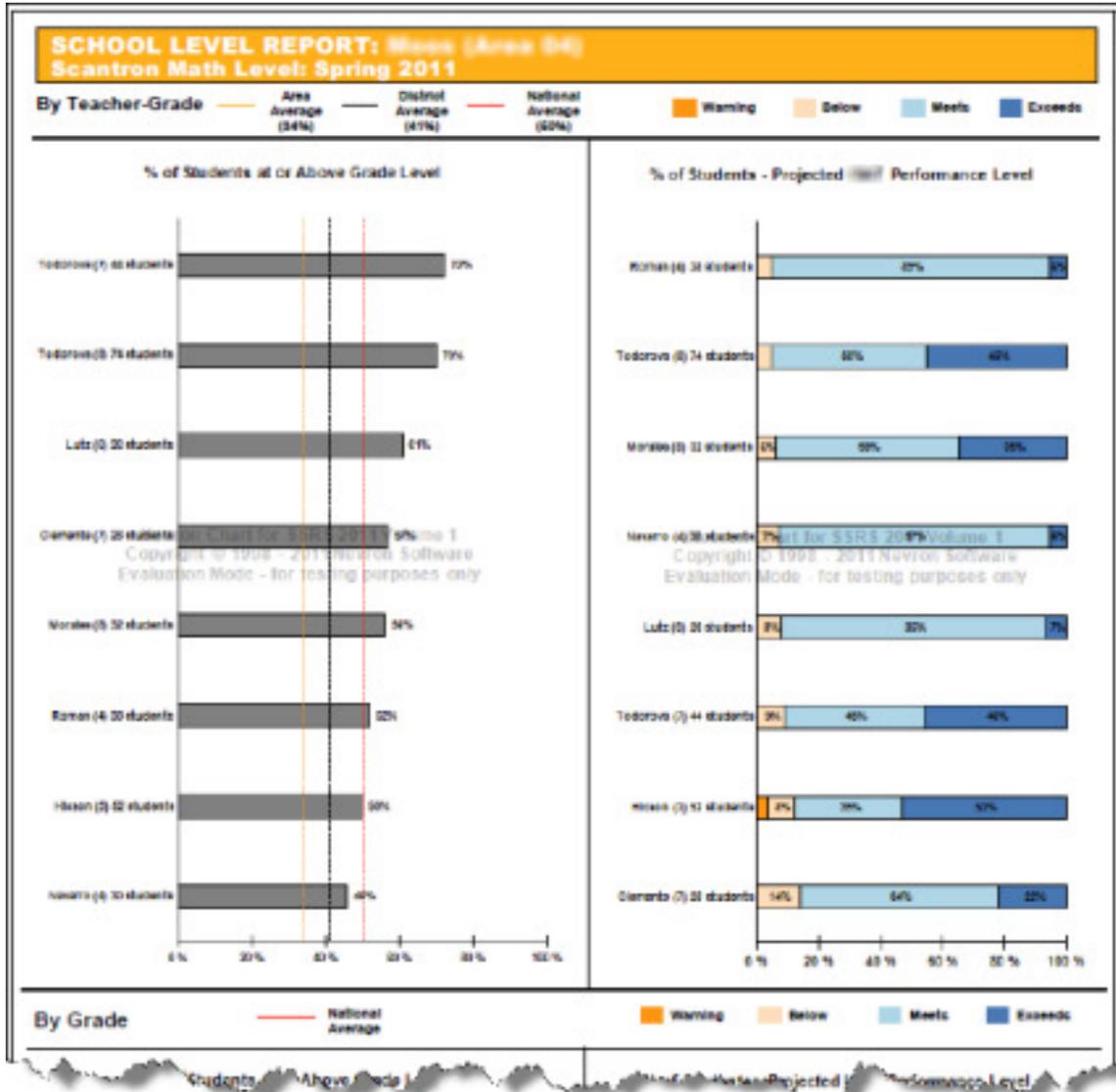
| Math Gains Analysis   |               |                   |                |                      |       |       |           |   |                                     |
|---|---------------|-------------------|----------------|----------------------|-------|-------|-----------|---|-------------------------------------|
| Report Scope: Location: Department of Education.<br>Broken Down By: Grade Level |               |                   |                |                      |       |       |           | Time Frame: All Dates<br>Student Filtering: OFF |                                     |
| <a href="#">Export CSV</a>  |               |                   |                |                      |       |       |           | Count: 9  |                                     |
| Grade Level   | Student Count | Students Enrolled | Met Target (%) | Performance Category |       |       |           | Testing Period 1 (9/1/05 to 12/1/05)            | Testing Period 2 (4/5/06 to 7/1/06) |
|   |               |                   |                | Far Below            | Below | Above | Far Above | Mean SS   | Mean SS                             |
| Grade 2   | 150           | 150               | 49%            | 28                   | 49    | 43    | 30        | 2020  | 2196                                |
| Grade 3   | 150           | 150               | 47%            | 38                   | 41    | 47    | 24        | 2187  | 2334                                |
| Grade 4   | 150           | 150               | 42%            | 32                   | 55    | 34    | 29        | 2341  | 2471                                |
| Grade 5   | 148           | 149               | 52%            | 34                   | 37    | 47    | 30        | 2416  | 2550                                |
| Grade 6   | 150           | 150               | 51%            | 31                   | 42    | 44    | 33        | 2531  | 2639                                |
| Grade 7   | 150           | 150               | 46%            | 29                   | 52    | 40    | 29        | 2544  | 2633                                |
| Grade 8   | 150           | 150               | 47%            | 27                   | 52    | 51    | 20        | 2617  | 2692                                |
| Grade 9   | 150           | 150               | 50%            | 28                   | 53    | 30    | 26        | 2668  | 2744                                |

Student view displays growth and target (average for decile group) and evaluation of growth. Above average can be considered as a ‘Strong’ growth target.

| Math Gains Analysis                                |                                    |           |                                    |           |               |             |            |   |  |
|--|------------------------------------|-----------|------------------------------------|-----------|---------------|-------------|------------|---|--|
| Report Scope: Location: East Elementary; Grade: 3. |                                    |           |                                    |           |               |             |            | Time Frame: All Dates<br>Student Filtering: OFF |  |
| <a href="#">Export CSV</a>                         |                                    |           |                                    |           |               |             |            | Index: A - EA    Count: 75    Page 1 of 4 >>    |  |
| Student ^  | Testing Period (9/1/05 to 12/5/05) |           | Testing Period (3/30/06 to 7/7/06) |           | Gain          | Target Gain | Target Met | Performance Category                            |  |
|  | SS                                 | Test Date | SS                                 | Test Date | SS Difference | Decile      |            |   |  |
| <u>ADKINS, EDDIE R.</u>                            | 2169                               | 10/15/05  | 2295                               | 4/15/06   | 126           | 172         | NO         | Below   |  |
| <u>AGUIRRE, DANIEL E.</u>                          | 2377                               | 10/15/05  | 2690                               | 4/15/06   | 313           | 110         | YES        | Far Above                                       |  |
| <u>ANEZ, JENNIFER B.</u>                           | 2214                               | 10/15/05  | 2325                               | 4/15/06   | 111           | 172         | NO         | Below   |  |
| <u>BARKER, DARRIN A.</u>                           | 2459                               | 10/15/05  | 2472                               | 4/15/06   | 13*           | 110         | NO         | Far Below                                       |  |
| <u>BEAN, VICKI S.</u>                              | 2106                               | 10/15/05  | 2359                               | 4/15/06   | 253           | 177         | YES        | Above   |  |
| <u>BENNETT, EDITH W.</u>                           | 2250                               | 10/15/05  | 2451                               | 4/15/06   | 201           | 159         | YES        | Above   |  |
| <u>BLACKWELL, ZACHARY L.</u>                       | 2243                               | 10/15/05  | 2289                               | 4/15/06   | 46*           | 159         | NO         | Far Below                                       |  |
| <u>BOOKER, DOMINIC M.</u>                          | 2341                               | 10/15/05  | 2579                               | 4/15/06   | 238           | 126         | YES        | Far Above                                       |  |
| <u>BOOTH, ORLANDO C.</u>                           | 2272                               | 10/15/05  | 2525                               | 4/15/06   | 253           | 143         | YES        | Far Above                                       |  |

Performance Level Report

Aggregate report displaying student performance levels, as defined by each district, by staff member.



### Suggested Learning Objectives

This report provides instructional next steps for each student on or off grade level, to drive remediation or empower enrichment.

| Student   |           |  |                       |
|---|-----------|--|-----------------------|
| Name:   |           | JOKI, MILDRED N.   |                       |
| Mathematics - Geometry  |           |  | Targeted Instruction: |
| Successfully Attained   | Resources | Suggested Learning Objectives  | Resources             |
| <input checked="" type="checkbox"/> 2.G.1: The learner will identify plane figures.                                     |           | <input type="checkbox"/> 5.G.2/6.NS.8: The learner will record and plot ordered pairs of whole numbers in a rectangular coordinate system.             |                       |
| <input checked="" type="checkbox"/> 4.G.3: The learner will identify figures with a line of symmetry.                   |           | <input type="checkbox"/> 4.G.2: The learner will identify and classify various triangles.  |                       |
| <input checked="" type="checkbox"/> 2.G.1: The learner will identify various geometric figures.                         |           | All appropriate Suggested Learning Objectives have been listed.  |                       |
| Mathematics - Measurement   |           |  | Targeted Instruction: |
| Successfully Attained   | Resources | Suggested Learning Objectives  | Resources             |
| <input checked="" type="checkbox"/> 2.MD.1: The learner will determine the length of an object.                         |           | <input type="checkbox"/> 4.MD.3/6.G.1: The learner will find the area of a rectangle when a formula is given.  |                       |
| <input checked="" type="checkbox"/> 3.MD.2: The learner will measure capacity.  |           | <input type="checkbox"/> 5.MD.5.b/6.G.2: The learner will find the volume of a figure when a formula is given.   |                       |
| <input checked="" type="checkbox"/> 3.MD.8: The learner will find the perimeter of a figure with the sides labeled.     |           | <input type="checkbox"/> 2.G.2/3.MD.5.b/3.MD.6: The learner will determine the area of a rectangular figure by counting the squares within the figure. |                       |
| <input checked="" type="checkbox"/> 2.MD.7: The learner will tell time in five minute intervals using an analog clock.  |           | <input type="checkbox"/> 5.MD.1: The learner will convert units of standard length between yards, feet, and inches.                                    |                       |
| <input checked="" type="checkbox"/> 3.MD.1: The learner will tell time to the nearest minute using an analog clock.     |           | <input type="checkbox"/> 4.MD.2/5.MD.1: The learner will solve measurement story problems.   |                       |
| <input checked="" type="checkbox"/> 3.MD.1: The learner will calculate length of time through addition and subtraction. |           | All appropriate Suggested Learning Objectives have been listed.  |                       |
| Mathematics - Number & Operations   |           |  | Targeted Instruction: |
| Successfully Attained   | Resources | Suggested Learning Objectives  | Resources             |
| <input checked="" type="checkbox"/> 3.NF.3.d/4.NF.2: The learner will compare fractions that are illustrated as         |           | <input type="checkbox"/> 5.NBT.6/6.NS.2: The learner will divide a three-digit whole number by a two-  |                       |

The Performance Series Suggested Learning Objectives (SLOs) for each Curriculum Alignment are shown in the report information in Appendix C and in the screen shot above. Given a student's Scaled Score, teachers can identify the collection of skills that fall within the corresponding Scaled Score range.

### 5.3 Describe all data tools available to school division staff for the analysis of data and the creation of customized reports.

#### GlobalScholar Response:

Reports are available immediately after test administration at the district, school, class, group, and individual levels for different analyses. Data comparison points can be used to understand student scores. Reports provide context against past performance (growth trend graph), students within the district (district average), and also against the national norm (NPR) to understand relative performance against peers. Unit data displays performance differences to guide instruction or further analysis. The Suggested Learning Objectives Report provides customized view of the next objectives or skills for student instruction, up to grade level or enrichment skills can be provided for 1 or all units and subjects assessed. For Reading specifically, the Lexile Measure (purchase optional) is available to match student reading level to materials.

Functionally, Performance Series provides optional views in district reports, bar charts and distribution graphs, for a more visual display of aggregate data. Customization of each test’s performance bands to match pre-determined criteria, custom research, or GlobalScholar’s norm groupings for display on both individual and aggregate reports is available at both the school and district levels. Gains Analysis Report targets are configurable for grade level, quartile per grade, or decile per grade, to address the needed level of granularity. Unit level scoring is configurable to allow student scores to be displayed as individual unit estimates or as item pool alignment comparisons. For parents or student goal setting, a variety of Profile Templates are selectable for individual reporting, with varying layouts and score listings including an option in Spanish.

### Assessment Description - Reading

**Offeror Name:** GlobalScholar, Inc.

**Proposed Assessment Name:** Performance Series

**Content Area(s) and Grade Level(s) Assessed:** Reading (Grades K-12)

#### SECTION 1: OVERVIEW OF TESTS

| Requirement  |
|--|
| <p><b>1.1 Describe the specific grade(s) and subject area(s) covered by each assessment and provide an overview of the content and skills measured. Include the types of test items used, the mode(s) of delivery, the availability of equivalent forms, including short forms or screeners (if available) and a test blueprint for each test being proposed.</b></p>  |
| <p><b>GlobalScholar Response:</b></p> <p>The Performance Series Assessments cover Grades K-12 in Mathematics, Grades K-12 in Reading, Grades 2-8 in Language Arts, Grades 2-8 in Life Science and Inquiry, and Grades 2-9 in Math en español.</p> <p>The Performance Series assessment is a computer-adaptive test that is delivered online. The test includes dichotomously scored items (all multiple choice). The test uses a 1-parameter Rasch model and offers an express test (short form) of the assessment as an option for states and districts/LEAs. The assessment has been utilized as a universal screener in multiples states and districts/LEAs. The test contains item pools that are aligned to the CCSS and VA Standards of Learning through an intermediary database of skills. Items are developed specifically for skills and aligned to standards.</p> <p>In creating the Performance Series item pools, GlobalScholar has targeted the need for accurate measurement of state and national standards. To achieve that end, GlobalScholar developed an extensive list of skills that correspond to those critical learning objectives most commonly taught throughout the country. This list was created through GlobalScholar’s extensive research of state and national standards. By analyzing the commonality and correlation of learning objectives present in these documents, essential learning objectives and content at each grade level were identified. Consequently, the assessment of learning objectives tested by Performance Series has a high degree of correlation to state and national standards. The majority of reading and mathematics learning objectives assessed by</p> |

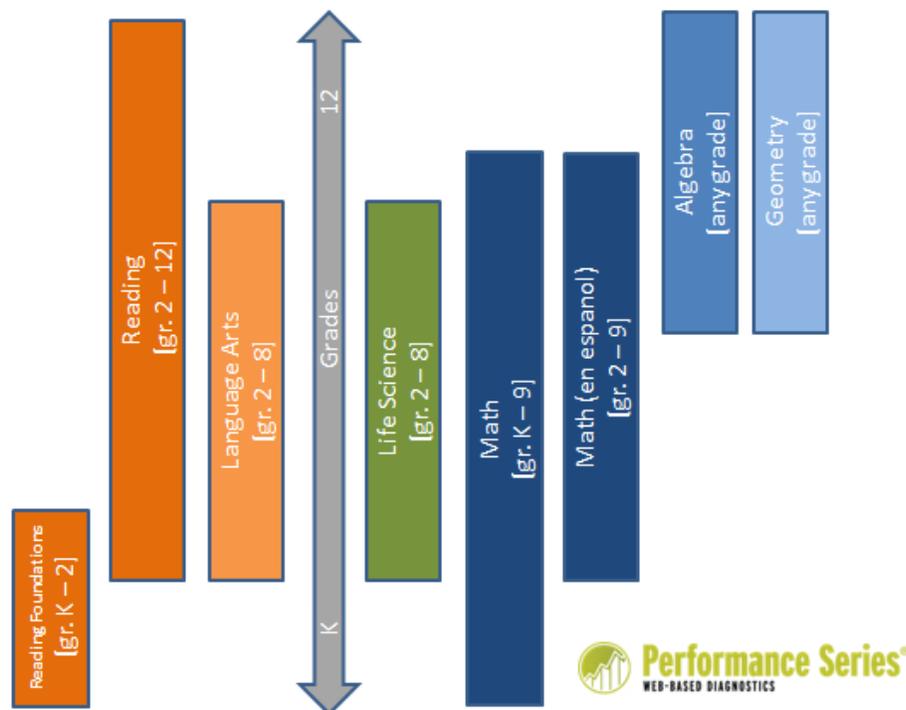
Performance Series are commonly found in state and national standards. Similar processes were used to construct the language arts and life science collection of learning objectives.

Strong correlation alone, however, was not a sufficient condition for a skill area to be included in the final content of the item bank. Utilizing a large team of teachers and educational consultants, GlobalScholar carefully investigated each skill area using the following criteria:

- Is the skill a critical skill?
- Is the skill grade-level appropriate?
- Would the skill be more appropriate in another grade level?
- How would the skill rank in difficulty compared to other grade-level appropriate learning objectives?

After extensive investigation and review, the final content array was assembled and distributed to the Item Development Team.

Developing the item bank for Performance Series was an intensive and comprehensive effort by a large team of item developers. To ensure the highest level of quality and security possible, all items were developed by GlobalScholar Content Specialists. No third party item banks were used in the development of Performance Series. GlobalScholar continues to update the skill list based on the adoption of new standards across the states including the Common Core State Standards.



**1.2 Provide evidence of alignment of test items to the Virginia Standards of Learning (SOL) for existing assessments. For assessments developed in response to the RFP, provide a plan for assuring the alignment of test items to the SOL.**

**GlobalScholar Response:**

Virginia Reading Curriculum Alignment

The Virginia Standards of Learning 2010 (English) were used to develop the reading curriculum alignment guide for Virginia. Grades two through twelve were used in the matching process. Skills were matched to Standard 3: Vocabulary, Standard 4: Fiction, and Standard 5: Nonfiction. The referencing of the standards in the curriculum alignment guide follows closely with the numbering of the document. In a reference of 2.3.a—2 indicates the grade level, 3 indicates the standard, and .a indicates the benchmark. The SIP scores for the Virginia Reading Curriculum Alignment Guide were determined using the national item pool.

The alignment process is very rigorous. The initial alignments are made by a content area specialist. The alignments are then reviewed by at least one other content area specialist. Please refer to Appendix B to view VA Standards of Learning Reports.

**SECTION 2: TECHNICAL CHARACTERISTICS**

**Requirement**

**2.1 Provide evidence of content, construct, concurrent, and predictive validity as appropriate. Include validity evidence that supports the use of scores from the proposed assessment in teacher evaluation, addressing specifically the validity of using assessment results to support inferences about effectiveness of teacher in producing growth in student performance (if available).**

**GlobalScholar Response:**

Content validity refers to the degree to which a test measures an indicated content area. Presently, the content areas within Performance Series are Mathematics, Reading, Language Arts, and Science. In an attempt to illustrate the content validity of Performance Series with regard to these content areas, GlobalScholar examined the concepts of item validity and sampling validity, both of which are necessary components of content validity. Item validity focuses on the degree to which test items are relevant in measuring the desired content area. Sampling validity focuses on how well items selected for the test sample or span the content area.

GlobalScholar content team members developed all items that appear within Performance Series. Each item that exists within the item bank was written to measure a skill from Performance Series skill list at the appropriate grade level. In order to ensure the uniformity of the construction of items within Performance Series item bank, GlobalScholar developed a process for training content team members on item development. This training consisted of a hands on program designed to enable content team members to transfer their content area knowledge and classroom teaching experience into successful item development. In addition to their training, all content team members received the GlobalScholar Item Development Training Manual as a reference tool. As prospective items are developed, they are subjected to an external evaluation by a panel of content area experts.

New items are reviewed for:

- Item alignment with the indicated skill at the appropriate grade level
- Item content and quality (accuracy of content, overall clarity, one unambiguous answer)
- Item bias (to ensure that the item did not demonstrate gender, racial/ethnic, and/or socioeconomic bias)
- Gender count for passive/active voice.

Reading passages are reviewed to ensure that male/female main characters are written in an equal number of instances with regard to passive/active voice. The items are then returned to the GlobalScholar content team to make changes based on the recommendation of the external evaluation panel. This process is repeated to ensure that corrections were made as the evaluation panel intended, and that no new errors or problems with the items were introduced during the rewrite/editing process. Items failing this external review are eliminated from further consideration for entry into the Performance Series item bank. Items passing this external review process are deemed to be relevant to the task of measuring their respective content areas.

Two types of criterion-related validity are concurrent and predictive validity. Concurrent validity indicates the degree to which performance on two separate assessments is correlated. Predictive validity determines the relationship between performance on the GlobalScholar assessment and state tests or other high-stakes measure. The resulting information is then used to predict performance on the other measure of interest. GlobalScholar has been engaged in validity research since the initial release of Performance Series. GlobalScholar's Chief Psychometrician, Dr. Richard Brown, is a recognized expert in measurement and research methodology. Dr. Brown is a senior advisor providing oversight to GlobalScholar's psychometric and research services.

Performance Series is a criterion-referenced, web-based computer-adaptive test available in both English and Spanish that allows educators to quickly pinpoint the estimated ability level of students across a range of subjects corresponding to state and Common Core State Standards. Performance Series dynamically adjusts to each student's instructional level for personalized testing. It provides a clear understanding of students' performance across a range of subjects without being limited to a particular grade level, making it easy to develop individualized learning plans, place students more accurately, diagnose instructional needs and measure student gains across reporting periods. The adaptive assessment provides a valid and reliable scaled score that can be used to measure academic growth and evaluate student abilities at, or above and below grade level. Performance Series may be used for screening, diagnostic assessments and progress monitoring - as well as for measuring student growth, which can be used for determining educator effectiveness.

Results from the Performance Series assessments can be incorporated into a LEA's evaluation system that uses multiple data points to measure a teacher's contribution to a student's academic growth. Because Performance Series assessments are vertically scaled, growth can be determined as multiple test administrations yield scores on a common scale. These student level growth scores can then be used as outcome variables in a value-added multi-level regression model to estimate the effect each teacher has on the improvement of his or her students.

The GlobalScholar Research team has created a Proof of Concept paper showing a potential approach of how Performance Series can be used in context of value-added modeling (VAM). Students' Performance Series test score data, spanning several test administrations, was extracted from the Performance Series database and used to estimate school- or teacher- level effects on student performance outcomes. The VAM results from these analyses could be used to inform instruction and drive school/teacher improvement efforts. It is cautioned that the results from VAM are only one indicator of a school or teacher's relative contribution to student learning. Hence, results should not be used as the sole basis for decision-making regarding schools or teachers. Rather, VAM results should be treated as one of several components used to support the decision-making process concerning school/teacher accountability or effectiveness. GlobalScholar also has a preferred alliance with The Learning Growth Network, led by recognized expert, Dr. John Schacter, to provide growth model services using Performance Series score data.

New York State Education Department (NYSED) endorses Performance Series to measure growth as part of their Approved Student Assessments for use by School Districts and BOCES as a growth measure in Teacher and Principal Evaluation. The Alabama State Department of Education is using Performance Series to provide student growth data over the course of an academic year. Additionally, the Ohio Department of Education placed Performance Series on the state's List of Approved Assessments to support student growth measures to compliment the Ohio Achievement Assessment (OAA).

Please see Appendix C for examples of Research Studies conducted by GlobalScholar.

**2.2 Provide evidence of reliability, both for the total test and for any subtests for which scores are reported. Include estimates of error in measurement.**

**GlobalScholar Response:**

According to the Standards for Educational and Psychological Testing, reliability refers to "the degree that true scores are free from errors of measurement." That is, measurements are consistent when repeated on a population of examinees. In classical test theory, reliability is defined as the ratio of true score variance to the observed score variance. Reliability is usually expressed as a single number (e.g., Cronbach's alpha). Depending on the audience, the standard error of measurement is sometimes used.

A more meaningful index for both classical and Item Response Theory (IRT) based assessment tools is the standard error of measurement. This measure of precision specifies a confidence interval within which an examinee's measure will fall with repeated assessments. In Computer Adaptive Testing (CAT), where examinees are exposed to different sub-sets of items, the only meaningful way to express an instrument's reliability/precision is through the error associated with an examinees' ability estimate, that is, the standard error of measurement. This index or SEM is presented on most Performance Series reports numerically, adjacent to the scaled score, but some reports also present a visual representation to aid understanding.

**Standard Error of Measurement**

GlobalScholar’s goal (in fact, one of the test stopping criteria) is a standard error of measurement of less than 0.30 logits for each examinee. This is roughly equivalent to a conventional reliability coefficient of 0.91. Although this is one of the stopping criteria for the test, the standard error of measurement will vary for each examinee. The majority of the tests finish with a standard error of measurement less than 0.30.

***2.3 Provide evidence that the assessment is appropriate for use with student subgroups, including English language learners and student with disabilities. Include documentation that the assessment does not exhibit bias toward any major subgroups (e.g., through an analysis of differential item functioning). In addition, provide a sensitivity review to demonstrate the assessment tasks and items are designed to be accessible and fair for all students.***

**GlobalScholar Response:**

Performance Series items are reviewed for bias both during the writing process and after use in assessments.

- a. A special team of educational experts, from a sample of national educational communities representing diverse cultural backgrounds, reviews and analyzes all item content. Bias editors analyze how many stories/questions contain male or female main characters, and whether these characters use an active or passive voice. In addition, bias editors analyze which stories/questions contain ethnic or cultural diversity. When there is a significant disparity between genders, a lack of cultural diversity, or a misrepresentation of any kind, the Item Development Team makes adjustments accordingly. These changes range from minor revisions to complete removal from the item bank.
  
- b. Differential Item Functioning (DIF) recently run to analyze item performance against different subgroups. The DIF analysis was performed on Performance Series test results for all four subjects in the Spring of 2009.

Please see Appendix D to view DIF Analysis Reports and Item/Passage Bias Guidelines.

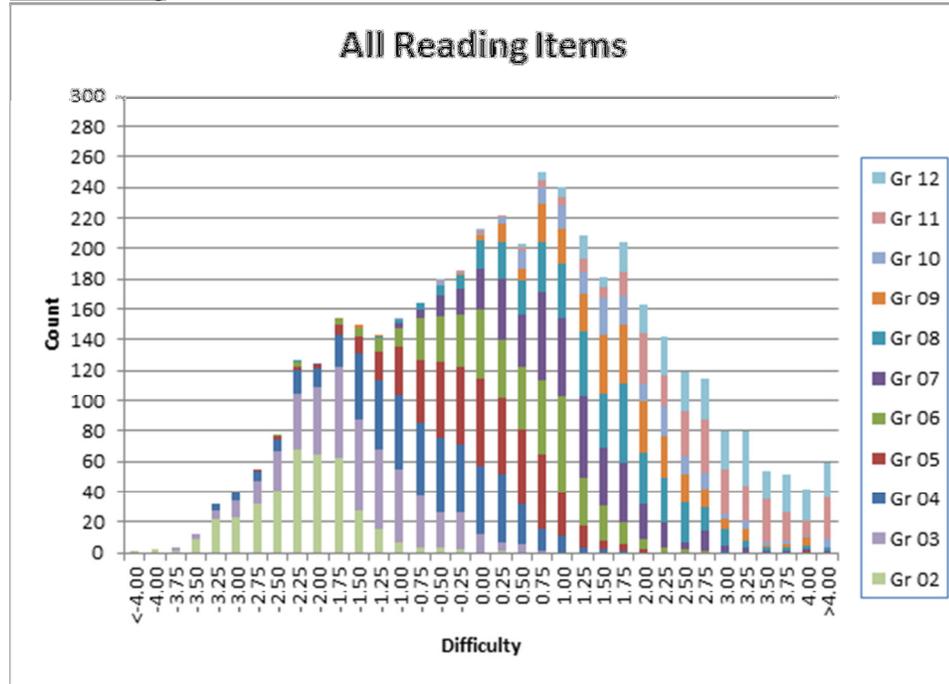
***2.4 Provide evidence that the assessment includes items of varying difficulty to ensure accurate measurement of student achievement across the ability continuum, including the tails of the score distribution.***

**GlobalScholar Response:**

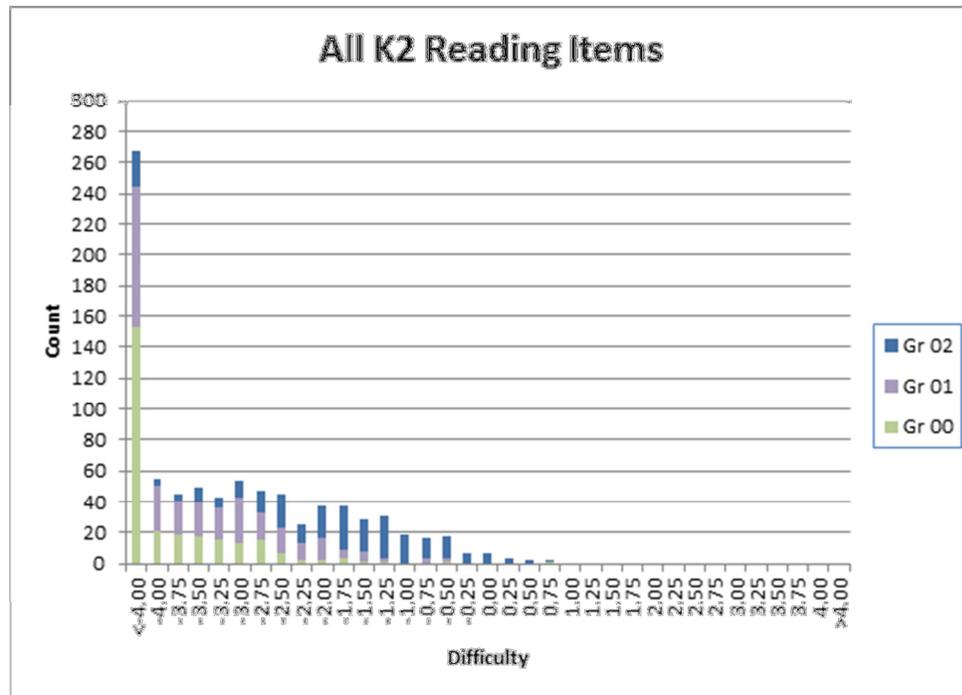
To build the examinee’s confidence in the test, the first random items are adjusted to be lower in difficulty. Subsequent items are then matched with the students estimated ability. So, a class of sixth graders will begin the test with a few random items that rank somewhere near a fifth grade level and gradually increase to their true ability level.

The following illustrates the Difficulty Distribution Coverage for Performance Series:

2-12 Reading



K-2 Reading



**SECTION 3: USE OF ASSESSMENT AS A MEASURE GROWTH**

| <b>Requirement</b>  |
|---|
| <p><b>3.1 Provide evidence that the scores resulting from the assessment have been used as measures of growth by other local or state education agencies.</b></p>   |
| <p><b>GlobalScholar Response:</b></p> <p>New York State Education Department (NYSED) endorses Performance Series to measure growth as part of their Approved Student Assessments for use by School Districts and BOCES as a growth measure in Teacher and Principal Evaluation. The Alabama State Department of Education is using Performance Series to provide student growth data over the course of an academic year. Additionally, the Ohio Department of Education placed Performance Series on the state’s List of Approved Assessments to support student growth measures to compliment the Ohio Achievement Assessment (OAA).</p>  |
|   |
| <p><b>3.2 Describe the methodology used to measure growth. For example, does the assessment employ a vertical scale, use a computer-adaptive model to measure growth over time, or employ some other methodology. Does the methodology allow for the longitudinal measure of growth across academic years? What about the measurement of required growth on the proposed assessment to reach proficient on the statewide assessments (the Standards of Learning tests) in a specified amount of time? Include standard setting studies or other analyses conducted to establish measures of growth.</b></p>   |
| <p><b>GlobalScholar Response:</b></p> <p>Performance Series can be used to measure growth over time using the (vertical) scaled score provided in all reports. After both qualitative and quantitative evaluation, test items are placed on a vertical difficulty scale to provide insight to a student’s ability level within a subject. This scale is used across grades and enables educators to view growth over time. The growth or gain is calculated as the difference between Scaled Scores at two separate administrations (whether at the aggregate Mean Scaled Score level or individual student level). For each gain reported, a standard error for the gain is also calculated and displayed. GlobalScholar indicates those gains that are not significantly different from zero at the 67% confidence level (plus or minus one standard error of the gain). This vertical scale and gains reporting ability combined with the previous national norm research study enables educators to evaluate student growth against observed mean growth for the student’s grade, quartile or decile. Please see <b>Chapter 5 Norming Procedure</b> of the Performance Series Technical Report provided in Appendix F for additional information.</p> |
|   |
| <p><b>3.3 Describe the methodologies used to control item exposure so that the accuracy of students’ scores is not impacted by multiple exposures to the same items.</b></p>  |
| <p><b>GlobalScholar Response:</b></p> <p>The process of continuous maintenance of the item pools involves ongoing monitoring of item exposure rates, item performance, and item pool enhancement via field test embedding processes. In the rare event items become overexposed, the items are either retired or placed in a holding mode until a later date at which time they may be re-introduced to the active item pool.</p>   |

As more and more students test on the Performance Series, the items within the pools reach overexposure levels. Overexposure can lead to a variety of problems and may ultimately compromise the validity of the test. GlobalScholar has developed an online calibration process known as the Item Embedding Process to help replenish the pools with new, high quality performing items. Using the Embedding Process, GlobalScholar introduces an average of 1,000 items for all subject areas every year. Our Item Embedding process is described in detail in **Chapter 3** of the Performance Series Technical Report included in Appendix F.

### ***3.4 Describe the procedures used to validate the measures of growth.***

#### **GlobalScholar Response:**

Student growth can be evaluated in different ways through the reports provided. The statistical evaluation is provided in the Gains Report through a comparison to the Standard Error of the Difference. Gain scores inside this standard error are marked with an asterisk, to note that the two scores are not statistically different. Gain scores without an asterisk can be considered valid, statistically different scores. Additionally, comparisons against the GlobalScholar norm group (observed mean gains) can be made through the Gains Analysis Report. A district can select the type of data breakdown for this report to provide an average gain target in line with each grade level, quartiles per grade, or deciles per grade.

#### **Creation and Composition of Norm Groups**

In response to customer requests for a means to compare their students' results on Performance Series with those results of other students across the country, GlobalScholar developed norms for fall, winter, and spring administrations of Performance Series. The created norms are "user" norms, where the norm groups for fall, winter and spring were samples from the database of all examinee results during Fall 2005 through Spring 2006. An updated study is currently underway, using national data from the 2011-2012 school year, and will be available in 2013.

Within the areas of Mathematics and Reading, norm groups were created for students in grades 2 through 10. For the areas of Language Arts and Science, the norm groups were created for students in grades 2 through 8. Fall and Spring groups were created dependently with all examinees being members of both groups. The Winter group was created independently; however, the possibility exists that some examinees may also be members of Fall and/or Spring groups.

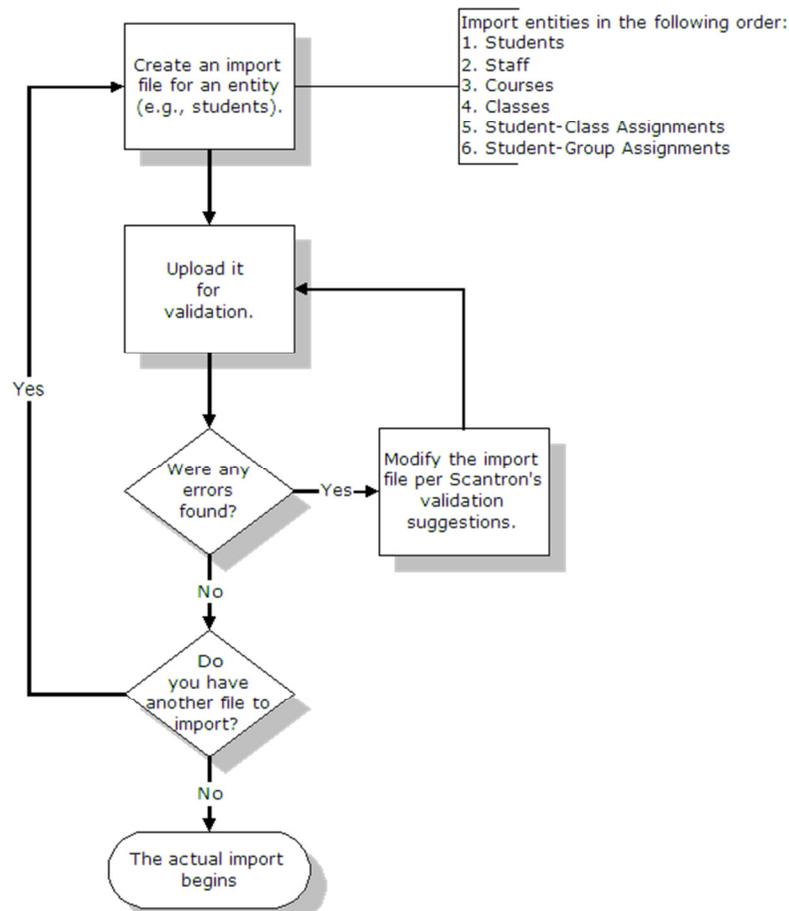
Criteria used for creation of these initial norm groups were gender, ethnicity, and geographic region. In the case of ethnicity and gender, target proportions were set to match national population levels. Ethnicity, gender, and geographic region were selected to provide the largest possible group from which to sample in order to create each group. At this time, norms exist within the areas of Mathematics, Life Science, Reading and Language Arts. Please see **Chapter 5 Norming Procedure** of the Performance Series Technical Report provided in Appendix F for additional information.

**SECTION 4: TEST ADMINISTRATION PROCEDURES**

| <b>Requirement</b>  |
|---|
| <p><b>4.1 Describe the administration procedures necessary to produce growth scores. For example, is the assessment designed to be administered multiple times during the year or administered once in the fall and once in the spring?</b></p>   |
| <p><b>GlobalScholar Response:</b></p> <p>Performance Series can be administered at any time during the school year, based on individual school needs. However, if comparisons to our national norm research study are required then the tests can be administered 2 or 3 times in a year: Fall, Winter and Spring.</p>  |
| <p><b>4.2 Describe any processes used for pre-identifying and/or registering students for testing. Include what data, including the State Testing Identifier, are collected for each student, how data are collected or transmitted, and how data are maintained and securely managed.</b></p>  |
| <p><b>GlobalScholar Response:</b></p> <p><b>Data Collection / Transmission</b><br/>         There are multiple student data import options for Performance Series. These include manual input, CSV file import, data integration services (DIS), API and SIF. GlobalScholar will work with VDOE and LEAs to determine the best option related to schedule needs and technology.</p> <p><b>Maintaining Online Testing Security</b><br/>         Location Controllers can control online testing by limiting the allowed login days/times and the allowed network addresses from which any test can be taken at the site. Allowed login days/times/networks can also be edited for each test session. A school location password can also be required. Some schools change their school location password daily, for example, to increase testing security. Additionally, Location Controllers or teachers with editing rights can also assign students a student password that is required for them to log on to take an online test.</p> <p>When a test is scheduled, the Manager of the test can edit the Allowed Student option to limit which students are able to take the test, by assigning students by grade level or class, or by assigning individual students.</p> <p><b>Data Transmission</b><br/>         All electronic traffic between score data and the user is encrypted in industry standard 128-bit secure sockets layer security technology. In addition, staff members are required to have 6 character passwords that allow limit access based on how the school sets up the users. There are 5-7 staff positions that can be setup by the customer to further restrict the staff's ability to see confidential information while still allowing them to complete their tasks within Achievement Series. Teachers are generally restricted to seeing only their own students' scores.</p> |

All of the student and score information are housed in a security computer facility that has the following attributes:

- Regular Backups
- Tier 4 facility
- Unmarked building
- Guards
- Redundant power
- Environment controls
- Biometric security with card keys access
- Special security access tubes
- Security cameras every 5-12 feet
- Internal security audits
- Multiple firewall layers and brands



**4.3 Describe all materials needed for test administration and how school divisions will order and obtain sufficient quantities. Include details of test booklets and answer documents for paper/pencil testing (if applicable), test administration manuals, etc. If applicable, identify any test administration materials school divisions would be responsible for supplying locally (manipulatives, copies of test materials, etc.).**

**GlobalScholar Response:**

Performance Series is completely online and web-based. Students will need a computer with access to the internet. Please refer to *Appendix E: Performance Series System Requirements* to view system requirements for Win / Mac operating systems, browser configurations, and bandwidth needs. If the district or school chooses, the students can have loose paper and pencil available to them during the test. However, that is not required to successfully complete any Performance Series test.

**4.4 Provide examples of the test administration manuals to be used with the assessment(s).**

**GlobalScholar Response:**

Please refer to Appendix A for the Proctor Administration Guide, Appendix F for the Performance Series Technical Report, Appendix E for System Requirements documentation and Appendix G for Performance Series Sample Reports.

**4.5 Describe all technology requirements related to school personnel managing the administration of tests and to students completing tests if assessments include technology-based delivery. Include the minimum and recommended hardware and software requirements and network requirements for test administration by school personnel and test delivery to students. Include how assessments are hosted (e.g., locally, vendor, 3rd party). Provide examples of user interfaces for test administration by school personnel and test delivery to students. Include descriptions or examples of test navigation and any test tools (e.g., calculator, ruler, highlighter) available to students for testing.**

**GlobalScholar Response:**

GlobalScholar's proposed assessment platform is a Software as a Service (SaaS) solution that is internet-based and hosted on GlobalScholar's secure servers. Each client receives a unique site identification and access to the data and information on that unique site is password protected by the client user. The GlobalScholar assessment software is accessible through the district's Internet full T-1 line Internet connection. The system is available 24x7x365, except for monthly routine maintenance or scheduled product enhancements. GlobalScholar schedules its maintenance times on weekends to minimize user interruption of service. GlobalScholar uses best business practices to maintain or exceed 99.5% platform uptime and product availability (this excludes standard software maintenance and update windows.)

Access to the system is available anywhere via the Internet and the LEAs can also restrict access from only certain IP addresses and certain times determined by the district. Schools can configure on-site security settings to limit access to only certain computers, regardless of access codes. This allows schools to carefully monitor access to student records by requiring authorized persons to come to specific machines to do so. Additionally, schools can restrict the times of the day that data records are available for access similar to a bank time-locked vault. It is very common to set up access for only

school days during school hours.

GlobalScholar's assessment site minimizes the risk of students viewing inappropriate online materials by expanding the screen to prevent the start button or other menu choices. It is, however, recommended that proper proctoring of the assessment be enforced to ensure a fair testing environment. Schools can configure on-site security settings to limit access to only certain computers, regardless of access codes. This allows schools to carefully monitor access to student records by requiring authorized persons to come to specific machines to do so. Additionally, schools can restrict the times of the day that data records are available for access, similar to a bank time-locked vault. It is very common to set up access for only school days during school hours. GlobalScholar stress tests all servers and makes adequate arrangements for the desired number of concurrent users. GlobalScholar Assessment has a graphical user interface that is simple and intuitive. Access is by user name and secure password. There are six District Level positions and eight School Level positions. The following are the user types available at the district and school levels. At the Network Level, GlobalScholar will work with the LEAs to understand the nuances between the roles to determine how they may fit into current positions.

## District Level

### District Level View

| Position              |   |
|-----------------------|---|
| Select                | Position Name   |
| <input type="radio"/> | <b>Location Controller</b><br>Can perform all tasks at a location. For your security, keep the number of location controllers at your location to a minimum.                          |
| <input type="radio"/> | <b>Location Controller Staff</b><br>Can perform all tasks at a location except delete. For your security, keep the number of location controller staff at your location to a minimum. |
| <input type="radio"/> | <b>Administrator</b><br>Has full viewing/reporting and item/test creation capabilities at a location, but cannot create/edit students or staff.                                       |
| <input type="radio"/> | <b>Data Entry</b><br>Has creating/editing/deleting capabilities to allow most common data entry tasks.  |
| <input type="radio"/> | <b>Test Operator</b><br>Can perform tasks related to the test taking logistics of the system.   |
| <input type="radio"/> | <b>Consultant</b><br>Must be assigned to projects for any rights.   |

## School Level

### School Level View

| Position              |  |
|-----------------------|--|
| Select                | Position Name  |
| <input type="radio"/> | <b>Location Controller</b><br>Can perform all tasks at a location. For your security, keep the number of location controllers at your location to a minimum.   |
| <input type="radio"/> | <b>Location Controller Staff</b><br>Can perform all tasks at a location except delete. For your security, keep the number of location controller staff at your location to a minimum.  |
| <input type="radio"/> | <b>Administrator</b><br>Has full viewing/reporting and item/test creation capabilities at a location, but cannot create/edit students or staff.  |
| <input type="radio"/> | <b>Teacher w/o Student Edit</b><br>Can view just the students and classes they have been assigned to. If a teacher needs more access, a second identity should be created for the staff member using a different position and unique Staff ID. Only teachers can be assigned to classes. |
| <input type="radio"/> | <b>Teacher w/ Student Edit</b><br>Just like Teacher w/o Student Edit except this position can also create and edit students.   |
| <input type="radio"/> | <b>Data Entry</b><br>Has creating/editing/deleting capabilities to allow most common data entry tasks.   |
| <input type="radio"/> | <b>Test Operator</b><br>Can perform tasks related to the test taking logistics of the system.  |
| <input type="radio"/> | <b>Consultant</b><br>Must be assigned to projects for any rights.  |

Client users of the GlobalScholar assessment software only have access to data at their level or below. For example, a teacher can only access his or her students' data and a principal can access the data of students only in his or her school. Please refer to *Appendix E: Performance Series Technical Requirements* to view technical requirement minimums for use of the GlobalScholar assessment software.

**4.6 Describe accommodations available to students with disabilities and limited English proficient students. Include procedures related to the provision of accommodations to eligible students.**

**GlobalScholar Response:**

Because every child—whether gifted or challenged—learns at a different pace and has different instructional needs, assessments that truly have value must provide teachers with important information about individual needs. Through the adaptive nature of Performance Series, teachers are able to quickly pinpoint student achievement levels across a range of subjects that correspond with state and Common Core standards. Unlike traditional standardized assessments that focus on the standards one grade level at a time and return results at a later date, Performance Series provides students with tests custom tailored to their ability level in reading, math, language arts and life science and inquiry.

Software features are built in to address different populations such as:

1. Extended time for assessment: Performance Series is not timed and allows for student administration breaks within a two week window. If a student can only test for 15 minute blocks, simply have that student stop the test and it will resume where he/she left off for the next block.
2. Testing accommodations for start point: Performance Series enables educators to determine a different starting point from the grade level, either higher or lower, when needed.
3. Adaptive testing: Performance Series automatically adjusts to student performance, to ensure the most efficient testing experience and maximize time for learning.
4. Many test questions present visual clues to provide additional context.
5. Test retake: Performance Series tests can be spoiled and re-taken to ensure that any student with testing issues or an especially bad' day will not be penalized for that poor test score.
6. Navigation language support: students have the option to select Spanish for their test navigation, so that their concentration is focused on content, not understanding the software navigation.
7. Math (en espanol): Performance Series provides a transadaptation of the standard Math test in Spanish, to provide better insight to mathematical abilities of students more comfortable with Spanish. This test version has separate proctor and student instructions and parent reporting for effective testing communications.

8. Flexible reports: Aggregate reports can be filtered by many different demographics for analysis based on district needs. Or, custom groups can be created to evaluate specific students or programs based on state or local accountability requirements.

**4.7 Describe procedures for completed student tests to be submitted for scoring and reporting purposes.**

**GlobalScholar Response:**

Performance Series is completely online and web-based. Educators do not need to do anything for student tests to be scored. Due to the adaptive nature of the assessment, student responses are sent to our system every time the student clicks the arrow to move forward. The subsequent question is dependent on this level of communication. When the student completes the test, a ‘Congratulations’ screen will display. The scaled score can also be displayed on this screen, if configured. At this time, the system will have the student’s score available for individual trend or learning objective reports, class reports, group or school reports, and district level reports. Immediate results for immediate action.

**SECTION 5: SCORING AND REPORTING**

**Requirement**

**5.1 Describe scoring procedures for all item types and test forms administered, including implemented quality control measures.**

**GlobalScholar Response:**

All Performance Series test questions are dichotomous and are machine scored. There is no human interaction.

**Scaled Score**

The fundamental scores calculated in Performance Series are the ability estimate/Scaled Score and the Standard Error of Measurement (SEM) of the estimate. Both values are on the logit (log odds unit) scale. This logit scale is an equal interval scale in which differences at any spectrum of the scale have the same meaning. Consequently, difficulty parameters of the items are also placed on the same scale, providing useful diagnostics as the Suggested Learning Objectives Report. During Performance Series, responses and difficulty parameters for items presented on the test provide sufficient information to estimate the student ability along the same logit scale.

GlobalScholar does provide proctor guidelines to ensure the most valid score per administration and guides to understand and evaluate the scaled scores within the context of the client. Additionally, performance categories or bands may be customized within the system to evaluate the scaled scores based in relation to S GlobalScholar's national norm research, research done by the customer or predictive validity. Fall to Spring growth scores or gains can be evaluated against data from the national norm research (observed mean gains) by grade level, quartile or decile.

Please refer to Appendix F: Performance Series Technical Report, for complete details on our scoring procedures.

**5.2 Describe the type of reporting provided (e.g., static and/or dynamic, electronic and/or paper-based, item-level, strand-level, and/or test-level scoring). Include approximate timelines for score reports to be available to divisions, how score reports will be accessed and/or obtained, and samples of student, class, school, and division score reports and sample record layouts for electronic data files.**

**GlobalScholar Response:**

Performance Series offers a variety of reports available in real-time upon completion of scanning or online assessment administration. Reporting is web-based and dynamic. Access to the reports is secure via user password protection and only teachers can see their students' data and administrators can see the data for teachers and students in their school; district level users with appropriate access rights can see data throughout the district. Reports can be filtered (disaggregated) by demographics, NCLB/ESEA guidelines, or user defined groups as well as grade level, course, school, classes, standards, and student. And any report that displays a standard code or text can link to supplemental instructional resources (for example, Skills Connection Online and/or netTrekker). Report data can be exported to CSV files for the district to use in other programs that accept that common file format or to PDF.

The reporting features and capabilities of Performance Series provide individual student information (in a Student Report) as well as school and district-wide progress (in a Summary Report) and gains over time. Teachers are able to compare performance scores to local, state and national curriculum standards, national student groups and reading resources, Standards Item Pool Score, National Percentile Ranking and Lexile Reading Scores, if desired. The reports can be manipulated with a few clicks to develop custom learning plans for each student immediately after the first assessment. Scores can be filtered by Time Frame, Demographics, and User Defined Groups.

Please refer to Appendix G to view sample Performance Series reports.

Quick Access Score Options

This screen allows a district administrator to access data from the district or grade level, course, or group for Summary, Gains, Gains Analysis, Percentile or Performance Bands.

| Diagnostic Test Reports      |  |  |   |   |  |
|------------------------------|--|--|---|---|--|
|                              | Summary  | Gains  | Gains Analysis  | Percentile  | Performance Bands  |
| <br>Scantron School District | <ul style="list-style-type: none"> <li>■ <a href="#">All Subjects</a></li> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> |
| <br>Grade Levels             |  | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> |   | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> |
| <br>Courses                  | <ul style="list-style-type: none"> <li>■ <a href="#">All Subjects</a></li> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> |
| <br>Student Groups           | <ul style="list-style-type: none"> <li>■ <a href="#">All Subjects</a></li> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> |

### Score Filtering Options

|                                     |              |
|-------------------------------------|--------------|
| Time Frame                          | Clear Change |
| Time Frame: 8/1/05 to 6/30/06       |              |
| Student Filtering: Demographics     | Clear Change |
| Demographic Filtering: All Included |              |
| Student Filtering: Groups           | Clear Change |
| Group Filtering: All Included       |              |

Reports feature a graphical user interface, color differentiations (such as performance bands) and can be viewed and printed in graphical or tabular formats. Please review the report samples for additional report features such as item analysis, individual student results, grade, course, teacher, school, point biserial, percent attained, mean score, high score, low score, etc. The benchmark portion of the assessment program also features a re-score function, test comparison and reports by standards such as Virginia SOLs or Common Core. The adaptive assessment portion also features reports by standards such as Virginia SOLs or Common Core.

These pre-defined reports for teachers and administrators with summary statistics are included in the program. Users have the ability to customize reports by controlling the time frame of the student results to be included in the report. For example, 700 students took the same test between Sept 2011 and Dec

2011. You can view all of those results or choose to look at just the students who took the test from Sept 1st 2011 to Oct 5th 2011 if you want to isolate the student results from the beginning of the school year who have had less instructional time period than those results captured in December 2011.

**Grouping / Filtering:** Users can also customize their reports by filtering on specific demographic data to examine group based performance and identify group-based gaps, such as:

- Student Grade Level
- Student Gender
- Student Age
- Student Ethnicity
- Student Citizenship
- Special Status (ELL/LEP, Migrant, Disability, Title 1, Meal Assistance)

**Criteria:** Users can also customize their reports by including or excluding scores or score-ranges from their reports. For example, 700 students took the same test. The user can filter out just those students who scored below 32% or only include scores between 30% and 60%, etc. This allows the user to isolate specific results to further examine student performance within target score ranges.

**Performance Levels:** Users can create custom performance bands and apply them to specific reports. The system allows you to select two (2) to seven (7) performance bands, name each band (i.e. “Proficient”, “Below Basic”, etc.), set the cut scores for each band, and select specific colors and patterns each band will use in online reports. This allows the user to customize how they want to analysis data. The system also allows the top level location controller to enforce one set of customized performance bands for all assessments or all assessments by subject-area, if you want all teachers to use a common scale for viewing reports.

**Display:** Many reports provide a variety of views related to the data set selected. Table views are also available, and the advanced reporting tool includes bar charts, distribution charts, pie charts, box and whisker plots, and line graphs, as well as customizable performance bands.

Item level statistics and item analysis of answer and distractor selection are provided in the item information after the first administration of the item in an assessment.

#### Report and Screen-shot Examples

The following are a few screen shots that show the graphical, user-friendly interface of Performance Series.

The screen below was accessed by clicking the “All Subjects” link in the Summary column at the South Middle School level. This shows, by student, their Scaled Score, SEM, and Overall SIP Score for the subjects they tested.

By clicking Allen, Kelly S. on the link from the above screen and then the Mathematics Test Scores link in the left column we see below - it shows Kelly S. Allen's test history, longitudinal trend graph – displaying progress from each test administration, and bar graphs by overall and individual unit scores.

**All Subjects Summary**

Report Scope: Location: South Middle School; Grade: 6.  
 Broken Down By: Student  
[Export XLS](#)

**Mathematics Diagnostic Results**

**Mathematics Test History**

**ALLEN, KELLY S. Grade 6**

Score: 2677 Ability Estimate: 52  
 Scaled Score: 2677 SDI: (54)  
 % SP 100%

Mathematics Overall Score: 52

Overall Ability Estimate: High Average

Unit Score Range: 190 - 290

Number & Operations (240-258-255): High Average  
 Algebra (272-288-304): High Average  
 Geometry (247-268-273): High Average  
 Measurement (271-306-311): High Average  
 Data Analysis & Probability (222-239-255): High Average

Performance Rating: High Average

Score: 73  
 National Percentile Ranking: High Average

Mathematics Overall % SP 100%

This screen is a classroom level Class Profile report. Ratings are color coded based on your choices (in the box on the left) and on the right the report is displaying student instructional level by skill.

Math - Grade 5 Sec: 1, BAKER, PAMELA A.

**Class Profile**

- General Science
- Language Arts
- Mathematics
- Reading

**Mathematics: Geometry**

- Algebra
- Number & Operations
- Data Analysis & Probability
- Geometry
- Measurement

Your site is using the Common Core State Standards 2010 (College and Career Readiness- Standards and K-12 Mathematics) Curriculum Alignment Guide. [Click Here](#) for more information about this specific Curriculum Alignment Guide. [Click Here](#) to include objectives that are not in these standards.

| Student                 | Language | Scaled Score | Rating | Test Date | Objectives  | Attained |
|-------------------------|----------|--------------|--------|-----------|---|----------|
| AVILA, JEMMA Q.         | Spanish  | 2385         | L3     | 11/10/10  | 1. The learner will identify plane figures. 2.G.1   | 21/21    |
| BLACKWELL, JOHNATHAN S. | English  | 2585         | L3     | 4/15/06   | 2. The learner will identify figures with a line of symmetry. 4.G.3   | 21/21    |
| BURNETT, JULIO H.       | English  | 2514         | L3     | 4/15/06   | 3. The learner will identify various geometric figures. 2.G.1   | 17/17    |
| CHASE, MARCELLA M.      | English  | 2752         | L4     | 4/15/06   | 4. The learner will record and plot ordered pairs of whole numbers in a rectangular coordinate system. 6.G.2a-6.S.2 | 16/16    |
| COOK, CHRIS H.          | English  | 2607         | L4     | 4/15/06   | 5. The learner will give a name to an ordered pair in the coordinate plane. 6.NS.2                                  | 16/16    |
| DURAN, GRANT P.         | English  | 2568         | L3     | 4/15/06   | 6. The learner will identify and classify various triangles. 4.G.2  | 11/11    |
| FIELDS, MARGUERITE K.   | English  | 2075         | L1     | 4/15/06   | 7. The learner will find and name points with ordered pairs of integers. 6.G.2a-6.NS.2                              | 10/10    |
| FRANKLIN, MARGRET G.    | English  | 2610         | L3     | 4/15/06   |   |          |
| GONIS, JESSIE H.        | English  | 3144         | L4     | 4/15/06   |   |          |
| HANSON, LULA J.         | English  | 2472         | L2     | 4/15/06   |   |          |
| JOHNSON, ELLI J.        | English  | 2355         | L1     | 4/15/06   |   |          |
| KIKO, BEVERLY E.        | English  | 2335         | L1     | 4/15/06   |   |          |
| LAWSON, ISABEL S.       | English  | 2706         | L4     | 4/15/06   |   |          |
| LUMPKIN, DORIAN M.      | English  | 3301         | L4     | 4/15/06   |   |          |

The reporting features and capabilities of adaptive assessment module provide individual student information (in a Student Report) as well as school and district-wide progress (in a Summary Report) and gains over time. Teachers are able to compare performance scores to state and Common Core Standards, national student groups and reading resources, Standards Item Pool Score, National Percentile Ranking and Lexile Reading Scores, if desired. The reports can be manipulated with a few clicks to develop custom learning plans for each student immediately after the first assessment. In addition, because Performance Series in an online test, results are available so that they may impact instruction while the information is still relevant and can be accessed any time from any location with an internet connection. Performance Series helps educators show annual yearly progress by measuring gains on a consistent scale. Users can create groups, such as Free/Reduced Lunch, Before School/After School Programs, etc., to measure gains by specified groups. In addition, within the reports, the user is able to select students according to specified demographics, such as ethnicity, gender, etc.

All staff members (teachers, school administrators and school level staff, district administrators and district level staff) can access reports by logging into the program. Access to data is controlled by the user's role. Teachers can only view data for students in their classes. School staff can only view data for their school (school averages, classroom performance for classes in their school, and student data for any students in their school). District staff can only view data for their district (schools, classes, and students in their district). Following is a sample list of reports and a description of the types of educational questions each report addresses:

- **Suggested Learning Objectives:** What are the next skills / objectives I should target for this student? (individual skill list by strand based on ability)
- **Student Profile:** Where are this student's weaknesses that I need to strengthen? (ability by strand)
- **Student Profile:** Is this student making progress with the current material and instruction? (longitudinal trend graph)
- **Class Profile:** Is my class ready for this material? (ability level in relation to skills / objectives)
- **Class Profile:** How can I group my students for differentiated instruction? (ability level in relation to skills / objectives)
- **Gains Report:** Are my after-school programs providing as much assistance as the 'pull-out' program this year? (Gains by custom group)
- **Performance Bands:** Of all students taking the test, which ones need the most help? What is the probability that a student will score within that band on the linked State test?

Below, are report examples that are very beneficial to both the parent and to the teacher. The first report is a summary report of all students that shows what their growth target should be as well as some suggested skills to help focus student learning. While this example shows standards and projections for Illinois, it would be configured in the system setup to display Virginia and Common Core standards for the VDOE.

| Teacher: Joseph Nguyen, Grade 4             |            | Teacher Level Report |            | Scantron Mathematics  |  |  |  |   |               |
|---|------------|----------------------|------------|---|--|--|--|---|---------------|
| School: Hudson                              |            |                      |            | Fall SY11   |  |  |  |   |               |
| Student List: Suggested Learning Objectives |            |                      |            |   |  |  |  |   |               |
| Name  | Percentile | Projected ISAT Level | Fall Score | Algebra   | Data Analysis & Probability  | Geometry   | Measurement  | Number & Operations   | Spring Target |
| Brittany Caseman                            | 1          | B                    | 1918       | ILAF.4.8.4.06: Represent simple mathematical relationships with number sentences (equations and inequalities).  | ILAF.4.10.4.01: Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph. | ILAF.4.9.4.12: Identify congruent and similar figures by visual inspection.  | ILAF.3.7.3.01: Solve problems involving simple elapsed time in compound units (e.g., hours, minutes, days).  | ILAF.4.6.4.03: Read, write, recognize, and model equivalent representations of fractions; divide regions or sets to represent a fraction. | 2083          |
| Anquan Moore                                | 5          | B                    | 2047       | ILAF.4.6.4.12: Model and apply basic multiplication and division facts (up to 12x12), and apply them to related multiples of 10 (e.g., 3x9=27, 30x9=270, 6÷3=2, 600÷3=200). | ILAF.4.10.4.04: Classify events using words such as certain, most likely, equally likely, least likely, possible, and impossible.  | ILAF.4.9.4.01: Identify, describe, and sketch two-dimensional shapes (triangles, quadrilaterals, pentagons, hexagons, and octagons) according to the number of sides, length of sides, number of vertices, and right angles. | ILAF.4.7.4.03: Solve problems involving the perimeter of a polygon with given side lengths and the area of a square, rectangle, or irregular shape composed of rectangles using diagrams, models, and grids or by measuring. | ILAF.3.6.3.02: Identify and write (in words and standard form) whole numbers up to 100,000.   | 2212          |

The following report, below, shows similar data as the previous report example, but would be appropriate to share with a parent or student.

**Daniel Williams - Grade 4, Hudson (Area 5)**  
**Scantron Reading and Math Level: Winter SY 2011**

**Math**

\*\*\*\* Spring Target Score : 2630

**GROWTH TARGETS**  
 Daniel's Spring Target is 2630 Scaled Score Points.

**ATTAINMENT**  
 Daniel's Winter Math Scale score of 2620 was in the **95th** percentile for Grade 4 Students nationwide.  
 The projected ISAT performance level on ISAT is **EXCEEDS**.

**NEXT STEPS**  
 Here are some skills Daniel can focus on to take learning in Math to the next level:

|                             |  |
|-----------------------------|--|
| Geometry                    | ILAF.5.9.5.01: Classify, describe, and sketch two-dimensional shapes (triangles, quadrilaterals, pentagons, hexagons, and octagons) according to the number of sides, length of sides, number of vertices, and interior angles (right, acute, obtuse). |
| Data Analysis & Probability | ILAF.4.10.4.01: Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph.   |
| Algebra                     | ILAF.8.6.8.16: Use proportional reasoning to model and solve problems.   |
| Measurement                 | ILAF.4.7.4.06: Solve problems involving unit conversions within the same measurement system for time, length, and weight/mass.   |

**Gains Analysis Report** – Compares student growth to decile targets (average growth per decile group). Above category displays number of students meeting targets. Far Above category displays number of students that show growth more than one standard deviation above their decile target. This Far Above categorization can be used as a Strong Growth target.

One version of an aggregate view follows – by grade level. This data can also be displayed by Clark-defined grouping, perhaps one group could be called ‘At Risk’.

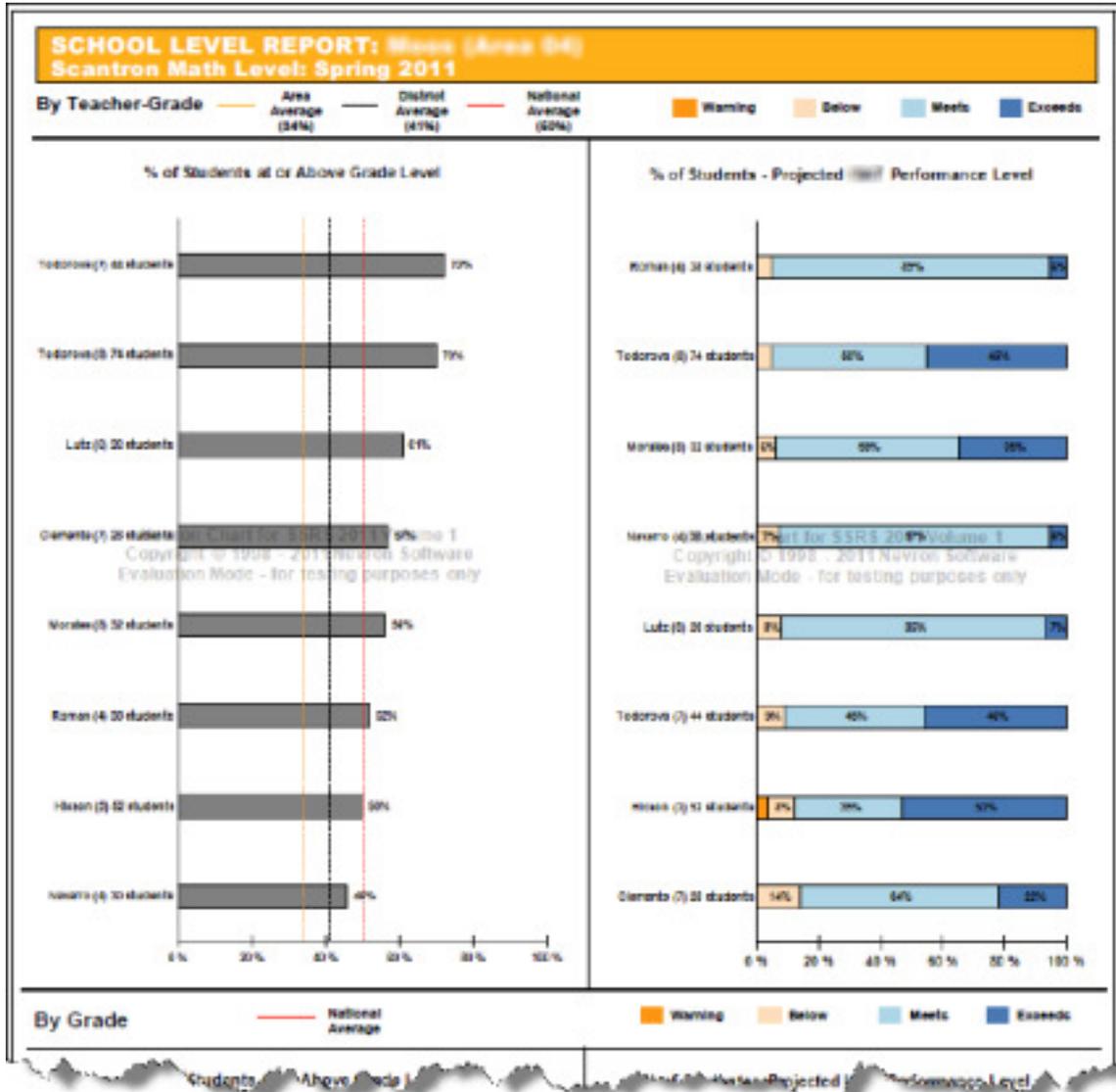
| Math Gains Analysis   |               |                   |                |                      |       |       |   |                                      |                                     |
|---|---------------|-------------------|----------------|----------------------|-------|-------|---|--------------------------------------|-------------------------------------|
| Report Scope: Location: Department of Education.<br>Broken Down By: Grade Level |               |                   |                |                      |       |       | Time Frame: All Dates<br>Student Filtering: OFF |                                      |                                     |
| <a href="#">Export CSV</a>  |               |                   |                |                      |       |       | Count: 9  |                                      |                                     |
| Grade Level   | Student Count | Students Enrolled | Met Target (%) | Performance Category |       |       |   | Testing Period 1 (9/1/05 to 12/1/05) | Testing Period 2 (4/5/06 to 7/1/06) |
|   |               |                   |                | Far Below            | Below | Above | Far Above                                       | Mean SS                              | Mean SS                             |
| Grade 2   | 150           | 150               | 49%            | 28                   | 49    | 43    | 30  | 2020                                 | 2196                                |
| Grade 3   | 150           | 150               | 47%            | 38                   | 41    | 47    | 24  | 2187                                 | 2334                                |
| Grade 4   | 150           | 150               | 42%            | 32                   | 55    | 34    | 29  | 2341                                 | 2471                                |
| Grade 5   | 148           | 149               | 52%            | 34                   | 37    | 47    | 30  | 2416                                 | 2550                                |
| Grade 6   | 150           | 150               | 51%            | 31                   | 42    | 44    | 33  | 2531                                 | 2639                                |
| Grade 7   | 150           | 150               | 46%            | 29                   | 52    | 40    | 29  | 2544                                 | 2633                                |
| Grade 8   | 150           | 150               | 47%            | 27                   | 52    | 51    | 20  | 2617                                 | 2692                                |
| Grade 9   | 150           | 150               | 50%            | 28                   | 53    | 38    | 26  | 2668                                 | 2744                                |

Student view displays growth and target (average for decile group) and evaluation of growth. Above average can be considered as a ‘Strong’ growth target.

| Math Gains Analysis                                |                                    |           |                                    |           |               |             |  |                      |  |
|--|------------------------------------|-----------|------------------------------------|-----------|---------------|-------------|--|----------------------|--|
| Report Scope: Location: East Elementary; Grade: 3. |                                    |           |                                    |           |               |             | Time Frame: All Dates                        |                      |  |
| Broken Down By: Student                            |                                    |           |                                    |           |               |             | Student Filtering: OFF                       |                      |  |
| <a href="#">Export CSV</a>                         |                                    |           |                                    |           |               |             | Index: A - EA    Count: 75    Page 1 of 4 >> |                      |  |
| Student  | Testing Period (9/1/05 to 12/5/05) |           | Testing Period (3/30/06 to 7/7/06) |           | Gain          | Target Gain | Target Met                                   | Performance Category |  |
|  | SS                                 | Test Date | SS                                 | Test Date | SS Difference | Decile      |  |                      |  |
| <b>ADKINS, EDDIE R.</b>                            | 2169                               | 10/15/05  | 2295                               | 4/15/06   | 126           | 172         | NO   | Below                |  |
| <b>AGUIRRE, DANIEL E.</b>                          | 2377                               | 10/15/05  | 2690                               | 4/15/06   | 313           | 110         | YES  | Far Above            |  |
| <b>ANEZ, JENNIFER B.</b>                           | 2214                               | 10/15/05  | 2325                               | 4/15/06   | 111           | 172         | NO   | Below                |  |
| <b>BARKER, DARRIN A.</b>                           | 2459                               | 10/15/05  | 2472                               | 4/15/06   | 13*           | 110         | NO   | Far Below            |  |
| <b>BEAN, VICKI S.</b>                              | 2106                               | 10/15/05  | 2359                               | 4/15/06   | 253           | 177         | YES  | Above                |  |
| <b>BENNETT, EDITH W.</b>                           | 2250                               | 10/15/05  | 2451                               | 4/15/06   | 201           | 159         | YES  | Above                |  |
| <b>BLACKWELL, ZACHARY L.</b>                       | 2243                               | 10/15/05  | 2289                               | 4/15/06   | 46*           | 159         | NO   | Far Below            |  |
| <b>BOOKER, DOMINIC M.</b>                          | 2341                               | 10/15/05  | 2579                               | 4/15/06   | 238           | 126         | YES  | Far Above            |  |
| <b>BOOTH, ORLANDO C.</b>                           | 2272                               | 10/15/05  | 2525                               | 4/15/06   | 253           | 143         | YES  | Far Above            |  |

Performance Level Report

Aggregate report displaying student performance levels, as defined by each district, by staff member.



### Suggested Learning Objectives

This report provides instructional next steps for each student on or off grade level, to drive remediation or empower enrichment.

| Student   |           |  |                       |
|---|-----------|--|-----------------------|
| Name:   |           | JOKI, MILDRED N.   |                       |
| Mathematics - Geometry  |           |  | Targeted Instruction: |
| Successfully Attained   | Resources | Suggested Learning Objectives  | Resources             |
| <input checked="" type="checkbox"/> 2.G.1: The learner will identify plane figures.                                     |           | <input type="checkbox"/> 5.G.2/6.NS.8: The learner will record and plot ordered pairs of whole numbers in a rectangular coordinate system.             |                       |
| <input checked="" type="checkbox"/> 4.G.3: The learner will identify figures with a line of symmetry.                   |           | <input type="checkbox"/> 4.G.2: The learner will identify and classify various triangles.  |                       |
| <input checked="" type="checkbox"/> 2.G.1: The learner will identify various geometric figures.                         |           | All appropriate Suggested Learning Objectives have been listed.  |                       |
| Mathematics - Measurement   |           |  | Targeted Instruction: |
| Successfully Attained   | Resources | Suggested Learning Objectives  | Resources             |
| <input checked="" type="checkbox"/> 2.MD.1: The learner will determine the length of an object.                         |           | <input type="checkbox"/> 4.MD.3/6.G.1: The learner will find the area of a rectangle when a formula is given.  |                       |
| <input checked="" type="checkbox"/> 3.MD.2: The learner will measure capacity.  |           | <input type="checkbox"/> 5.MD.5.b/6.G.2: The learner will find the volume of a figure when a formula is given.   |                       |
| <input checked="" type="checkbox"/> 3.MD.8: The learner will find the perimeter of a figure with the sides labeled.     |           | <input type="checkbox"/> 2.G.2/3.MD.5.b/3.MD.6: The learner will determine the area of a rectangular figure by counting the squares within the figure. |                       |
| <input checked="" type="checkbox"/> 2.MD.7: The learner will tell time in five minute intervals using an analog clock.  |           | <input type="checkbox"/> 5.MD.1: The learner will convert units of standard length between yards, feet, and inches.                                    |                       |
| <input checked="" type="checkbox"/> 3.MD.1: The learner will tell time to the nearest minute using an analog clock.     |           | <input type="checkbox"/> 4.MD.2/5.MD.1: The learner will solve measurement story problems.   |                       |
| <input checked="" type="checkbox"/> 3.MD.1: The learner will calculate length of time through addition and subtraction. |           | All appropriate Suggested Learning Objectives have been listed.  |                       |
| Mathematics - Number & Operations   |           |  | Targeted Instruction: |
| Successfully Attained   | Resources | Suggested Learning Objectives  | Resources             |
| <input checked="" type="checkbox"/> 3.NF.3.d/4.NF.2: The learner will compare fractions that are illustrated as         |           | <input type="checkbox"/> 5.NBT.6/6.NS.2: The learner will divide a three-digit whole number by a two-  |                       |

The Performance Series Suggested Learning Objectives (SLOs) for each Curriculum Alignment are shown in the report information in the Appendix and in the screen shot above. Given a student's Scaled Score, teachers can identify the collection of skills that fall within the corresponding Scaled Score range.

### 5.3 Describe all data tools available to school division staff for the analysis of data and the creation of customized reports.

#### GlobalScholar Response:

Reports are available immediately after test administration at the district, school, class, group, and individual levels for different analyses. Data comparison points can be used to understand student scores. Reports provide context against past performance (growth trend graph), students within the district (district average), and also against the national norm (NPR) to understand relative performance against peers. Unit data displays performance differences to guide instruction or further analysis. The Suggested Learning Objectives Report provides customized view of the next objectives or skills for student instruction, up to grade level or enrichment skills can be provided for 1 or all units and subjects assessed. For Reading specifically, the Lexile Measure (purchase optional) is available to match student reading level to materials.

Functionally, Performance Series provides optional views in district reports, bar charts and distribution graphs, for a more visual display of aggregate data. Customization of each test’s performance bands to match pre-determined criteria, custom research, or GlobalScholar’s norm groupings for display on both individual and aggregate reports is available at both the school and district levels. Gains Analysis Report targets are configurable for grade level, quartile per grade, or decile per grade, to address the needed level of granularity. Unit level scoring is configurable to allow student scores to be displayed as individual unit estimates or as item pool alignment comparisons. For parents or student goal setting, a variety of Profile Templates are selectable for individual reporting, with varying layouts and score listings including an option in Spanish.

### Assessment Description – Language Arts

**Offeror Name:** GlobalScholar, Inc.

**Proposed Assessment Name:** Performance Series

**Content Area(s) and Grade Level(s) Assessed:** Language Arts (Grades 2-8)

#### SECTION 1: OVERVIEW OF TESTS

| Requirement  |
|--|
| <p><b>1.1 Describe the specific grade(s) and subject area(s) covered by each assessment and provide an overview of the content and skills measured. Include the types of test items used, the mode(s) of delivery, the availability of equivalent forms, including short forms or screeners (if available) and a test blueprint for each test being proposed.</b></p>  |
| <p><b>GlobalScholar Response:</b></p> <p>The Performance Series Assessments cover Grades K-12 in Mathematics, Grades K-12 in Reading, Grades 2-8 in Language Arts, Grades 2-8 in Life Science and Inquiry, and Grades 2-9 in Math en español.</p> <p>The Performance Series assessment is a computer-adaptive test that is delivered online. The test includes dichotomously scored items (all multiple choice). The test uses a 1-parameter Rasch model and offers an express test (short form) of the assessment as an option for states and districts/LEAs. The assessment has been utilized as a universal screener in multiples states and districts/LEAs. The test contains item pools that are aligned to the CCSS and VA Standards of Learning through an intermediary database of skills. Items are developed specifically for skills and aligned to standards.</p> <p>In creating the Performance Series item pools, GlobalScholar has targeted the need for accurate measurement of state and national standards. To achieve that end, GlobalScholar developed an extensive list of skills that correspond to those critical learning objectives most commonly taught throughout the country. This list was created through GlobalScholar’s extensive research of state and national standards. By analyzing the commonality and correlation of learning objectives present in these documents, essential learning objectives and content at each grade level were identified. Consequently, the assessment of learning objectives tested by Performance Series has a high degree of correlation to state and national standards. The majority of reading and mathematics learning objectives assessed by</p> |

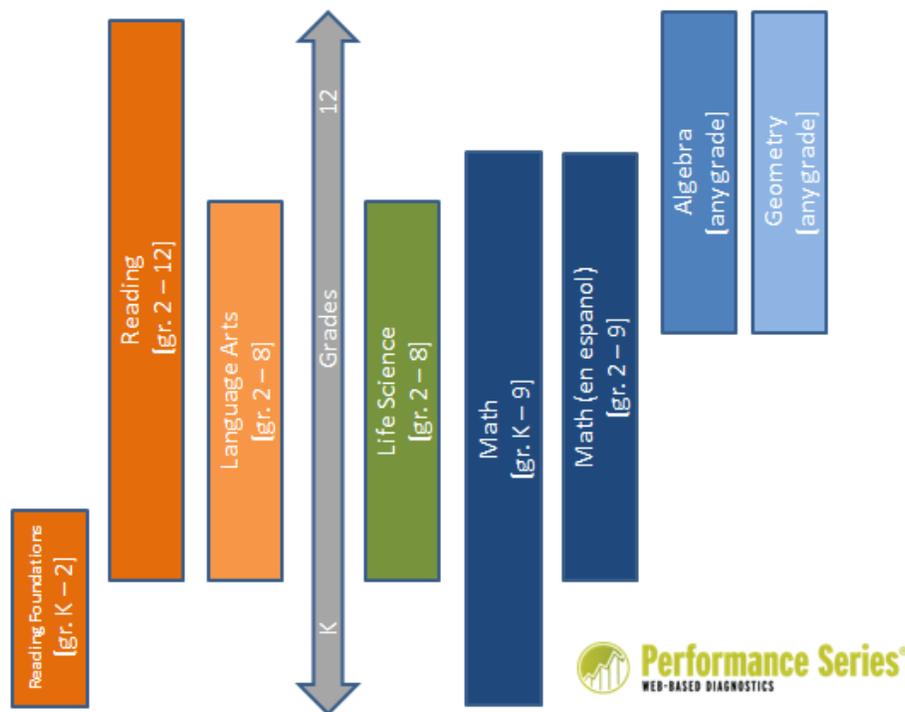
Performance Series are commonly found in state and national standards. Similar processes were used to construct the language arts and life science collection of learning objectives.

Strong correlation alone, however, was not a sufficient condition for a skill area to be included in the final content of the item bank. Utilizing a large team of teachers and educational consultants, GlobalScholar carefully investigated each skill area using the following criteria:

- Is the skill a critical skill?
- Is the skill grade-level appropriate?
- Would the skill be more appropriate in another grade level?
- How would the skill rank in difficulty compared to other grade-level appropriate learning objectives?

After extensive investigation and review, the final content array was assembled and distributed to the Item Development Team.

Developing the item bank for Performance Series was an intensive and comprehensive effort by a large team of item developers. To ensure the highest level of quality and security possible, all items were developed by GlobalScholar Content Specialists. No third party item banks were used in the development of Performance Series. GlobalScholar continues to update the skill list based on the adoption of new standards across the states including the Common Core State Standards.



**1.2 Provide evidence of alignment of test items to the Virginia Standards of Learning (SOL) for existing assessments. For assessments developed in response to the RFP, provide a plan for assuring the alignment of test items to the SOL.**

**GlobalScholar Response:**

**Virginia Language Arts Curriculum Alignment**

The Virginia Standards of Learning 2010 (English) were used to develop the language arts curriculum alignment guide for Virginia. Grades two through eight were used in the matching process. Skills were matched to writing standards: write for a variety of purposes and edit writing. The referencing of the standards in the curriculum alignment guide follows closely with the numbering of the document. In a reference of 2.3.a—2 indicates the grade level, 3 indicates the standard, and .a indicates the benchmark. Second through eighth grade level objectives were used to create the item pools for grades two through eight.

The alignment process is very rigorous. The initial alignments are made by a content area specialist. The alignments are then reviewed by at least one other content area specialist. Please refer to Appendix B to view VA Standards of Learning Reports.

**SECTION 2: TECHNICAL CHARACTERISTICS**

**Requirement**

**2.1 Provide evidence of content, construct, concurrent, and predictive validity as appropriate. Include validity evidence that supports the use of scores from the proposed assessment in teacher evaluation, addressing specifically the validity of using assessment results to support inferences about effectiveness of teacher in producing growth in student performance (if available).**

**GlobalScholar Response:**

Content validity refers to the degree to which a test measures an indicated content area. Presently, the content areas within Performance Series are Mathematics, Reading, Language Arts, and Science. In an attempt to illustrate the content validity of Performance Series with regard to these content areas, GlobalScholar examined the concepts of item validity and sampling validity, both of which are necessary components of content validity. Item validity focuses on the degree to which test items are relevant in measuring the desired content area. Sampling validity focuses on how well items selected for the test sample or span the content area.

GlobalScholar content team members developed all items that appear within Performance Series. Each item that exists within the item bank was written to measure a skill from Performance Series skill list at the appropriate grade level. In order to ensure the uniformity of the construction of items within Performance Series item bank, GlobalScholar developed a process for training content team members on item development. This training consisted of a hands on program designed to enable content team members to transfer their content area knowledge and classroom teaching experience into successful item development. In addition to their training, all content team members received the GlobalScholar Item Development Training Manual as a reference tool. As prospective items are developed, they are subjected to an external evaluation by a panel of content area experts.

New items are reviewed for:

- Item alignment with the indicated skill at the appropriate grade level
- Item content and quality (accuracy of content, overall clarity, one unambiguous answer)
- Item bias (to ensure that the item did not demonstrate gender, racial/ethnic, and/or socioeconomic bias)
- Gender count for passive/active voice.

Reading passages are reviewed to ensure that male/female main characters are written in an equal number of instances with regard to passive/active voice. The items are then returned to the GlobalScholar content team to make changes based on the recommendation of the external evaluation panel. This process is repeated to ensure that corrections were made as the evaluation panel intended, and that no new errors or problems with the items were introduced during the rewrite/editing process. Items failing this external review are eliminated from further consideration for entry into the Performance Series item bank. Items passing this external review process are deemed to be relevant to the task of measuring their respective content areas.

Two types of criterion-related validity are concurrent and predictive validity. Concurrent validity indicates the degree to which performance on two separate assessments is correlated. Predictive validity determines the relationship between performance on the GlobalScholar assessment and state tests or other high-stakes measure. The resulting information is then used to predict performance on the other measure of interest. GlobalScholar has been engaged in validity research since the initial release of Performance Series. GlobalScholar's Chief Psychometrician, Dr. Richard Brown, is a recognized expert in measurement and research methodology. Dr. Brown is a senior advisor providing oversight to GlobalScholar's psychometric and research services.

Performance Series is a criterion-referenced, web-based computer-adaptive test available in both English and Spanish that allows educators to quickly pinpoint the estimated ability level of students across a range of subjects corresponding to state and Common Core State Standards. Performance Series dynamically adjusts to each student's instructional level for personalized testing. It provides a clear understanding of students' performance across a range of subjects without being limited to a particular grade level, making it easy to develop individualized learning plans, place students more accurately, diagnose instructional needs and measure student gains across reporting periods. The adaptive assessment provides a valid and reliable scaled score that can be used to measure academic growth and evaluate student abilities at, or above and below grade level. Performance Series may be used for screening, diagnostic assessments and progress monitoring - as well as for measuring student growth, which can be used for determining educator effectiveness.

Results from the Performance Series assessments can be incorporated into a LEA's evaluation system that uses multiple data points to measure a teacher's contribution to a student's academic growth. Because Performance Series assessments are vertically scaled, growth can be determined as multiple test administrations yield scores on a common scale. These student level growth scores can then be used as outcome variables in a value-added multi-level regression model to estimate the effect each teacher has on the improvement of his or her students.

The GlobalScholar Research team has created a Proof of Concept paper showing a potential approach of how Performance Series can be used in context of value-added modeling (VAM). Students' Performance Series test score data, spanning several test administrations, was extracted from the Performance Series database and used to estimate school- or teacher- level effects on student performance outcomes. The VAM results from these analyses could be used to inform instruction and drive school/teacher improvement efforts. It is cautioned that the results from VAM are only one indicator of a school or teacher's relative contribution to student learning. Hence, results should not be used as the sole basis for decision-making regarding schools or teachers. Rather, VAM results should be treated as one of several components used to support the decision-making process concerning school/teacher accountability or effectiveness. GlobalScholar also has a preferred alliance with The Learning Growth Network, led by recognized expert, Dr. John Schacter, to provide growth model services using Performance Series score data.

New York State Education Department (NYSED) endorses Performance Series to measure growth as part of their Approved Student Assessments for use by School Districts and BOCES as a growth measure in Teacher and Principal Evaluation. The Alabama State Department of Education is using Performance Series to provide student growth data over the course of an academic year. Additionally, the Ohio Department of Education placed Performance Series on the state's List of Approved Assessments to support student growth measures to compliment the Ohio Achievement Assessment (OAA).

Please see Appendix C for examples of Research Studies conducted by GlobalScholar.

**2.2 Provide evidence of reliability, both for the total test and for any subtests for which scores are reported. Include estimates of error in measurement.**

**GlobalScholar Response:**

According to the Standards for Educational and Psychological Testing, reliability refers to "the degree that true scores are free from errors of measurement." That is, measurements are consistent when repeated on a population of examinees. In classical test theory, reliability is defined as the ratio of true score variance to the observed score variance. Reliability is usually expressed as a single number (e.g., Cronbach's alpha). Depending on the audience, the standard error of measurement is sometimes used.

A more meaningful index for both classical and Item Response Theory (IRT) based assessment tools is the standard error of measurement. This measure of precision specifies a confidence interval within which an examinee's measure will fall with repeated assessments. In Computer Adaptive Testing (CAT), where examinees are exposed to different sub-sets of items, the only meaningful way to express an instrument's reliability/precision is through the error associated with an examinees' ability estimate, that is, the standard error of measurement. This index or SEM is presented on most Performance Series reports numerically, adjacent to the scaled score, but some reports also present a visual representation to aid understanding.

**Standard Error of Measurement**

GlobalScholar’s goal (in fact, one of the test stopping criteria) is a standard error of measurement of less than 0.30 logits for each examinee. This is roughly equivalent to a conventional reliability coefficient of 0.91. Although this is one of the stopping criteria for the test, the standard error of measurement will vary for each examinee. The majority of the tests finish with a standard error of measurement less than 0.30.

**2.3 Provide evidence that the assessment is appropriate for use with student subgroups, including English language learners and student with disabilities. Include documentation that the assessment does not exhibit bias toward any major subgroups (e.g., through an analysis of differential item functioning). In addition, provide a sensitivity review to demonstrate the assessment tasks and items are designed to be accessible and fair for all students.**

**GlobalScholar Response:**

Performance Series items are reviewed for bias both during the writing process and after use in assessments.

- a. A special team of educational experts, from a sample of national educational communities representing diverse cultural backgrounds, reviews and analyzes all item content. Bias editors analyze how many stories/questions contain male or female main characters, and whether these characters use an active or passive voice. In addition, bias editors analyze which stories/questions contain ethnic or cultural diversity. When there is a significant disparity between genders, a lack of cultural diversity, or a misrepresentation of any kind, the Item Development Team makes adjustments accordingly. These changes range from minor revisions to complete removal from the item bank.
  
- b. Differential Item Functioning (DIF) recently run to analyze item performance against different subgroups. The DIF analysis was performed on Performance Series test results for all four subjects in the Spring of 2009.

Please see Appendix D to view DIF Analysis Reports and Item/Passage Bias Guidelines.

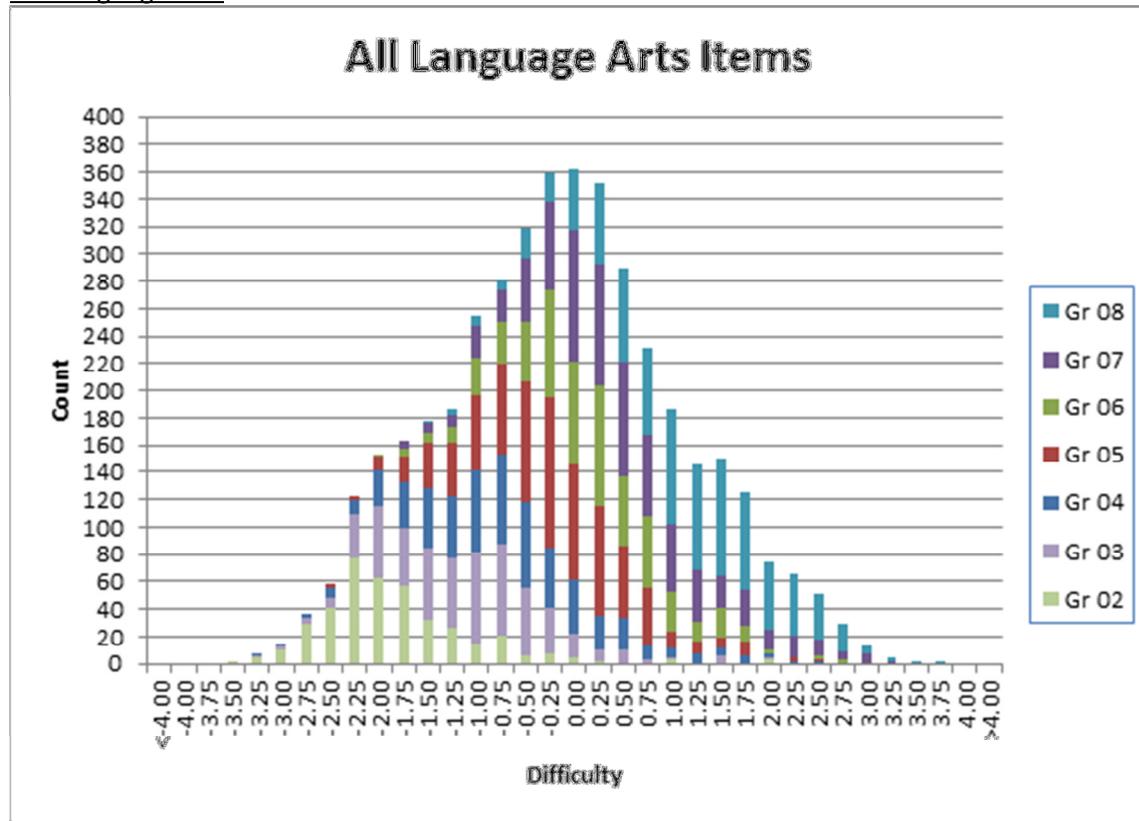
**2.4 Provide evidence that the assessment includes items of varying difficulty to ensure accurate measurement of student achievement across the ability continuum, including the tails of the score distribution.**

**GlobalScholar Response:**

To build the examinee’s confidence in the test, the first random items are adjusted to be lower in difficulty. Subsequent items are then matched with the students estimated ability. So, a class of sixth graders will begin the test with a few random items that rank somewhere near a fifth grade level and gradually increase to their true ability level.

The following illustrates the Difficulty Distribution Coverage for Performance Series:

2-8 Language Arts



SECTION 3: USE OF ASSESSMENT AS A MEASURE GROWTH

| Requirement   |
|---|
| <b>3.1 Provide evidence that the scores resulting from the assessment have been used as measures of growth by other local or state education agencies.</b>  |
| <b>GlobalScholar Response:</b>  |
| New York State Education Department (NYSED) endorses Performance Series to measure growth as part of their Approved Student Assessments for use by School Districts and BOCES as a growth measure in Teacher and Principal Evaluation. The Alabama State Department of Education is using Performance Series to provide student growth data over the course of an academic year. Additionally, the Ohio Department of Education placed Performance Series on the state’s List of Approved Assessments to support student growth measures to compliment the Ohio Achievement Assessment (OAA). |

**3.2 Describe the methodology used to measure growth. For example, does the assessment employ a vertical scale, use a computer-adaptive model to measure growth over time, or employ some other methodology. Does the methodology allow for the longitudinal measure of growth across academic years? What about the measurement of required growth on the proposed assessment to reach proficient on the statewide assessments (the Standards of Learning tests) in a specified amount of time? Include standard setting studies or other analyses conducted to establish measures of growth.**

**GlobalScholar Response:**

Performance Series can be used to measure growth over time using the (vertical) scaled score provided in all reports. After both qualitative and quantitative evaluation, test items are placed on a vertical difficulty scale to provide insight to a student's ability level within a subject. This scale is used across grades and enables educators to view growth over time. The growth or gain is calculated as the difference between Scaled Scores at two separate administrations (whether at the aggregate Mean Scaled Score level or individual student level). For each gain reported, a standard error for the gain is also calculated and displayed. GlobalScholar indicates those gains that are not significantly different from zero at the 67% confidence level (plus or minus one standard error of the gain). This vertical scale and gains reporting ability combined with the previous national norm research study enables educators to evaluate student growth against observed mean growth for the student's grade, quartile or decile. Please see **Chapter 5 Norming Procedure** of the Performance Series Technical Report provided in Appendix F for additional information.

**3.3 Describe the methodologies used to control item exposure so that the accuracy of students' scores is not impacted by multiple exposures to the same items.**

**GlobalScholar Response:**

The process of continuous maintenance of the item pools involves ongoing monitoring of item exposure rates, item performance, and item pool enhancement via field test embedding processes. In the rare event items become overexposed, the items are either retired or placed in a holding mode until a later date at which time they may be re-introduced to the active item pool.

As more and more students test on the Performance Series, the items within the pools reach overexposure levels. Overexposure can lead to a variety of problems and may ultimately compromise the validity of the test. GlobalScholar has developed an online calibration process known as the Item Embedding Process to help replenish the pools with new, high quality performing items. Using the Embedding Process, GlobalScholar introduces an average of 1,000 items for all subject areas every year. Our Item Embedding process is described in detail in **Chapter 3** of the Performance Series Technical Report included in Appendix F.

**3.4 Describe the procedures used to validate the measures of growth.**

**GlobalScholar Response:**

Student growth can be evaluated in different ways through the reports provided. The statistical evaluation is provided in the Gains Report through a comparison to the Standard Error of the Difference. Gain scores inside this standard error are marked with an asterisk, to note that the two scores are not statistically different. Gain scores without an asterisk can be considered valid, statistically different scores. Additionally, comparisons against the GlobalScholar norm group (observed mean gains) can be made through the Gains Analysis Report. A district can select the type of data breakdown for this report to provide an average gain target in line with each grade level, quartiles per grade, or deciles per grade.

**Creation and Composition of Norm Groups**

In response to customer requests for a means to compare their students' results on Performance Series with those results of other students across the country, GlobalScholar developed norms for fall, winter, and spring administrations of Performance Series. The created norms are "user" norms, where the norm groups for fall, winter and spring were samples from the database of all examinee results during Fall 2005 through Spring 2006. An updated study is currently underway, using national data from the 2011-2012 school year, and will be available in 2013.

Within the areas of Mathematics and Reading, norm groups were created for students in grades 2 through 10. For the areas of Language Arts and Science, the norm groups were created for students in grades 2 through 8. Fall and Spring groups were created dependently with all examinees being members of both groups. The Winter group was created independently; however, the possibility exists that some examinees may also be members of Fall and/or Spring groups.

Criteria used for creation of these initial norm groups were gender, ethnicity, and geographic region. In the case of ethnicity and gender, target proportions were set to match national population levels. Ethnicity, gender, and geographic region were selected to provide the largest possible group from which to sample in order to create each group. At this time, norms exist within the areas of Mathematics, Life Science, Reading and Language Arts. Please see **Chapter 5 Norming Procedure** of the Performance Series Technical Report provided in Appendix F for additional information.

**SECTION 4: TEST ADMINISTRATION PROCEDURES**

**Requirement**

**4.1 Describe the administration procedures necessary to produce growth scores. For example, is the assessment designed to be administered multiple times during the year or administered once in the fall and once in the spring?**

**GlobalScholar Response:**

Performance Series can be administered at any time during the school year, based on individual school needs. However, if comparisons to our national norm research study are required then the tests can be administered 2 or 3 times in a year: Fall, Winter and Spring.

**4.2 Describe any processes used for pre-identifying and/or registering students for testing. Include what data, including the State Testing Identifier, are collected for each student, how data are collected or transmitted, and how data are maintained and securely managed.**

**GlobalScholar Response:**

**Data Collection / Transmission**

There are multiple student data import options for Performance Series. These include manual input, CSV file import, data integration services (DIS), API and SIF. GlobalScholar will work with VDOE and LEAs to determine the best option related to schedule needs and technology.

**Maintaining Online Testing Security**

Location Controllers can control online testing by limiting the allowed login days/times and the allowed network addresses from which any test can be taken at the site. Allowed login days/times/networks can also be edited for each test session. A school location password can also be required. Some schools change their school location password daily, for example, to increase testing security. Additionally, Location Controllers or teachers with editing rights can also assign students a student password that is required for them to log on to take an online test.

When a test is scheduled, the Manager of the test can edit the Allowed Student option to limit which students are able to take the test, by assigning students by grade level or class, or by assigning individual students.

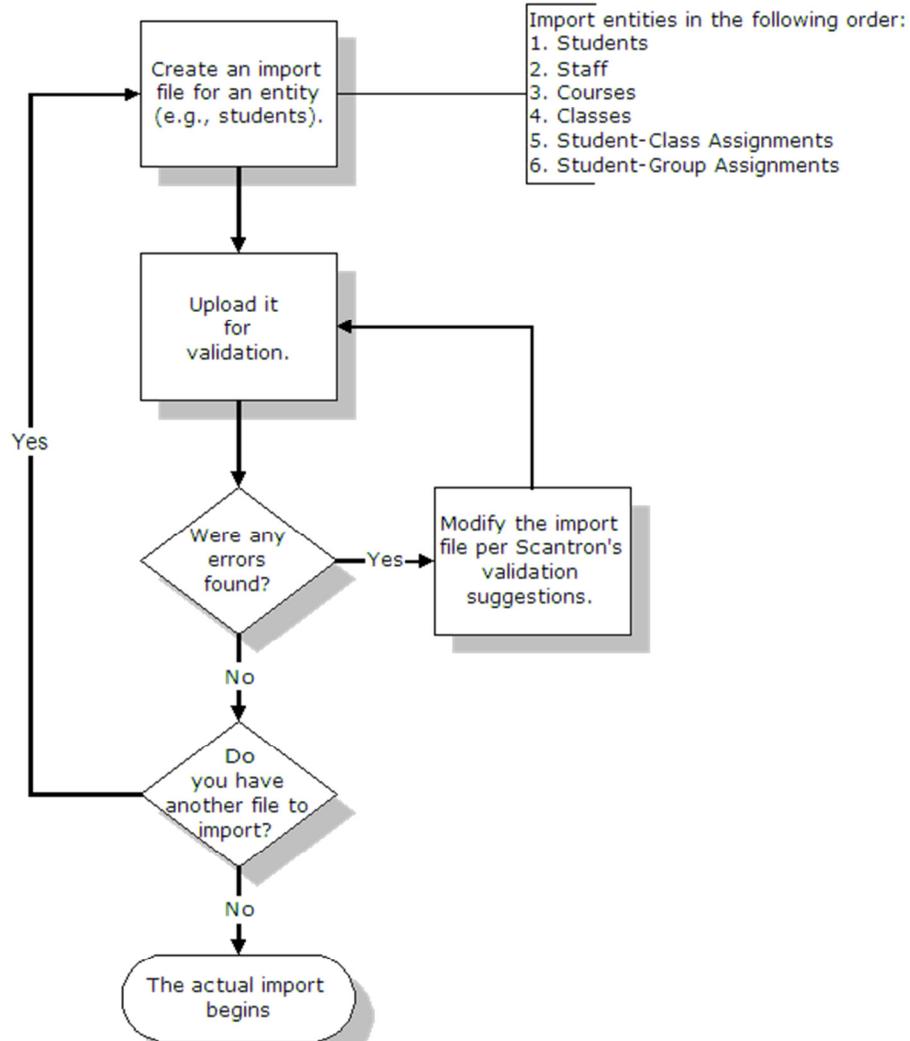
**Data Transmission**

All electronic traffic between score data and the user is encrypted in industry standard 128-bit secure sockets layer security technology. In addition, staff members are required to have 6 character passwords that allow limit access based on how the school sets up the users. There are 5-7 staff positions that can be setup by the customer to further restrict the staff's ability to see confidential information while still allowing them to complete their tasks within Achievement Series. Teachers are generally restricted to seeing only their own students' scores.

All of the student and score information are housed in a security computer facility that has the following attributes:

- Regular Backups
- Tier 4 facility
- Unmarked building
- Guards
- Redundant power
- Environment controls
- Biometric security with card keys access
- Special security access tubes

- Security cameras every 5-12 feet
- Internal security audits
- Multiple firewall layers and brands



**4.3 Describe all materials needed for test administration and how school divisions will order and obtain sufficient quantities. Include details of test booklets and answer documents for paper/pencil testing (if applicable), test administration manuals, etc. If applicable, identify any test administration materials school divisions would be responsible for supplying locally (manipulatives, copies of test materials, etc.).**

**GlobalScholar Response:**

Performance Series is completely online and web-based. Students will need a computer with access to the internet. Please refer to *Appendix E: Performance Series System Requirements* to view system requirements for Win / Mac operating systems, browser configurations, and bandwidth needs. If the district or school chooses, the students can have loose paper and pencil available to them during the test. However, that is not required to successfully complete any Performance Series test.

**4.4 Provide examples of the test administration manuals to be used with the assessment(s).**

**GlobalScholar Response:**

Please refer to Appendix A for the Proctor Administration Guide, Appendix F for the Performance Series Technical Report, Appendix E for System Requirements documentation and Appendix G for Performance Series Sample Reports.

**4.5 Describe all technology requirements related to school personnel managing the administration of tests and to students completing tests if assessments include technology-based delivery. Include the minimum and recommended hardware and software requirements and network requirements for test administration by school personnel and test delivery to students. Include how assessments are hosted (e.g., locally, vendor, 3rd party). Provide examples of user interfaces for test administration by school personnel and test delivery to students. Include descriptions or examples of test navigation and any test tools (e.g., calculator, ruler, highlighter) available to students for testing.**

**GlobalScholar Response:**

GlobalScholar's proposed assessment platform is a Software as a Service (SaaS) solution that is internet-based and hosted on GlobalScholar's secure servers. Each client receives a unique site identification and access to the data and information on that unique site is password protected by the client user. The GlobalScholar assessment software is accessible through the district's Internet full T-1 line Internet connection. The system is available 24x7x365, except for monthly routine maintenance or scheduled product enhancements. GlobalScholar schedules its maintenance times on weekends to minimize user interruption of service. GlobalScholar uses best business practices to maintain or exceed 99.5% platform uptime and product availability (this excludes standard software maintenance and update windows.)

Access to the system is available anywhere via the Internet and the LEAs can also restrict access from only certain IP addresses and certain times determined by the district. Schools can configure on-site security settings to limit access to only certain computers, regardless of access codes. This allows schools to carefully monitor access to student records by requiring authorized persons to come to specific machines to do so. Additionally, schools can restrict the times of the day that data records are available for access similar to a bank time-locked vault. It is very common to set up access for only school days during school hours.

GlobalScholar's assessment site minimizes the risk of students viewing inappropriate online materials by expanding the screen to prevent the start button or other menu choices. It is, however, recommended that proper proctoring of the assessment be enforced to ensure a fair testing environment. Schools can configure on-site security settings to limit access to only certain computers, regardless of access codes. This allows schools to carefully monitor access to student records by requiring authorized persons to come to specific machines to do so. Additionally, schools can restrict the times of the day that data records are available for access, similar to a bank time-locked vault. It is very common to set up access for only school days during school hours. GlobalScholar stress tests all servers and makes adequate arrangements for the desired number of concurrent users. GlobalScholar Assessment has a graphical user interface that is simple and intuitive. Access is by user name and secure password. There are six District Level positions and eight School Level positions. The following are the user types available at the district and school levels. At the Network Level, GlobalScholar will work with the LEAs to understand the nuances between the roles to determine how they may fit into current positions.

## District Level

### District Level View

| Position              |   |
|-----------------------|---|
| Select                | Position Name   |
| <input type="radio"/> | <b>Location Controller</b><br>Can perform all tasks at a location. For your security, keep the number of location controllers at your location to a minimum.                          |
| <input type="radio"/> | <b>Location Controller Staff</b><br>Can perform all tasks at a location except delete. For your security, keep the number of location controller staff at your location to a minimum. |
| <input type="radio"/> | <b>Administrator</b><br>Has full viewing/reporting and item/test creation capabilities at a location, but cannot create/edit students or staff.                                       |
| <input type="radio"/> | <b>Data Entry</b><br>Has creating/editing/deleting capabilities to allow most common data entry tasks.  |
| <input type="radio"/> | <b>Test Operator</b><br>Can perform tasks related to the test taking logistics of the system.   |
| <input type="radio"/> | <b>Consultant</b><br>Must be assigned to projects for any rights.   |

## School Level

### School Level View

| Position              |  |
|-----------------------|--|
| Select                | Position Name  |
| <input type="radio"/> | <b>Location Controller</b><br>Can perform all tasks at a location. For your security, keep the number of location controllers at your location to a minimum.   |
| <input type="radio"/> | <b>Location Controller Staff</b><br>Can perform all tasks at a location except delete. For your security, keep the number of location controller staff at your location to a minimum.  |
| <input type="radio"/> | <b>Administrator</b><br>Has full viewing/reporting and item/test creation capabilities at a location, but cannot create/edit students or staff.  |
| <input type="radio"/> | <b>Teacher w/o Student Edit</b><br>Can view just the students and classes they have been assigned to. If a teacher needs more access, a second identity should be created for the staff member using a different position and unique Staff ID. Only teachers can be assigned to classes. |
| <input type="radio"/> | <b>Teacher w/ Student Edit</b><br>Just like Teacher w/o Student Edit except this position can also create and edit students.   |
| <input type="radio"/> | <b>Data Entry</b><br>Has creating/editing/deleting capabilities to allow most common data entry tasks.   |
| <input type="radio"/> | <b>Test Operator</b><br>Can perform tasks related to the test taking logistics of the system.  |
| <input type="radio"/> | <b>Consultant</b><br>Must be assigned to projects for any rights.  |

Client users of the GlobalScholar assessment software only have access to data at their level or below. For example, a teacher can only access his or her students' data and a principal can access the data of students only in his or her school. Please refer to *Appendix E: Performance Series Technical Requirements* to view technical requirement minimums for use of the GlobalScholar assessment software.

**4.6 Describe accommodations available to students with disabilities and limited English proficient students. Include procedures related to the provision of accommodations to eligible students.**

**GlobalScholar Response:**

Because every child—whether gifted or challenged—learns at a different pace and has different instructional needs, assessments that truly have value must provide teachers with important information about individual needs. Through the adaptive nature of Performance Series, teachers are able to quickly pinpoint student achievement levels across a range of subjects that correspond with state and Common Core standards. Unlike traditional standardized assessments that focus on the standards one grade level at a time and return results at a later date, Performance Series provides students with tests custom tailored to their ability level in reading, math, language arts and life science and inquiry.

Software features are built in to address different populations such as:

1. Extended time for assessment: Performance Series is not timed and allows for student administration breaks within a two week window. If a student can only test for 15 minute blocks, simply have that student stop the test and it will resume where he/she left off for the next block.
2. Testing accommodations for start point: Performance Series enables educators to determine a different starting point from the grade level, either higher or lower, when needed.
3. Adaptive testing: Performance Series automatically adjusts to student performance, to ensure the most efficient testing experience and maximize time for learning.
4. Many test questions present visual clues to provide additional context.
5. Test retake: Performance Series tests can be spoiled and re-taken to ensure that any student with testing issues or an especially bad' day will not be penalized for that poor test score.
6. Navigation language support: students have the option to select Spanish for their test navigation, so that their concentration is focused on content, not understanding the software navigation.
7. Math (en espanol): Performance Series provides a transadaptation of the standard Math test in Spanish, to provide better insight to mathematical abilities of students more comfortable with Spanish. This test version has separate proctor and student instructions and parent reporting for effective testing communications.

8. Flexible reports: Aggregate reports can be filtered by many different demographics for analysis based on district needs. Or, custom groups can be created to evaluate specific students or programs based on state or local accountability requirements.

**4.7 Describe procedures for completed student tests to be submitted for scoring and reporting purposes.**

**GlobalScholar Response:**

Performance Series is completely online and web-based. Educators do not need to do anything for student tests to be scored. Due to the adaptive nature of the assessment, student responses are sent to our system every time the student clicks the arrow to move forward. The subsequent question is dependent on this level of communication. When the student completes the test, a ‘Congratulations’ screen will display. The scaled score can also be displayed on this screen, if configured. At this time, the system will have the student’s score available for individual trend or learning objective reports, class reports, group or school reports, and district level reports. Immediate results for immediate action.

**SECTION 5: SCORING AND REPORTING**

**Requirement**

**5.1 Describe scoring procedures for all item types and test forms administered, including implemented quality control measures.**

**GlobalScholar Response:**

All Performance Series test questions are dichotomous and are machine scored. There is no human interaction.

**Scaled Score**

The fundamental scores calculated in Performance Series are the ability estimate/Scaled Score and the Standard Error of Measurement (SEM) of the estimate. Both values are on the logit (log odds unit) scale. This logit scale is an equal interval scale in which differences at any spectrum of the scale have the same meaning. Consequently, difficulty parameters of the items are also placed on the same scale, providing useful diagnostics as the Suggested Learning Objectives Report. During Performance Series, responses and difficulty parameters for items presented on the test provide sufficient information to estimate the student ability along the same logit scale.

GlobalScholar does provide proctor guidelines to ensure the most valid score per administration and guides to understand and evaluate the scaled scores within the context of the client. Additionally, performance categories or bands may be customized within the system to evaluate the scaled scores based in relation to S GlobalScholar's national norm research, research done by the customer or predictive validity. Fall to Spring growth scores or gains can be evaluated against data from the national norm research (observed mean gains) by grade level, quartile or decile. Please refer to Appendix F: Performance Series Technical Report, for complete details on our scoring procedures.

**5.2 Describe the type of reporting provided (e.g., static and/or dynamic, electronic and/or paper-based, item-level, strand-level, and/or test-level scoring). Include approximate timelines for score reports to be available to divisions, how score reports will be accessed and/or obtained, and samples of student, class, school, and division score reports and sample record layouts for electronic data files.**

**GlobalScholar Response:**

Performance Series offers a variety of reports available in real-time upon completion of scanning or online assessment administration. Reporting is web-based and dynamic. Access to the reports is secure via user password protection and only teachers can see their students' data and administrators can see the data for teachers and students in their school; district level users with appropriate access rights can see data throughout the district. Reports can be filtered (disaggregated) by demographics, NCLB/ESEA guidelines, or user defined groups as well as grade level, course, school, classes, standards, and student. And any report that displays a standard code or text can link to supplemental instructional resources (for example, Skills Connection Online and/or netTrekker). Report data can be exported to CSV files for the district to use in other programs that accept that common file format or to PDF.

The reporting features and capabilities of Performance Series provide individual student information (in a Student Report) as well as school and district-wide progress (in a Summary Report) and gains over time. Teachers are able to compare performance scores to local, state and national curriculum standards, national student groups and reading resources, Standards Item Pool Score, National Percentile Ranking and Lexile Reading Scores, if desired. The reports can be manipulated with a few clicks to develop custom learning plans for each student immediately after the first assessment. Scores can be filtered by Time Frame, Demographics, and User Defined Groups. Please refer to Appendix G to view sample Performance Series reports.

Quick Access Score Options

This screen allows a district administrator to access data from the district or grade level, course, or group for Summary, Gains, Gains Analysis, Percentile or Performance Bands.

| Diagnostic Test Reports   |  |  |   |   |  |
|---|--|--|---|---|--|
|   | Summary  | Gains  | Gains Analysis  | Percentile  | Performance Bands  |
| <br>Scantron School District | <ul style="list-style-type: none"> <li>■ <a href="#">All Subjects</a></li> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> |
| <br>Grade Levels             |  | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> |   | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> |
| <br>Courses                  | <ul style="list-style-type: none"> <li>■ <a href="#">All Subjects</a></li> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> |
| <br>Student Groups           | <ul style="list-style-type: none"> <li>■ <a href="#">All Subjects</a></li> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> |

Score Filtering Options

|                                     |              |
|-------------------------------------|--------------|
| Time Frame                          | Clear Change |
| Time Frame: 8/1/05 to 6/30/06       |              |
| Student Filtering: Demographics     | Clear Change |
| Demographic Filtering: All Included |              |
| Student Filtering: Groups           | Clear Change |
| Group Filtering: All Included       |              |

Reports feature a graphical user interface, color differentiations (such as performance bands) and can be viewed and printed in graphical or tabular formats. Please review the report samples for additional report features such as item analysis, individual student results, grade, course, teacher, school, point biserial, percent attained, mean score, high score, low score, etc. The benchmark portion of the assessment program also features a re-score function, test comparison and reports by standards such as Virginia SOLs or Common Core. The adaptive assessment portion also features reports by standards such as Virginia SOLs or Common Core.

These pre-defined reports for teachers and administrators with summary statistics are included in the program. Users have the ability to customize reports by controlling the time frame of the student results to be included in the report. For example, 700 students took the same test between Sept 2011 and Dec 2011. You can view all of those results or choose to look at just the students who took the test from Sept 1st 2011 to Oct 5th 2011 if you want to isolate the student results from the beginning of the school year who have had less instructional time period than those results captured in December 2011.

**Grouping / Filtering:** Users can also customize their reports by filtering on specific demographic data to examine group based performance and identify group-based gaps, such as:

- Student Grade Level
- Student Gender
- Student Age
- Student Ethnicity
- Student Citizenship
- Special Status (ELL/LEP, Migrant, Disability, Title 1, Meal Assistance)

**Criteria:** Users can also customize their reports by including or excluding scores or score-ranges from their reports. For example, 700 students took the same test. The user can filter out just those students who scored below 32% or only include scores between 30% and 60%, etc. This allows the user to isolate specific results to further examine student performance within target score ranges.

**Performance Levels:** Users can create custom performance bands and apply them to specific reports. The system allows you to select two (2) to seven (7) performance bands, name each band (i.e. "Proficient", "Below Basic", etc.), set the cut scores for each band, and select specific colors and patterns each band will use in online reports. This allows the user to customize how they want to analysis data. The system also allows the top level location controller to enforce one set of customized performance bands for all assessments or all assessments by subject-area, if you want all teachers to use a common scale for viewing reports.

**Display:** Many reports provide a variety of views related to the data set selected. Table views are also available, and the advanced reporting tool includes bar charts, distribution charts, pie charts, box and whisker plots, and line graphs, as well as customizable performance bands.

Item level statistics and item analysis of answer and distractor selection are provided in the item information after the first administration of the item in an assessment.

#### Report and Screen-shot Examples

The following are a few screen shots that show the graphical, user-friendly interface of Performance Series.

The screen below was accessed by clicking the “All Subjects” link in the Summary column at the South Middle School level. This shows, by student, their Scaled Score, SEM, and Overall SIP Score for the subjects they tested.

By clicking Allen, Kelly S. on the link from the above screen and then the Mathematics Test Scores link in the left column we see below - it shows Kelly S. Allen’s test history, longitudinal trend graph – displaying progress from each test administration, and bar graphs by overall and individual unit scores.

**All Subjects Summary**

Report Scope: Location: South Middle School; Grade: 6.  
 Broken Down By: Student  
[Export XLS](#)

**Mathematics Diagnostic Results**

**Mathematics Test History**

**ALLEN, KELLY S. Grade 6**

Legend: Student Scaled Score

Test Date: 10/1/10  
 Grade: Sixth 2677 (54)  
 District Average Score: N/A

Test Date: 10/1/11  
 Grade: Sixth 2677 (54)  
 District Average Score: N/A

**Mathematics Test (Grade 6)**

| Score   | Ability Estimate |
|---|------------------|
| Scaled Score: 2677                            | SEM: (54)        |
| Mathematics Overall                           | 52               |
| Overall                                       | High Average     |
| Unit Score Range                              | 150 - 350        |
| Number & Operations<br>2402-2519-2535         | High             |
| Algebra<br>2732-2855-3044                     | High             |
| Geometry<br>2475-2626-2733                    | High             |
| Measurement<br>2871-3026-3151                 | High             |
| Data Analysis & Probability<br>3223-3385-3535 | High             |
| Performance Rating                            | High Average     |
| Score   | NPR: 54          |
| National Percentile Ranking                   | 73               |
| Mathematics Overall                           | 52               |

This screen is a classroom level Class Profile report. Ratings are color coded based on your choices (in the box on the left) and on the right the report is displaying student instructional level by skill.



The reporting features and capabilities of adaptive assessment module provide individual student information (in a Student Report) as well as school and district-wide progress (in a Summary Report) and gains over time. Teachers are able to compare performance scores to state and Common Core Standards, national student groups and reading resources, Standards Item Pool Score, National Percentile Ranking and Lexile Reading Scores, if desired. The reports can be manipulated with a few clicks to develop custom learning plans for each student immediately after the first assessment. In addition, because Performance Series in an online test, results are available so that they may impact instruction while the information is still relevant and can be accessed any time from any location with an internet connection. Performance Series helps educators show annual yearly progress by measuring gains on a consistent scale. Users can create groups, such as Free/Reduced Lunch, Before School/After School Programs, etc., to measure gains by specified groups. In addition, within the reports, the user is able to select students according to specified demographics, such as ethnicity, gender, etc.

All staff members (teachers, school administrators and school level staff, district administrators and district level staff) can access reports by logging into the program. Access to data is controlled by the user's role. Teachers can only view data for students in their classes. School staff can only view data for their school (school averages, classroom performance for classes in their school, and student data for any students in their school). District staff can only view data for their district (schools, classes, and students in their district). Following is a sample list of reports and a description of the types of educational questions each report addresses:

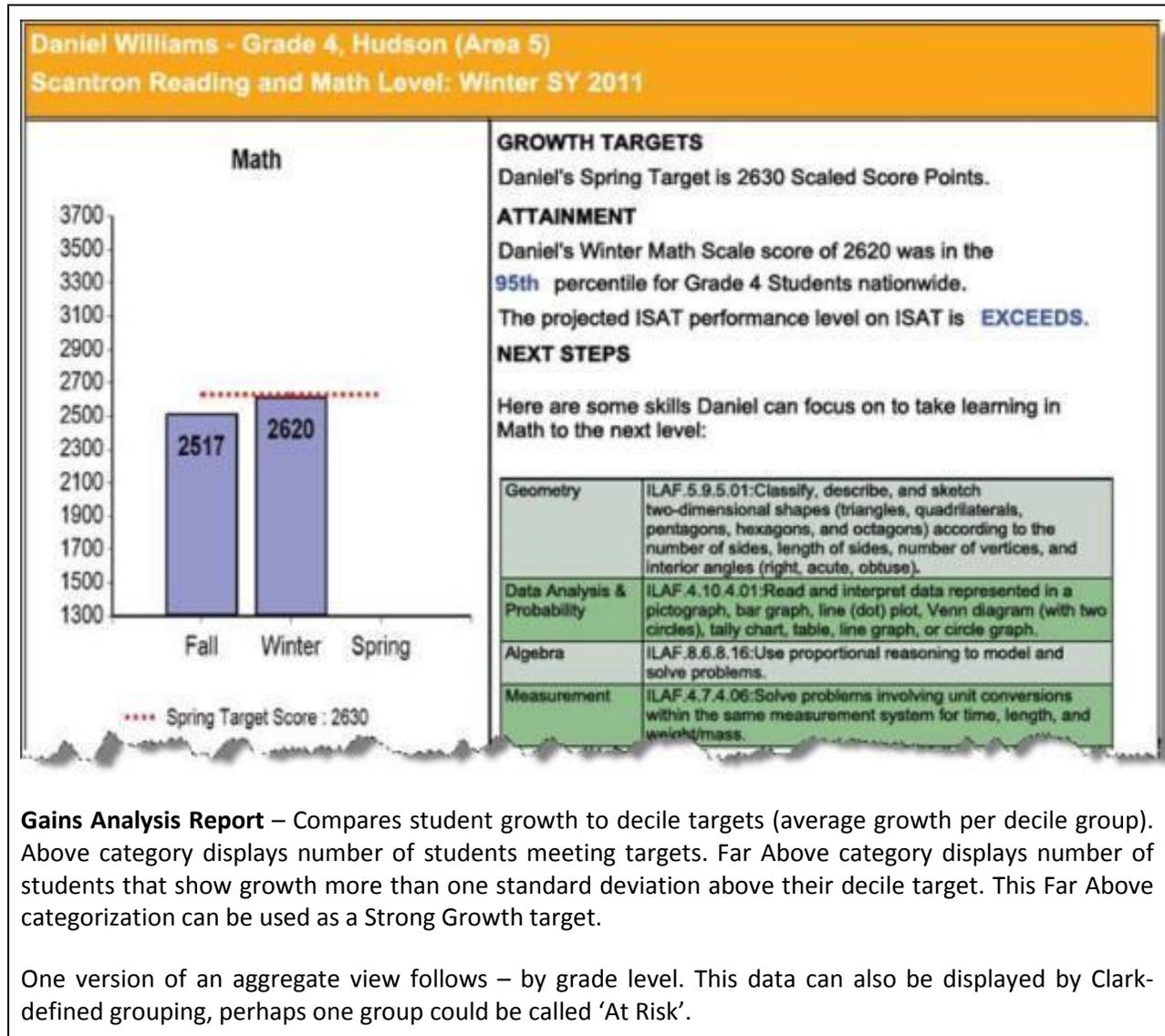
- **Suggested Learning Objectives:** What are the next skills / objectives I should target for this student? (individual skill list by strand based on ability)
- **Student Profile:** Where are this student's weaknesses that I need to strengthen? (ability by strand)
- **Student Profile:** Is this student making progress with the current material and instruction? (longitudinal trend graph)

- **Class Profile:** Is my class ready for this material? (ability level in relation to skills / objectives)
- **Class Profile:** How can I group my students for differentiated instruction? (ability level in relation to skills / objectives)
- **Gains Report:** Are my after-school programs providing as much assistance as the 'pull-out' program this year? (Gains by custom group)
- **Performance Bands:** Of all students taking the test, which ones need the most help? What is the probability that a student will score within that band on the linked State test?

Below, are report examples that are very beneficial to both the parent and to the teacher. The first report is a summary report of all students that shows what their growth target should be as well as some suggested skills to help focus student learning. While this example shows standards and projections for Illinois, it would be configured in the system setup to display Virginia and Common Core standards for the VDOE.

| Teacher: Joseph Nguyen, Grade 4             |            | Teacher Level Report |            |   |  | Scantron Mathematics   |  |   |               |
|---|------------|----------------------|------------|---|--|--|--|---|---------------|
| School: Hudson                              |            |                      |            |   |  | Fall SY11  |  |   |               |
| Student List: Suggested Learning Objectives |            |                      |            |   |  |  |  |   |               |
| Name  | Percentile | Projected ISAT Level | Fail Score | Algebra   | Data Analysis & Probability  | Geometry   | Measurement  | Number & Operations   | Spring Target |
| Brittany Caseman                            | 1          | B                    | 1918       | ILAF.4.8.4.06: Represent simple mathematical relationships with number sentences (equations and inequalities).  | ILAF.4.10.4.01: Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph. | ILAF.4.9.4.12: Identify congruent and similar figures by visual inspection.  | ILAF.3.7.3.01: Solve problems involving simple elapsed time in compound units (e.g., hours, minutes, days).  | ILAF.4.6.4.03: Read, write, recognize, and model equivalent representations of fractions; divide regions or sets to represent a fraction. | 2083          |
| Anquan Moore                                | 5          | B                    | 2047       | ILAF.4.6.4.12: Model and apply basic multiplication and division facts (up to $12 \times 12$ ), and apply them to related multiples of 10 (e.g., $3 \times 9 = 27$ , $30 \times 9 = 270$ , $6 \div 3 = 2$ , $600 \div 3 = 200$ ). | ILAF.4.10.4.04: Classify events using words such as certain, most likely, equally likely, least likely, possible, and impossible.  | ILAF.4.9.4.01: Identify, describe, and sketch two-dimensional shapes (triangles, quadrilaterals, pentagons, hexagons, and octagons) according to the number of sides, length of sides, number of vertices, and right angles. | ILAF.4.7.4.03: Solve problems involving the perimeter of a polygon with given side lengths and the area of a square, rectangle, or irregular shape composed of rectangles using diagrams, models, and grids or by measuring. | ILAF.3.6.3.02: Identify and write (in words and standard form) whole numbers up to 100,000.   | 2212          |

The following report, below, shows similar data as the previous report example, but would be appropriate to share with a parent or student.



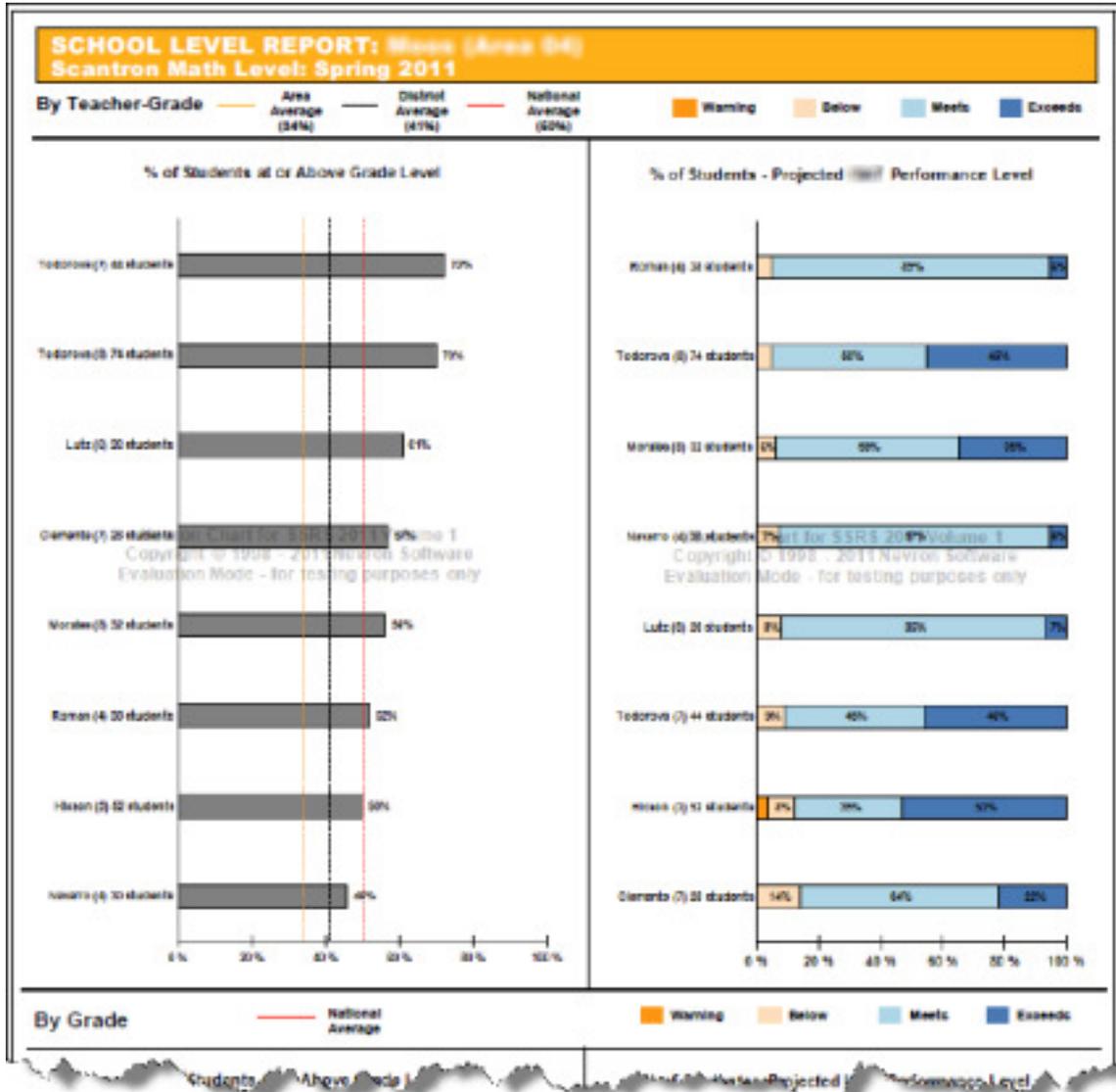
| Math Gains Analysis   |               |                   |                |                      |       |       |           |   |                    |
|---|---------------|-------------------|----------------|----------------------|-------|-------|-----------|---|--------------------|
| Report Scope: Location: Department of Education.<br>Broken Down By: Grade Level |               |                   |                |                      |       |       |           | Time Frame: All Dates<br>Student Filtering: OFF |                    |
| <a href="#">Export CSV</a>  |               |                   |                |                      |       |       |           | Count: 9  |                    |
| Grade Level   | Student Count | Students Enrolled | Met Target (%) | Performance Category |       |       |           | Testing Period 1                                | Testing Period 2   |
|   |               |                   |                | Far Below            | Below | Above | Far Above | (9/1/05 to 12/1/05)                             | (4/5/06 to 7/1/06) |
|   |               |                   |                |                      |       |       |           | Mean SS   | Mean SS            |
| Grade 2   | 150           | 150               | 49%            | 28                   | 49    | 43    | 30        | 2020  | 2196               |
| Grade 3   | 150           | 150               | 47%            | 38                   | 41    | 47    | 24        | 2187  | 2334               |
| Grade 4   | 150           | 150               | 42%            | 32                   | 55    | 34    | 29        | 2341  | 2471               |
| Grade 5   | 148           | 149               | 52%            | 34                   | 37    | 47    | 30        | 2416  | 2550               |
| Grade 6   | 150           | 150               | 51%            | 31                   | 42    | 44    | 33        | 2531  | 2639               |
| Grade 7   | 150           | 150               | 46%            | 29                   | 52    | 40    | 29        | 2544  | 2633               |
| Grade 8   | 150           | 150               | 47%            | 27                   | 52    | 51    | 20        | 2617  | 2692               |

Student view displays growth and target (average for decile group) and evaluation of growth. Above average can be considered as a 'Strong' growth target.

| Math Gains Analysis                                |                                    |           |                                    |           |               |             |            |   |  |
|--|------------------------------------|-----------|------------------------------------|-----------|---------------|-------------|------------|---|--|
| Report Scope: Location: East Elementary; Grade: 3. |                                    |           |                                    |           |               |             |            | Time Frame: All Dates<br>Student Filtering: OFF |  |
| <a href="#">Export CSV</a>                         |                                    |           |                                    |           |               |             |            | Index: A - EA    Count: 75    Page 1 of 4 >>    |  |
| Student ^  | Testing Period (9/1/05 to 12/5/05) |           | Testing Period (3/30/06 to 7/7/06) |           | Gain          | Target Gain | Target Met | Performance Category                            |  |
|  | SS                                 | Test Date | SS                                 | Test Date | SS Difference | Decile      |            |   |  |
| <u>ADKINS, EDDIE R.</u>                            | 2169                               | 10/15/05  | 2295                               | 4/15/06   | 126           | 172         | NO         | Below   |  |
| <u>AGUIRRE, DANIEL E.</u>                          | 2377                               | 10/15/05  | 2690                               | 4/15/06   | 313           | 110         | YES        | Far Above                                       |  |
| <u>ANEZ, JENNIFER B.</u>                           | 2214                               | 10/15/05  | 2325                               | 4/15/06   | 111           | 172         | NO         | Below   |  |
| <u>BARKER, DARRIN A.</u>                           | 2459                               | 10/15/05  | 2472                               | 4/15/06   | 13*           | 110         | NO         | Far Below                                       |  |
| <u>BEAN, VICKI S.</u>                              | 2106                               | 10/15/05  | 2359                               | 4/15/06   | 253           | 177         | YES        | Above   |  |
| <u>BENNETT, EDITH W.</u>                           | 2250                               | 10/15/05  | 2451                               | 4/15/06   | 201           | 159         | YES        | Above   |  |
| <u>BLACKWELL, ZACHARY L.</u>                       | 2243                               | 10/15/05  | 2289                               | 4/15/06   | 46*           | 159         | NO         | Far Below                                       |  |
| <u>BOOKER, DOMINIC M.</u>                          | 2341                               | 10/15/05  | 2579                               | 4/15/06   | 238           | 126         | YES        | Far Above                                       |  |
| <u>BOOTH, ORLANDO C.</u>                           | 2272                               | 10/15/05  | 2525                               | 4/15/06   | 253           | 143         | YES        | Far Above                                       |  |

Performance Level Report

Aggregate report displaying student performance levels, as defined by each district, by staff member.



**Suggested Learning Objectives**

This report provides instructional next steps for each student on or off grade level, to drive remediation or empower enrichment.

| Student   |           |  |                       |
|---|-----------|--|-----------------------|
| Name:   |           | JOKI, MILDRED N.   |                       |
| Mathematics - Geometry  |           |  | Targeted Instruction: |
| Successfully Attained   | Resources | Suggested Learning Objectives  | Resources             |
| <input checked="" type="checkbox"/> 2.G.1: The learner will identify plane figures.                                     |           | <input type="checkbox"/> 5.G.2/6.NS.8: The learner will record and plot ordered pairs of whole numbers in a rectangular coordinate system.             |                       |
| <input checked="" type="checkbox"/> 4.G.3: The learner will identify figures with a line of symmetry.                   |           | <input type="checkbox"/> 4.G.2: The learner will identify and classify various triangles.  |                       |
| <input checked="" type="checkbox"/> 2.G.1: The learner will identify various geometric figures.                         |           | All appropriate Suggested Learning Objectives have been listed.  |                       |
| Mathematics - Measurement   |           |  | Targeted Instruction: |
| Successfully Attained   | Resources | Suggested Learning Objectives  | Resources             |
| <input checked="" type="checkbox"/> 2.MD.1: The learner will determine the length of an object.                         |           | <input type="checkbox"/> 4.MD.3/6.G.1: The learner will find the area of a rectangle when a formula is given.  |                       |
| <input checked="" type="checkbox"/> 3.MD.2: The learner will measure capacity.  |           | <input type="checkbox"/> 5.MD.5.b/6.G.2: The learner will find the volume of a figure when a formula is given.   |                       |
| <input checked="" type="checkbox"/> 3.MD.8: The learner will find the perimeter of a figure with the sides labeled.     |           | <input type="checkbox"/> 2.G.2/3.MD.5.b/3.MD.6: The learner will determine the area of a rectangular figure by counting the squares within the figure. |                       |
| <input checked="" type="checkbox"/> 2.MD.7: The learner will tell time in five minute intervals using an analog clock.  |           | <input type="checkbox"/> 5.MD.1: The learner will convert units of standard length between yards, feet, and inches.                                    |                       |
| <input checked="" type="checkbox"/> 3.MD.1: The learner will tell time to the nearest minute using an analog clock.     |           | <input type="checkbox"/> 4.MD.2/5.MD.1: The learner will solve measurement story problems.   |                       |
| <input checked="" type="checkbox"/> 3.MD.1: The learner will calculate length of time through addition and subtraction. |           | All appropriate Suggested Learning Objectives have been listed.  |                       |
| Mathematics - Number & Operations   |           |  | Targeted Instruction: |
| Successfully Attained   | Resources | Suggested Learning Objectives  | Resources             |
| <input checked="" type="checkbox"/> 3.NF.3.d/4.NF.2: The learner will compare fractions that are illustrated as         |           | <input type="checkbox"/> 5.NBT.6/6.NS.2: The learner will divide a three-digit whole number by a two-  |                       |

The Performance Series Suggested Learning Objectives (SLOs) for each Curriculum Alignment are shown in the report information in the Appendix and in the screen shot above. Given a student's Scaled Score, teachers can identify the collection of skills that fall within the corresponding Scaled Score range.

**5.3 Describe all data tools available to school division staff for the analysis of data and the creation of customized reports.**

**GlobalScholar Response:**

Reports are available immediately after test administration at the district, school, class, group, and individual levels for different analyses. Data comparison points can be used to understand student scores. Reports provide context against past performance (growth trend graph), students within the district (district average), and also against the national norm (NPR) to understand relative performance against peers. Unit data displays performance differences to guide instruction or further analysis. The Suggested Learning Objectives Report provides customized view of the next objectives or skills for student instruction, up to grade level or enrichment skills can be provided for 1 or all units and subjects assessed. For Reading specifically, the Lexile Measure (purchase optional) is available to match student reading level to materials.

Functionally, Performance Series provides optional views in district reports, bar charts and distribution graphs, for a more visual display of aggregate data. Customization of each test’s performance bands to match pre-determined criteria, custom research, or GlobalScholar’s norm groupings for display on both individual and aggregate reports is available at both the school and district levels. Gains Analysis Report targets are configurable for grade level, quartile per grade, or decile per grade, to address the needed level of granularity. Unit level scoring is configurable to allow student scores to be displayed as individual unit estimates or as item pool alignment comparisons. For parents or student goal setting, a variety of Profile Templates are selectable for individual reporting, with varying layouts and score listings including an option in Spanish.

### Assessment Description – Life Science and Inquiry

**Offeror Name:** GlobalScholar, Inc.

**Proposed Assessment Name:** Performance Series

**Content Area(s) and Grade Level(s) Assessed:** Life Science and Inquiry (Grades 2-8)

#### SECTION 1: OVERVIEW OF TESTS

| Requirement   |
|---|
| <p><b>1.1 Describe the specific grade(s) and subject area(s) covered by each assessment and provide an overview of the content and skills measured. Include the types of test items used, the mode(s) of delivery, the availability of equivalent forms, including short forms or screeners (if available) and a test blueprint for each test being proposed.</b></p> <p><b>GlobalScholar Response:</b></p> <p>The Performance Series Assessments cover Grades K-12 in Mathematics, Grades K-12 in Reading, Grades 2-8 in Language Arts, Grades 2-8 in Life Science and Inquiry, and Grades 2-9 in Math en español. The Performance Series assessment is a computer-adaptive test that is delivered online. The test includes dichotomously scored items (all multiple choice). The test uses a 1-parameter Rasch model and offers an express test (short form) of the assessment as an option for states and districts/LEAs. The assessment has been utilized as a universal screener in multiples states and districts/LEAs. The test contains item pools that are aligned to the CCSS and VA Standards of Learning through an intermediary database of skills. Items are developed specifically for skills and aligned to standards.</p> <p>In creating the Performance Series item pools, GlobalScholar has targeted the need for accurate measurement of state and national standards. To achieve that end, GlobalScholar developed an extensive list of skills that correspond to those critical learning objectives most commonly taught throughout the country. This list was created through GlobalScholar’s extensive research of state and national standards. By analyzing the commonality and correlation of learning objectives present in these documents, essential learning objectives and content at each grade level were identified. Consequently, the assessment of learning objectives tested by Performance Series has a high degree of correlation to state and national standards. The majority of reading and mathematics learning objectives assessed by Performance Series are commonly found in state and national standards. Similar processes were used to construct the</p> |

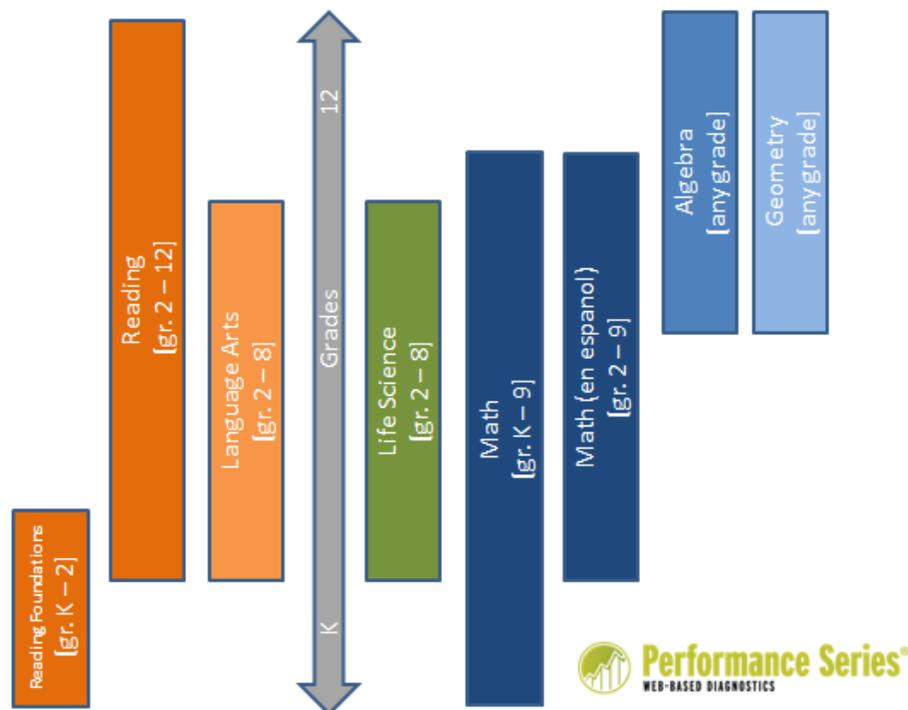
language arts and life science collection of learning objectives.

Strong correlation alone, however, was not a sufficient condition for a skill area to be included in the final content of the item bank. Utilizing a large team of teachers and educational consultants, GlobalScholar carefully investigated each skill area using the following criteria:

- Is the skill a critical skill?
- Is the skill grade-level appropriate?
- Would the skill be more appropriate in another grade level?
- How would the skill rank in difficulty compared to other grade-level appropriate learning objectives?

After extensive investigation and review, the final content array was assembled and distributed to the Item Development Team.

Developing the item bank for Performance Series was an intensive and comprehensive effort by a large team of item developers. To ensure the highest level of quality and security possible, all items were developed by GlobalScholar Content Specialists. No third party item banks were used in the development of Performance Series. GlobalScholar continues to update the skill list based on the adoption of new standards across the states including the Common Core State Standards.



**1.2 Provide evidence of alignment of test items to the Virginia Standards of Learning (SOL) for existing assessments. For assessments developed in response to the RFP, provide a plan for assuring the alignment of test items to the SOL.**

**GlobalScholar Response:**

Virginia Life Science and Inquiry Curriculum Alignment

The Virginia Standards of Learning for Life Science and Inquiry (2010) were used to develop the curriculum alignment guide for Virginia. Second through sixth grade and middle/high school course level objectives were used to determine matches for the curriculum alignment guide. The referencing of the skills in the curriculum alignment guide follows closely with the organization of the document. In a reference of 3.1.b—3 indicates the grade level, 1 indicates the strand, and b indicates the standard. The SIP scores for the Virginia Curriculum Alignment Guide were determined using the national item pool.

The alignment process is very rigorous. The initial alignments are made by a content area specialist. The alignments are then reviewed by at least one other content area specialist. Please refer to Appendix B to view VA Standards of Learning Reports.

**SECTION 2: TECHNICAL CHARACTERISTICS**

**Requirement**

**2.1 Provide evidence of content, construct, concurrent, and predictive validity as appropriate. Include validity evidence that supports the use of scores from the proposed assessment in teacher evaluation, addressing specifically the validity of using assessment results to support inferences about effectiveness of teacher in producing growth in student performance (if available).**

**GlobalScholar Response:**

Content validity refers to the degree to which a test measures an indicated content area. Presently, the content areas within Performance Series are Mathematics, Reading, Language Arts, and Science. In an attempt to illustrate the content validity of Performance Series with regard to these content areas, GlobalScholar examined the concepts of item validity and sampling validity, both of which are necessary components of content validity. Item validity focuses on the degree to which test items are relevant in measuring the desired content area. Sampling validity focuses on how well items selected for the test sample or span the content area.

GlobalScholar content team members developed all items that appear within Performance Series. Each item that exists within the item bank was written to measure a skill from Performance Series skill list at the appropriate grade level. In order to ensure the uniformity of the construction of items within Performance Series item bank, GlobalScholar developed a process for training content team members on item development. This training consisted of a hands on program designed to enable content team members to transfer their content area knowledge and classroom teaching experience into successful item development. In addition to their training, all content team members received the GlobalScholar Item Development Training Manual as a reference tool. As prospective items are developed, they are subjected to an external evaluation by a panel of content area experts.

New items are reviewed for:

- Item alignment with the indicated skill at the appropriate grade level
- Item content and quality (accuracy of content, overall clarity, one unambiguous answer)
- Item bias (to ensure that the item did not demonstrate gender, racial/ethnic, and/or socioeconomic bias)
- Gender count for passive/active voice.

Reading passages are reviewed to ensure that male/female main characters are written in an equal number of instances with regard to passive/active voice. The items are then returned to the GlobalScholar content team to make changes based on the recommendation of the external evaluation panel. This process is repeated to ensure that corrections were made as the evaluation panel intended, and that no new errors or problems with the items were introduced during the rewrite/editing process. Items failing this external review are eliminated from further consideration for entry into the Performance Series item bank. Items passing this external review process are deemed to be relevant to the task of measuring their respective content areas.

Two types of criterion-related validity are concurrent and predictive validity. Concurrent validity indicates the degree to which performance on two separate assessments is correlated. Predictive validity determines the relationship between performance on the GlobalScholar assessment and state tests or other high-stakes measure. The resulting information is then used to predict performance on the other measure of interest. GlobalScholar has been engaged in validity research since the initial release of Performance Series. GlobalScholar's Chief Psychometrician, Dr. Richard Brown, is a recognized expert in measurement and research methodology. Dr. Brown is a senior advisor providing oversight to GlobalScholar's psychometric and research services.

Performance Series is a criterion-referenced, web-based computer-adaptive test available in both English and Spanish that allows educators to quickly pinpoint the estimated ability level of students across a range of subjects corresponding to state and Common Core State Standards. Performance Series dynamically adjusts to each student's instructional level for personalized testing. It provides a clear understanding of students' performance across a range of subjects without being limited to a particular grade level, making it easy to develop individualized learning plans, place students more accurately, diagnose instructional needs and measure student gains across reporting periods. The adaptive assessment provides a valid and reliable scaled score that can be used to measure academic growth and evaluate student abilities at, or above and below grade level. Performance Series may be used for screening, diagnostic assessments and progress monitoring - as well as for measuring student growth, which can be used for determining educator effectiveness.

Results from the Performance Series assessments can be incorporated into a LEA's evaluation system that uses multiple data points to measure a teacher's contribution to a student's academic growth. Because Performance Series assessments are vertically scaled, growth can be determined as multiple test administrations yield scores on a common scale. These student level growth scores can then be used as outcome variables in a value-added multi-level regression model to estimate the effect each teacher has on the improvement of his or her students.

The GlobalScholar Research team has created a Proof of Concept paper showing a potential approach of how Performance Series can be used in context of value-added modeling (VAM). Students' Performance Series test score data, spanning several test administrations, was extracted from the Performance Series database and used to estimate school- or teacher- level effects on student performance outcomes. The VAM results from these analyses could be used to inform instruction and drive school/teacher improvement efforts. It is cautioned that the results from VAM are only one indicator of a school or teacher's relative contribution to student learning. Hence, results should not be used as the sole basis for decision-making regarding schools or teachers. Rather, VAM results should be treated as one of several components used to support the decision-making process concerning school/teacher accountability or effectiveness. GlobalScholar also has a preferred alliance with The Learning Growth Network, led by recognized expert, Dr. John Schacter, to provide growth model services using Performance Series score data.

New York State Education Department (NYSED) endorses Performance Series to measure growth as part of their Approved Student Assessments for use by School Districts and BOCES as a growth measure in Teacher and Principal Evaluation. The Alabama State Department of Education is using Performance Series to provide student growth data over the course of an academic year. Additionally, the Ohio Department of Education placed Performance Series on the state's List of Approved Assessments to support student growth measures to compliment the Ohio Achievement Assessment (OAA). Please see Appendix C for examples of Research Studies conducted by GlobalScholar.

**2.2 Provide evidence of reliability, both for the total test and for any subtests for which scores are reported. Include estimates of error in measurement.**

**GlobalScholar Response:**

According to the Standards for Educational and Psychological Testing, reliability refers to "the degree that true scores are free from errors of measurement." That is, measurements are consistent when repeated on a population of examinees. In classical test theory, reliability is defined as the ratio of true score variance to the observed score variance. Reliability is usually expressed as a single number (e.g., Cronbach's alpha). Depending on the audience, the standard error of measurement is sometimes used.

A more meaningful index for both classical and Item Response Theory (IRT) based assessment tools is the standard error of measurement. This measure of precision specifies a confidence interval within which an examinee's measure will fall with repeated assessments. In Computer Adaptive Testing (CAT), where examinees are exposed to different sub-sets of items, the only meaningful way to express an instrument's reliability/precision is through the error associated with an examinees' ability estimate, that is, the standard error of measurement. This index or SEM is presented on most Performance Series reports numerically, adjacent to the scaled score, but some reports also present a visual representation to aid understanding.

**Standard Error of Measurement**

GlobalScholar's goal (in fact, one of the test stopping criteria) is a standard error of measurement of less than 0.30 logits for each examinee. This is roughly equivalent to a conventional reliability coefficient of 0.91. Although this is one of the stopping criteria for the test, the standard error of measurement will vary for each examinee. The majority of the tests finish with a standard error of measurement less than 0.30.

**2.3 Provide evidence that the assessment is appropriate for use with student subgroups, including English language learners and student with disabilities. Include documentation that the assessment does not exhibit bias toward any major subgroups (e.g., through an analysis of differential item functioning). In addition, provide a sensitivity review to demonstrate the assessment tasks and items are designed to be accessible and fair for all students.**

**GlobalScholar Response:**

Performance Series items are reviewed for bias both during the writing process and after use in assessments.

- a. A special team of educational experts, from a sample of national educational communities representing diverse cultural backgrounds, reviews and analyzes all item content. Bias editors analyze how many stories/questions contain male or female main characters, and whether these characters use an active or passive voice. In addition, bias editors analyze which stories/questions contain ethnic or cultural diversity. When there is a significant disparity between genders, a lack of cultural diversity, or a misrepresentation of any kind, the Item Development Team makes adjustments accordingly. These changes range from minor revisions to complete removal from the item bank.
- b. Differential Item Functioning (DIF) recently run to analyze item performance against different subgroups. The DIF analysis was performed on Performance Series test results for all four subjects in the Spring of 2009.

Please see Appendix D to view DIF Analysis Reports and Item/Passage Bias Guidelines.

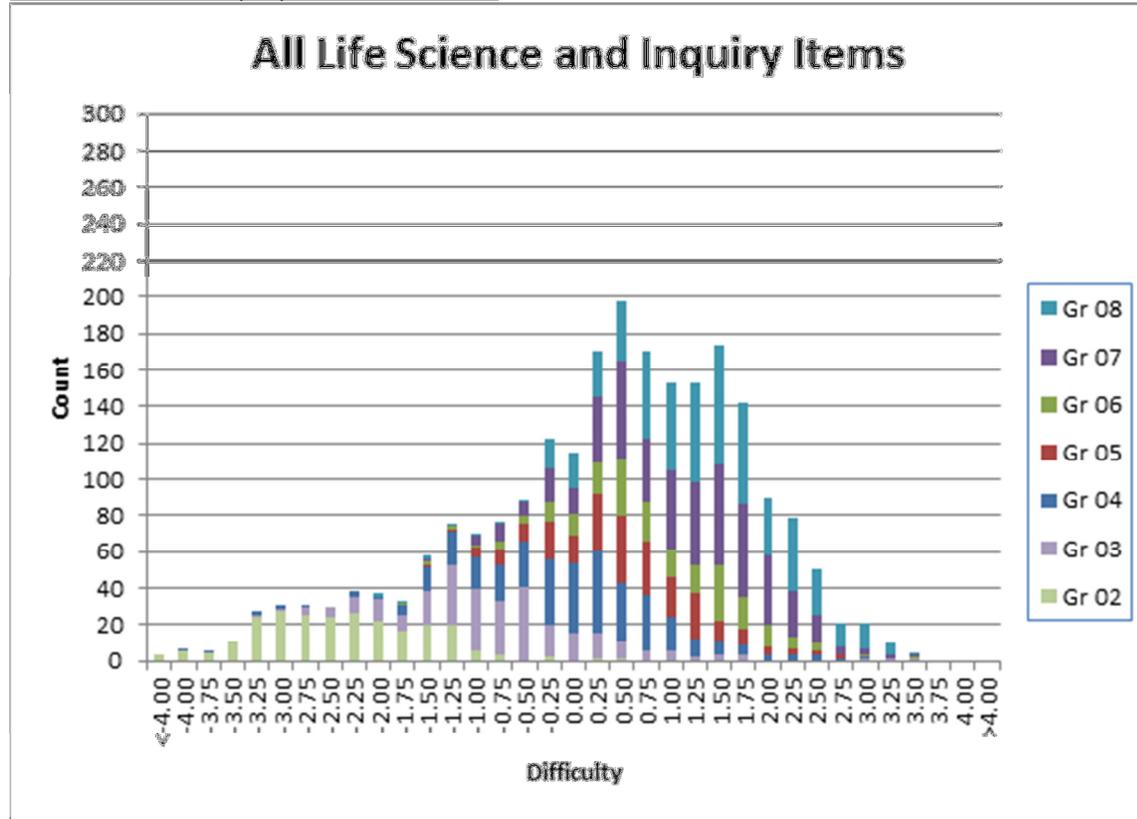
**2.4 Provide evidence that the assessment includes items of varying difficulty to ensure accurate measurement of student achievement across the ability continuum, including the tails of the score distribution.**

**GlobalScholar Response:**

To build the examinee's confidence in the test, the first random items are adjusted to be lower in difficulty. Subsequent items are then matched with the students estimated ability. So, a class of sixth graders will begin the test with a few random items that rank somewhere near a fifth grade level and gradually increase to their true ability level.

The following illustrates the Difficulty Distribution Coverage for Performance Series:

Life Science and Inquiry Items Grades 2-8



SECTION 3: USE OF ASSESSMENT AS A MEASURE GROWTH

**Requirement**

**3.1 Provide evidence that the scores resulting from the assessment have been used as measures of growth by other local or state education agencies.**

**GlobalScholar Response:**

New York State Education Department (NYSED) endorses Performance Series to measure growth as part of their Approved Student Assessments for use by School Districts and BOCES as a growth measure in Teacher and Principal Evaluation. The Alabama State Department of Education is using Performance Series to provide student growth data over the course of an academic year. Additionally, the Ohio Department of Education placed Performance Series on the state's List of Approved Assessments to support student growth measures to compliment the Ohio Achievement Assessment (OAA).

**3.2 Describe the methodology used to measure growth. For example, does the assessment employ a vertical scale, use a computer-adaptive model to measure growth over time, or employ some other methodology. Does the methodology allow for the longitudinal measure of growth across academic years? What about the measurement of required growth on the proposed assessment to reach proficient on the statewide assessments (the Standards of Learning tests) in a specified amount of time? Include standard setting studies or other analyses conducted to establish measures of growth.**

**GlobalScholar Response:**

Performance Series can be used to measure growth over time using the (vertical) scaled score provided in all reports. After both qualitative and quantitative evaluation, test items are placed on a vertical difficulty scale to provide insight to a student's ability level within a subject. This scale is used across grades and enables educators to view growth over time. The growth or gain is calculated as the difference between Scaled Scores at two separate administrations (whether at the aggregate Mean Scaled Score level or individual student level). For each gain reported, a standard error for the gain is also calculated and displayed. GlobalScholar indicates those gains that are not significantly different from zero at the 67% confidence level (plus or minus one standard error of the gain). This vertical scale and gains reporting ability combined with the previous national norm research study enables educators to evaluate student growth against observed mean growth for the student's grade, quartile or decile. Please see **Chapter 5 Norming Procedure** of the Performance Series Technical Report provided in Appendix F for additional information.

**3.3 Describe the methodologies used to control item exposure so that the accuracy of students' scores is not impacted by multiple exposures to the same items.**

**GlobalScholar Response:**

The process of continuous maintenance of the item pools involves ongoing monitoring of item exposure rates, item performance, and item pool enhancement via field test embedding processes. In the rare event items become overexposed, the items are either retired or placed in a holding mode until a later date at which time they may be re-introduced to the active item pool.

As more and more students test on the Performance Series, the items within the pools reach overexposure levels. Overexposure can lead to a variety of problems and may ultimately compromise the validity of the test. GlobalScholar has developed an online calibration process known as the Item Embedding Process to help replenish the pools with new, high quality performing items. Using the Embedding Process, GlobalScholar introduces an average of 1,000 items for all subject areas every year. Our Item Embedding process is described in detail in **Chapter 3** of the Performance Series Technical Report included in Appendix F.

**3.4 Describe the procedures used to validate the measures of growth.**

**GlobalScholar Response:**

Student growth can be evaluated in different ways through the reports provided. The statistical evaluation is provided in the Gains Report through a comparison to the Standard Error of the Difference. Gain scores inside this standard error are marked with an asterisk, to note that the two scores are not statistically different. Gain scores without an asterisk can be considered valid, statistically different scores. Additionally, comparisons against the GlobalScholar norm group (observed mean gains) can be made through the Gains Analysis Report. A district can select the type of data breakdown for this report to provide an average gain target in line with each grade level, quartiles per grade, or deciles per grade.

**Creation and Composition of Norm Groups**

In response to customer requests for a means to compare their students' results on Performance Series with those results of other students across the country, GlobalScholar developed norms for fall, winter, and spring administrations of Performance Series. The created norms are "user" norms, where the norm groups for fall, winter and spring were samples from the database of all examinee results during Fall 2005 through Spring 2006. An updated study is currently underway, using national data from the 2011-2012 school year, and will be available in 2013.

Within the areas of Mathematics and Reading, norm groups were created for students in grades 2 through 10. For the areas of Language Arts and Science, the norm groups were created for students in grades 2 through 8. Fall and Spring groups were created dependently with all examinees being members of both groups. The Winter group was created independently; however, the possibility exists that some examinees may also be members of Fall and/or Spring groups.

Criteria used for creation of these initial norm groups were gender, ethnicity, and geographic region. In the case of ethnicity and gender, target proportions were set to match national population levels. Ethnicity, gender, and geographic region were selected to provide the largest possible group from which to sample in order to create each group. At this time, norms exist within the areas of Mathematics, Life Science, Reading and Language Arts. Please see **Chapter 5 Norming Procedure** of the Performance Series Technical Report provided in Appendix F for additional information.

**SECTION 4: TEST ADMINISTRATION PROCEDURES**

**Requirement**

**4.1 Describe the administration procedures necessary to produce growth scores. For example, is the assessment designed to be administered multiple times during the year or administered once in the fall and once in the spring?**

**GlobalScholar Response:**

Performance Series can be administered at any time during the school year, based on individual school needs. However, if comparisons to our national norm research study are required then the tests can be administered 2 or 3 times in a year: Fall, Winter and Spring.

**4.2 Describe any processes used for pre-identifying and/or registering students for testing. Include what data, including the State Testing Identifier, are collected for each student, how data are collected or transmitted, and how data are maintained and securely managed.**

**GlobalScholar Response:**

**Data Collection / Transmission**

There are multiple student data import options for Performance Series. These include manual input, CSV file import, data integration services (DIS), API and SIF. GlobalScholar will work with VDOE and LEAs to determine the best option related to schedule needs and technology.

**Maintaining Online Testing Security**

Location Controllers can control online testing by limiting the allowed login days/times and the allowed network addresses from which any test can be taken at the site. Allowed login days/times/networks can also be edited for each test session. A school location password can also be required. Some schools change their school location password daily, for example, to increase testing security. Additionally, Location Controllers or teachers with editing rights can also assign students a student password that is required for them to log on to take an online test.

When a test is scheduled, the Manager of the test can edit the Allowed Student option to limit which students are able to take the test, by assigning students by grade level or class, or by assigning individual students.

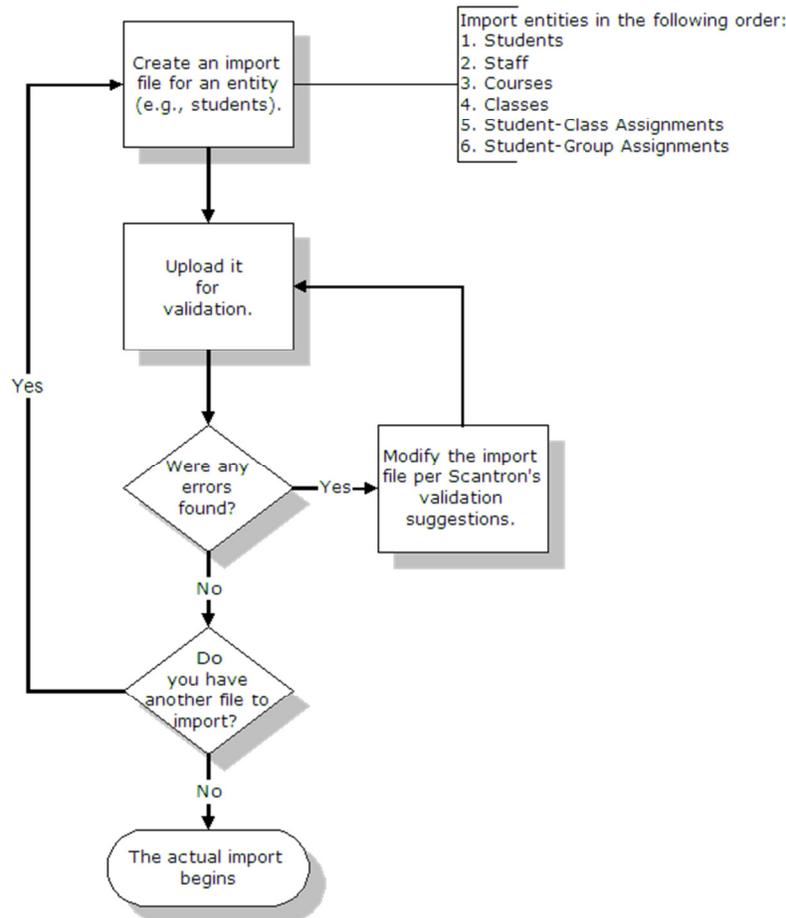
**Data Transmission**

All electronic traffic between score data and the user is encrypted in industry standard 128-bit secure sockets layer security technology. In addition, staff members are required to have 6 character passwords that allow limit access based on how the school sets up the users. There are 5-7 staff positions that can be setup by the customer to further restrict the staff's ability to see confidential information while still allowing them to complete their tasks within Achievement Series. Teachers are generally restricted to seeing only their own students' scores.

All of the student and score information are housed in a security computer facility that has the following attributes:

- Regular Backups
- Tier 4 facility
- Unmarked building
- Guards
- Redundant power
- Environment controls
- Biometric security with card keys access
- Special security access tubes

- Security cameras every 5-12 feet
- Internal security audits
- Multiple firewall layers and brands



**4.3 Describe all materials needed for test administration and how school divisions will order and obtain sufficient quantities. Include details of test booklets and answer documents for paper/pencil testing (if applicable), test administration manuals, etc. If applicable, identify any test administration materials school divisions would be responsible for supplying locally (manipulatives, copies of test materials, etc.).**

**GlobalScholar Response:**

Performance Series is completely online and web-based. Students will need a computer with access to the internet. Please refer to *Appendix E: Performance Series System Requirements* to view system requirements for Win / Mac operating systems, browser configurations, and bandwidth needs. If the district or school chooses, the students can have loose paper and pencil available to them during the test. However, that is not required to successfully complete any Performance Series test.

**4.4 Provide examples of the test administration manuals to be used with the assessment(s).**

**GlobalScholar Response:**

Please refer to Appendix A for the Proctor Administration Guide, Appendix F for the Performance Series Technical Report, Appendix E for System Requirements documentation and Appendix G for Performance Series Sample Reports.

**4.5 Describe all technology requirements related to school personnel managing the administration of tests and to students completing tests if assessments include technology-based delivery. Include the minimum and recommended hardware and software requirements and network requirements for test administration by school personnel and test delivery to students. Include how assessments are hosted (e.g., locally, vendor, 3rd party). Provide examples of user interfaces for test administration by school personnel and test delivery to students. Include descriptions or examples of test navigation and any test tools (e.g., calculator, ruler, highlighter) available to students for testing.**

**GlobalScholar Response:**

GlobalScholar's proposed assessment platform is a Software as a Service (SaaS) solution that is internet-based and hosted on GlobalScholar's secure servers. Each client receives a unique site identification and access to the data and information on that unique site is password protected by the client user. The GlobalScholar assessment software is accessible through the district's Internet full T-1 line Internet connection. The system is available 24x7x365, except for monthly routine maintenance or scheduled product enhancements. GlobalScholar schedules its maintenance times on weekends to minimize user interruption of service. GlobalScholar uses best business practices to maintain or exceed 99.5% platform uptime and product availability (this excludes standard software maintenance and update windows.)

Access to the system is available anywhere via the Internet and the LEAs can also restrict access from only certain IP addresses and certain times determined by the district. Schools can configure on-site security settings to limit access to only certain computers, regardless of access codes. This allows schools to carefully monitor access to student records by requiring authorized persons to come to specific machines to do so. Additionally, schools can restrict the times of the day that data records are available for access similar to a bank time-locked vault. It is very common to set up access for only school days during school hours.

GlobalScholar's assessment site minimizes the risk of students viewing inappropriate online materials by expanding the screen to prevent the start button or other menu choices. It is, however, recommended that proper proctoring of the assessment be enforced to ensure a fair testing environment. Schools can configure on-site security settings to limit access to only certain computers, regardless of access codes. This allows schools to carefully monitor access to student records by requiring authorized persons to come to specific machines to do so. Additionally, schools can restrict the times of the day that data records are available for access, similar to a bank time-locked vault. It is very common to set up access for only school days during school hours. GlobalScholar stress tests all servers and makes adequate arrangements for the desired number of concurrent users. GlobalScholar Assessment has a graphical user interface that is simple and intuitive. Access is by user name and secure password. There are six

District Level positions and eight School Level positions. The following are the user types available at the district and school levels. At the Network Level, GlobalScholar will work with the LEAs to understand the nuances between the roles to determine how they may fit into current positions.

## District Level

### District Level View

| Position              |   |
|-----------------------|---|
| Select                | Position Name   |
| <input type="radio"/> | <b>Location Controller</b><br>Can perform all tasks at a location. For your security, keep the number of location controllers at your location to a minimum.                          |
| <input type="radio"/> | <b>Location Controller Staff</b><br>Can perform all tasks at a location except delete. For your security, keep the number of location controller staff at your location to a minimum. |
| <input type="radio"/> | <b>Administrator</b><br>Has full viewing/reporting and item/test creation capabilities at a location, but cannot create/edit students or staff.                                       |
| <input type="radio"/> | <b>Data Entry</b><br>Has creating/editing/deleting capabilities to allow most common data entry tasks.  |
| <input type="radio"/> | <b>Test Operator</b><br>Can perform tasks related to the test taking logistics of the system.   |
| <input type="radio"/> | <b>Consultant</b><br>Must be assigned to projects for any rights.   |

## School Level

### School Level View

| Position              |  |
|-----------------------|--|
| Select                | Position Name  |
| <input type="radio"/> | <b>Location Controller</b><br>Can perform all tasks at a location. For your security, keep the number of location controllers at your location to a minimum.   |
| <input type="radio"/> | <b>Location Controller Staff</b><br>Can perform all tasks at a location except delete. For your security, keep the number of location controller staff at your location to a minimum.  |
| <input type="radio"/> | <b>Administrator</b><br>Has full viewing/reporting and item/test creation capabilities at a location, but cannot create/edit students or staff.  |
| <input type="radio"/> | <b>Teacher w/o Student Edit</b><br>Can view just the students and classes they have been assigned to. If a teacher needs more access, a second identity should be created for the staff member using a different position and unique Staff ID. Only teachers can be assigned to classes. |
| <input type="radio"/> | <b>Teacher w/ Student Edit</b><br>Just like Teacher w/o Student Edit except this position can also create and edit students.   |
| <input type="radio"/> | <b>Data Entry</b><br>Has creating/editing/deleting capabilities to allow most common data entry tasks.   |
| <input type="radio"/> | <b>Test Operator</b><br>Can perform tasks related to the test taking logistics of the system.  |
| <input type="radio"/> | <b>Consultant</b><br>Must be assigned to projects for any rights.  |

Client users of the GlobalScholar assessment software only have access to data at their level or below. For example, a teacher can only access his or her students' data and a principal can access the data of students only in his or her school. Please refer to *Appendix E: Performance Series Technical Requirements* to view technical requirement minimums for use of the GlobalScholar assessment software.

**4.6 Describe accommodations available to students with disabilities and limited English proficient students. Include procedures related to the provision of accommodations to eligible students.**

**GlobalScholar Response:**

Because every child—whether gifted or challenged—learns at a different pace and has different instructional needs, assessments that truly have value must provide teachers with important information about individual needs. Through the adaptive nature of Performance Series, teachers are able to quickly pinpoint student achievement levels across a range of subjects that correspond with state and Common Core standards. Unlike traditional standardized assessments that focus on the standards one grade level at a time and return results at a later date, Performance Series provides students with tests custom tailored to their ability level in reading, math, language arts and life science and inquiry.

Software features are built in to address different populations such as:

1. Extended time for assessment: Performance Series is not timed and allows for student administration breaks within a two week window. If a student can only test for 15 minute blocks, simply have that student stop the test and it will resume where he/she left off for the next block.
2. Testing accommodations for start point: Performance Series enables educators to determine a different starting point from the grade level, either higher or lower, when needed.
3. Adaptive testing: Performance Series automatically adjusts to student performance, to ensure the most efficient testing experience and maximize time for learning.
4. Many test questions present visual clues to provide additional context.
5. Test retake: Performance Series tests can be spoiled and re-taken to ensure that any student with testing issues or an especially bad day will not be penalized for that poor test score.
6. Navigation language support: students have the option to select Spanish for their test navigation, so that their concentration is focused on content, not understanding the software navigation.
7. Math (en español): Performance Series provides a transadaptation of the standard Math test in Spanish, to provide better insight to mathematical abilities of students more comfortable with Spanish. This test version has separate proctor and student instructions and parent reporting for effective testing communications.
8. Flexible reports: Aggregate reports can be filtered by many different demographics for analysis based on district needs. Or, custom groups can be created to evaluate specific students or programs based on state or local accountability requirements.

|   |
|---|
| <b>4.7 Describe procedures for completed student tests to be submitted for scoring and reporting purposes.</b>  |
| <p><b>GlobalScholar Response:</b></p> <p>Performance Series is completely online and web-based. Educators do not need to do anything for student tests to be scored.</p> <p>Due to the adaptive nature of the assessment, student responses are sent to our system every time the student clicks the arrow to move forward. The subsequent question is dependent on this level of communication. When the student completes the test, a ‘Congratulations’ screen will display. The scaled score can also be displayed on this screen, if configured. At this time, the system will have the student’s score available for individual trend or learning objective reports, class reports, group or school reports, and district level reports. Immediate results for immediate action.</p> |

**SECTION 5: SCORING AND REPORTING**

|  |
|--|
| <b>Requirement</b>   |
| <p><b>5.1 Describe scoring procedures for all item types and test forms administered, including implemented quality control measures.</b></p> <p><b>GlobalScholar Response:</b></p> <p>All Performance Series test questions are dichotomous and are machine scored. There is no human interaction.</p> <p><b>Scaled Score</b></p> <p>The fundamental scores calculated in Performance Series are the ability estimate/Scaled Score and the Standard Error of Measurement (SEM) of the estimate. Both values are on the logit (log odds unit) scale. This logit scale is an equal interval scale in which differences at any spectrum of the scale have the same meaning. Consequently, difficulty parameters of the items are also placed on the same scale, providing useful diagnostics as the Suggested Learning Objectives Report. During Performance Series, responses and difficulty parameters for items presented on the test provide sufficient information to estimate the student ability along the same logit scale.</p> <p>GlobalScholar does provide proctor guidelines to ensure the most valid score per administration and guides to understand and evaluate the scaled scores within the context of the client. Additionally, performance categories or bands may be customized within the system to evaluate the scaled scores based in relation to S GlobalScholar's national norm research, research done by the customer or predictive validity. Fall to Spring growth scores or gains can be evaluated against data from the national norm research (observed mean gains) by grade level, quartile or decile. Please refer to Appendix F: Performance Series Technical Report, for complete details on our scoring procedures.</p> |

**5.2 Describe the type of reporting provided (e.g., static and/or dynamic, electronic and/or paper-based, item-level, strand-level, and/or test-level scoring). Include approximate timelines for score reports to be available to divisions, how score reports will be accessed and/or obtained, and samples of student, class, school, and division score reports and sample record layouts for electronic data files.**

**GlobalScholar Response:**

Performance Series offers a variety of reports available in real-time upon completion of scanning or online assessment administration. Reporting is web-based and dynamic. Access to the reports is secure via user password protection and only teachers can see their students' data and administrators can see the data for teachers and students in their school; district level users with appropriate access rights can see data throughout the district. Reports can be filtered (disaggregated) by demographics, NCLB/ESEA guidelines, or user defined groups as well as grade level, course, school, classes, standards, and student. And any report that displays a standard code or text can link to supplemental instructional resources (for example, Skills Connection Online and/or netTrekker). Report data can be exported to CSV files for the district to use in other programs that accept that common file format or to PDF.

The reporting features and capabilities of Performance Series provide individual student information (in a Student Report) as well as school and district-wide progress (in a Summary Report) and gains over time. Teachers are able to compare performance scores to local, state and national curriculum standards, national student groups and reading resources, Standards Item Pool Score, National Percentile Ranking and Lexile Reading Scores, if desired. The reports can be manipulated with a few clicks to develop custom learning plans for each student immediately after the first assessment. Scores can be filtered by Time Frame, Demographics, and User Defined Groups. Please refer to Appendix G to view sample Performance Series reports.

Quick Access Score Options

This screen allows a district administrator to access data from the district or grade level, course, or group for Summary, Gains, Gains Analysis, Percentile or Performance Bands.

| Diagnostic Test Reports      |  |  |   |   |  |
|------------------------------|--|--|---|---|--|
|                              | Summary  | Gains  | Gains Analysis  | Percentile  | Performance Bands  |
| <br>Scantron School District | <ul style="list-style-type: none"> <li>■ <a href="#">All Subjects</a></li> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> |
| <br>Grade Levels             |  | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> |   | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> |
| <br>Courses                  | <ul style="list-style-type: none"> <li>■ <a href="#">All Subjects</a></li> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> |
| <br>Student Groups           | <ul style="list-style-type: none"> <li>■ <a href="#">All Subjects</a></li> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> </ul> | <ul style="list-style-type: none"> <li>■ <a href="#">Reading</a></li> <li>■ <a href="#">Math</a></li> <li>■ <a href="#">Language Arts</a></li> <li>■ <a href="#">Science</a></li> <li>■ <a href="#">Algebra</a></li> <li>■ <a href="#">Geometry</a></li> </ul> |

### Score Filtering Options

|                                     |              |
|-------------------------------------|--------------|
| Time Frame                          | Clear Change |
| Time Frame: 8/1/05 to 6/30/06       |              |
| Student Filtering: Demographics     | Clear Change |
| Demographic Filtering: All Included |              |
| Student Filtering: Groups           | Clear Change |
| Group Filtering: All Included       |              |

Reports feature a graphical user interface, color differentiations (such as performance bands) and can be viewed and printed in graphical or tabular formats. Please review the report samples for additional report features such as item analysis, individual student results, grade, course, teacher, school, point biserial, percent attained, mean score, high score, low score, etc. The benchmark portion of the assessment program also features a re-score function, test comparison and reports by standards such as Virginia SOLs or Common Core. The adaptive assessment portion also features reports by standards such as Virginia SOLs or Common Core.

These pre-defined reports for teachers and administrators with summary statistics are included in the program. Users have the ability to customize reports by controlling the time frame of the student results to be included in the report. For example, 700 students took the same test between Sept 2011 and Dec 2011. You can view all of those results or choose to look at just the students who took the test from Sept

1st 2011 to Oct 5th 2011 if you want to isolate the student results from the beginning of the school year who have had less instructional time period than those results captured in December 2011.

**Grouping / Filtering:** Users can also customize their reports by filtering on specific demographic data to examine group based performance and identify group-based gaps, such as:

- Student Grade Level
- Student Gender
- Student Age
- Student Ethnicity
- Student Citizenship
- Special Status (ELL/LEP, Migrant, Disability, Title 1, Meal Assistance)

**Criteria:** Users can also customize their reports by including or excluding scores or score-ranges from their reports. For example, 700 students took the same test. The user can filter out just those students who scored below 32% or only include scores between 30% and 60%, etc. This allows the user to isolate specific results to further examine student performance within target score ranges.

**Performance Levels:** Users can create custom performance bands and apply them to specific reports. The system allows you to select two (2) to seven (7) performance bands, name each band (i.e. “Proficient”, “Below Basic”, etc.), set the cut scores for each band, and select specific colors and patterns each band will use in online reports. This allows the user to customize how they want to analysis data. The system also allows the top level location controller to enforce one set of customized performance bands for all assessments or all assessments by subject-area, if you want all teachers to use a common scale for viewing reports.

**Display:** Many reports provide a variety of views related to the data set selected. Table views are also available, and the advanced reporting tool includes bar charts, distribution charts, pie charts, box and whisker plots, and line graphs, as well as customizable performance bands.

Item level statistics and item analysis of answer and distractor selection are provided in the item information after the first administration of the item in an assessment.

#### Report and Screen-shot Examples

The following are a few screen shots that show the graphical, user-friendly interface of Performance Series. The screen below was accessed by clicking the “All Subjects” link in the Summary column at the South Middle School level. This shows, by student, their Scaled Score, SEM, and Overall SIP Score for the subjects they tested.

By clicking Allen, Kelly S. on the link from the above screen and then the Mathematics Test Scores link in the left column we see below - it shows Kelly S. Allen’s test history, longitudinal trend graph – displaying progress from each test administration, and bar graphs by overall and individual unit scores.

**All Subjects Summary**

Report Scope: Location: South Middle School; Grade: 6.  
 Broken Down By: Student  
[Export XLS](#)

**Mathematics Diagnostic Results**

**Mathematics Test History**

**ALLEN, KELLY S. Grade 6**

Scored Scores

Test Date: 10/1/10  
 Grade: 6th 2677 (54)  
 District Average Score: N/A

Test Date: 10/1/10  
 Grade: 6th 2677 (54)  
 District Average Score: N/A

**Mathematics Test (Grade 6)**

| Score                       | Ability Estimate     |
|-----------------------------|----------------------|
| Scored Score                | 2677 (54)            |
| Mathematics Overall         | 52                   |
| Overall                     |                      |
| Unit Score Range            | 198 - 350            |
| Number & Operations         | 2402-2519-2535       |
| Algebra                     | 2712-2835-3044       |
| Geometry                    | 2477-2638-2733       |
| Measurement                 | 2871-3026-3151       |
| Data Analysis & Probability | 2223-2385-2535       |
| Performance                 | Rating: High Average |
| Score                       | NPR                  |
| National Percentile Ranking | 72                   |
| Mathematics Overall         | 52                   |

**Student**

- ALEXANDER, JENIF
- ALLEN, KELLY S.
- AMOSS, LAURA R.
- ANDREWS, RAMON
- ANDRONIS, MARGA
- AYALA, TRAVIS P.
- BALLARD, MONIQUE
- BARRETT, ANTHON

This screen is a classroom level Class Profile report. Ratings are color coded based on your choices (in the box on the left) and on the right the report is displaying student instructional level by skill.

Math - Grade 6 Sec. 1. BAKER, PAMELA A.

**Class Profile**

- General Science
- Language Arts
- Mathematics
- Reading

**Mathematics: Geometry**

- Algebra
- Number & Operations
- Data Analysis & Probability
- Geometry
- Measurement

Your site is using the Common Core State Standards 2010 (College and Career Readiness Standards and K-12 Mathematics) Curriculum Alignment Guide. [Click Here](#) for more information about this specific Curriculum Alignment Guide. [Click Here](#) to include objectives that are not in these standards.

| Student                 | Language | Scored Score | Rating | Test Date | Objectives  | Attained |
|-------------------------|----------|--------------|--------|-----------|---|----------|
| AVILA, JENIA Q.         | Spanish  | 2385         |        | 11/10/10  | 1. The learner will identify plane figures. 2.G.1   | 24/24    |
| BLACKWELL, JOHNATHAN S. | English  | 2585         | L3     | 4/15/06   | 2. The learner will identify figures with a line of symmetry. 4.G.3   | 21/24    |
| BURNETT, JULIO H.       | English  | 2514         | L3     | 4/15/06   | 3. The learner will identify various geometric figures. 2.G.1   | 17/24    |
| CHASE, MARCELLA M.      | English  | 2752         | L4     | 4/15/06   | 4. The learner will record and plot ordered pairs of whole numbers in a rectangular coordinate system. 6.G.2.a, 6.S.8 | 16/24    |
| COOK, CHRIS H.          | English  | 2687         | L4     | 4/15/06   | 5. The learner will give a name to an ordered pair in the coordinate plane. 6.NS.8                                    | 14/24    |
| DUBAN, GRANT P.         | English  | 2568         | L3     | 4/15/06   | 6. The learner will identify and classify various triangles. 4.G.2  | 11/24    |
| FIELDS, MARGUERITE K.   | English  | 2875         | L5     | 4/15/06   | 7. The learner will find and name points with ordered pairs of integers. 6.G.2.a, 6.S.8                               | 10/24    |
| FRANKLIN, MARGRET G.    | English  | 2610         | L4     | 4/15/06   |   |          |
| GONS, JESSIE H.         | English  | 3144         | L4     | 4/15/06   |   |          |
| HANSON, LULA J.         | English  | 2472         | L2     | 4/15/06   |   |          |
| JOHNSON, ELLI J.        | English  | 2355         | L3     | 4/15/06   |   |          |
| KOKO, BEVERLY E.        | English  | 2335         | L3     | 4/15/06   |   |          |
| LAWSON, ISABEL S.       | English  | 2706         | L4     | 4/15/06   |   |          |
| LUSKY, GEORGINA M.      | English  | 3301         | L5     | 4/15/06   |   |          |

The reporting features and capabilities of adaptive assessment module provide individual student information (in a Student Report) as well as school and district-wide progress (in a Summary Report) and gains over time. Teachers are able to compare performance scores to state and Common Core Standards, national student groups and reading resources, Standards Item Pool Score, National

Percentile Ranking and Lexile Reading Scores, if desired. The reports can be manipulated with a few clicks to develop custom learning plans for each student immediately after the first assessment. In addition, because Performance Series in an online test, results are available so that they may impact instruction while the information is still relevant and can be accessed any time from any location with an internet connection. Performance Series helps educators show annual yearly progress by measuring gains on a consistent scale. Users can create groups, such as Free/Reduced Lunch, Before School/After School Programs, etc., to measure gains by specified groups. In addition, within the reports, the user is able to select students according to specified demographics, such as ethnicity, gender, etc.

All staff members (teachers, school administrators and school level staff, district administrators and district level staff) can access reports by logging into the program. Access to data is controlled by the user's role. Teachers can only view data for students in their classes. School staff can only view data for their school (school averages, classroom performance for classes in their school, and student data for any students in their school). District staff can only view data for their district (schools, classes, and students in their district). Following is a sample list of reports and a description of the types of educational questions each report addresses:

- **Suggested Learning Objectives:** What are the next skills / objectives I should target for this student? (individual skill list by strand based on ability)
- **Student Profile:** Where are this student's weaknesses that I need to strengthen? (ability by strand)
- **Student Profile:** Is this student making progress with the current material and instruction? (longitudinal trend graph)
- **Class Profile:** Is my class ready for this material? (ability level in relation to skills / objectives)
- **Class Profile:** How can I group my students for differentiated instruction? (ability level in relation to skills / objectives)
- **Gains Report:** Are my after-school programs providing as much assistance as the 'pull-out' program this year? (Gains by custom group)
- **Performance Bands:** Of all students taking the test, which ones need the most help? What is the probability that a student will score within that band on the linked State test?

Below, are report examples that are very beneficial to both the parent and to the teacher. The first report is a summary report of all students that shows what their growth target should be as well as some suggested skills to help focus student learning. While this example shows standards and projections for Illinois, it would be configured in the system setup to display Virginia and Common Core standards for the VDOE.

| Teacher: Joseph Nguyen, Grade 4             |            | Teacher Level Report |            | Scantron Mathematics  |  |  |  |   |               |
|---|------------|----------------------|------------|---|--|--|--|---|---------------|
| School: Hudson                              |            |                      |            | Fall SY11   |  |  |  |   |               |
| Student List: Suggested Learning Objectives |            |                      |            |   |  |  |  |   |               |
| Name  | Percentile | Projected ISAT Level | Fall Score | Algebra   | Data Analysis & Probability  | Geometry   | Measurement  | Number & Operations   | Spring Target |
| Brittany Caseman                            | 1          | B                    | 1918       | ILAF 4.8.4.06: Represent simple mathematical relationships with number sentences (equations and inequalities).  | ILAF 4.10.4.01: Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph. | ILAF 4.9.4.12: Identify congruent and similar figures by visual inspection.  | ILAF 3.7.3.01: Solve problems involving simple elapsed time in compound units (e.g., hours, minutes, days).  | ILAF 4.6.4.03: Read, write, recognize, and model equivalent representations of fractions; divide regions or sets to represent a fraction. | 2083          |
| Anquan Moore                                | 5          | B                    | 2047       | ILAF 4.6.4.12: Model and apply basic multiplication and division facts (up to 12x12), and apply them to related multiples of 10 (e.g., 3x9=27, 30x9=270, 6÷3=2, 600÷3=200). | ILAF 4.10.4.04: Classify events using words such as certain, most likely, equally likely, least likely, possible, and impossible.  | ILAF 4.9.4.01: Identify, describe, and sketch two-dimensional shapes (triangles, quadrilaterals, pentagons, hexagons, and octagons) according to the number of sides, length of sides, number of vertices, and right angles. | ILAF 4.7.4.03: Solve problems involving the perimeter of a polygon with given side lengths and the area of a square, rectangle, or irregular shape composed of rectangles using diagrams, models, and grids or by measuring. | ILAF 3.6.3.02: Identify and write (in words and standard form) whole numbers up to 100,000.   | 2212          |

The following report, below, shows similar data as the previous report example, but would be appropriate to share with a parent or student.

**Daniel Williams - Grade 4, Hudson (Area 5)**  
**Scantron Reading and Math Level: Winter SY 2011**

**Math**

\*\*\*\* Spring Target Score : 2630

**GROWTH TARGETS**  
 Daniel's Spring Target is 2630 Scaled Score Points.

**ATTAINMENT**  
 Daniel's Winter Math Scale score of 2620 was in the **95th** percentile for Grade 4 Students nationwide.  
 The projected ISAT performance level on ISAT is **EXCEEDS**.

**NEXT STEPS**  
 Here are some skills Daniel can focus on to take learning in Math to the next level:

|                             |  |
|-----------------------------|--|
| Geometry                    | ILAF.5.9.5.01: Classify, describe, and sketch two-dimensional shapes (triangles, quadrilaterals, pentagons, hexagons, and octagons) according to the number of sides, length of sides, number of vertices, and interior angles (right, acute, obtuse). |
| Data Analysis & Probability | ILAF.4.10.4.01: Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph.   |
| Algebra                     | ILAF.8.6.8.16: Use proportional reasoning to model and solve problems.   |
| Measurement                 | ILAF.4.7.4.06: Solve problems involving unit conversions within the same measurement system for time, length, and weight/mass.   |

**Gains Analysis Report** – Compares student growth to decile targets (average growth per decile group). Above category displays number of students meeting targets. Far Above category displays number of students that show growth more than one standard deviation above their decile target. This Far Above categorization can be used as a Strong Growth target.

One version of an aggregate view follows – by grade level. This data can also be displayed by Clark-defined grouping, perhaps one group could be called ‘At Risk’.

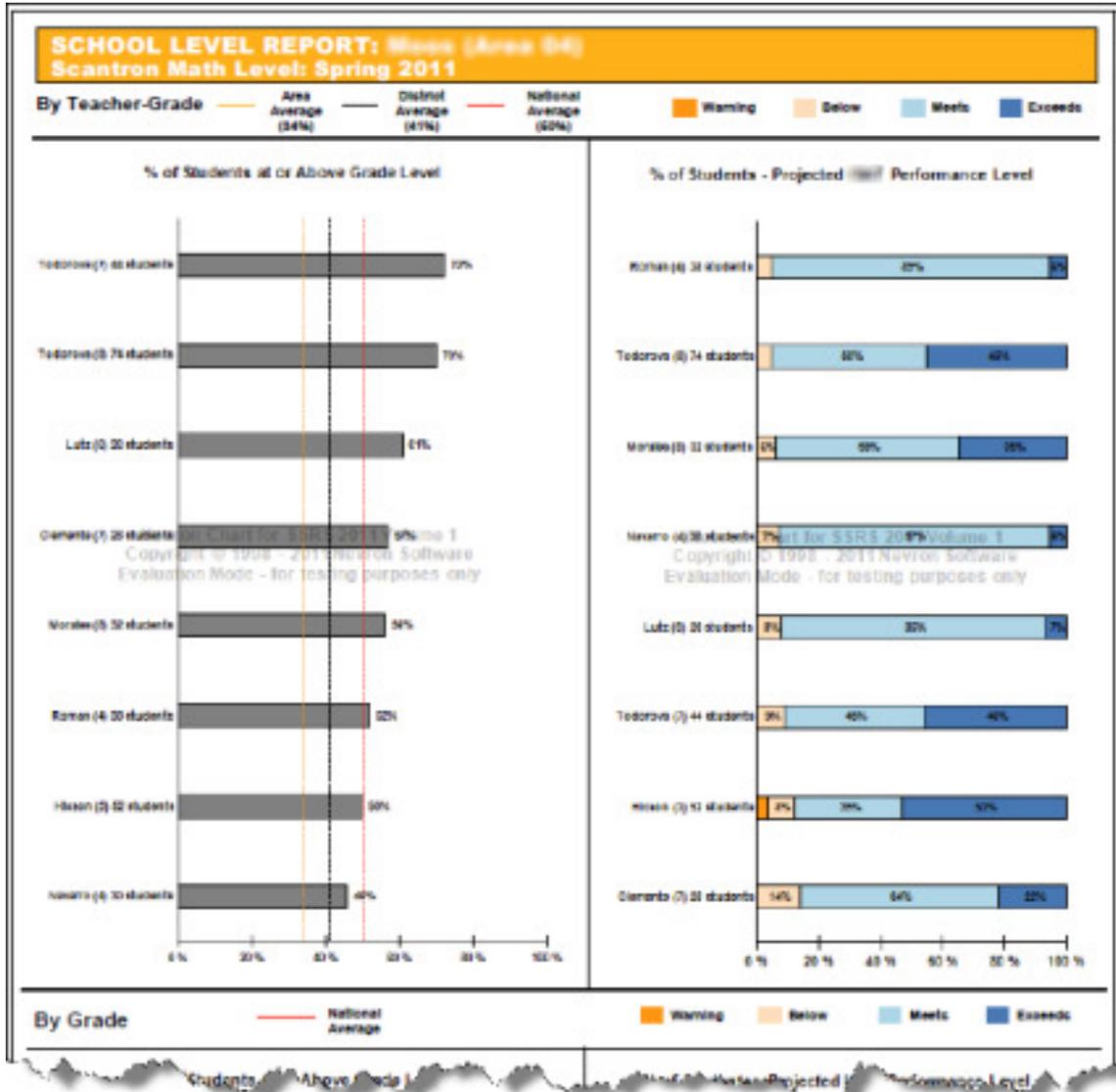
| Math Gains Analysis   |               |                   |                |                      |       |       |           |   |                                     |
|---|---------------|-------------------|----------------|----------------------|-------|-------|-----------|---|-------------------------------------|
| Report Scope: Location: Department of Education.<br>Broken Down By: Grade Level |               |                   |                |                      |       |       |           | Time Frame: All Dates<br>Student Filtering: OFF |                                     |
| <a href="#">Export CSV</a>  |               |                   |                |                      |       |       |           | Count: 9  |                                     |
| Grade Level   | Student Count | Students Enrolled | Met Target (%) | Performance Category |       |       |           | Testing Period 1 (9/1/05 to 12/1/05)            | Testing Period 2 (4/5/06 to 7/1/06) |
|   |               |                   |                | Far Below            | Below | Above | Far Above | Mean SS   | Mean SS                             |
| Grade 2   | 150           | 150               | 49%            | 28                   | 49    | 43    | 30        | 2020  | 2196                                |
| Grade 3   | 150           | 150               | 47%            | 38                   | 41    | 47    | 24        | 2187  | 2334                                |
| Grade 4   | 150           | 150               | 42%            | 32                   | 55    | 34    | 29        | 2341  | 2471                                |
| Grade 5   | 148           | 149               | 52%            | 34                   | 37    | 47    | 30        | 2416  | 2550                                |
| Grade 6   | 150           | 150               | 51%            | 31                   | 42    | 44    | 33        | 2531  | 2639                                |
| Grade 7   | 150           | 150               | 46%            | 29                   | 52    | 40    | 29        | 2544  | 2633                                |
| Grade 8   | 150           | 150               | 47%            | 27                   | 52    | 51    | 20        | 2617  | 2692                                |
| Grade 9   | 150           | 150               | 50%            | 28                   | 53    | 30    | 26        | 2668  | 2744                                |

Student view displays growth and target (average for decile group) and evaluation of growth. Above average can be considered as a ‘Strong’ growth target.

| Math Gains Analysis                                |                                    |           |                                    |           |               |             |            |   |  |
|--|------------------------------------|-----------|------------------------------------|-----------|---------------|-------------|------------|---|--|
| Report Scope: Location: East Elementary; Grade: 3. |                                    |           |                                    |           |               |             |            | Time Frame: All Dates<br>Student Filtering: OFF |  |
| <a href="#">Export CSV</a>                         |                                    |           |                                    |           |               |             |            | Index: A - EA    Count: 75    Page 1 of 4 >>    |  |
| Student ^  | Testing Period (9/1/05 to 12/5/05) |           | Testing Period (3/30/06 to 7/7/06) |           | Gain          | Target Gain | Target Met | Performance Category                            |  |
|  | SS                                 | Test Date | SS                                 | Test Date | SS Difference | Decile      |            |   |  |
| <u>ADKINS, EDDIE R.</u>                            | 2169                               | 10/15/05  | 2295                               | 4/15/06   | 126           | 172         | NO         | Below   |  |
| <u>AGUIRRE, DANIEL E.</u>                          | 2377                               | 10/15/05  | 2690                               | 4/15/06   | 313           | 110         | YES        | Far Above                                       |  |
| <u>ANEZ, JENNIFER B.</u>                           | 2214                               | 10/15/05  | 2325                               | 4/15/06   | 111           | 172         | NO         | Below   |  |
| <u>BARKER, DARRIN A.</u>                           | 2459                               | 10/15/05  | 2472                               | 4/15/06   | 13*           | 110         | NO         | Far Below                                       |  |
| <u>BEAN, VICKI S.</u>                              | 2106                               | 10/15/05  | 2359                               | 4/15/06   | 253           | 177         | YES        | Above   |  |
| <u>BENNETT, EDITH W.</u>                           | 2250                               | 10/15/05  | 2451                               | 4/15/06   | 201           | 159         | YES        | Above   |  |
| <u>BLACKWELL, ZACHARY L.</u>                       | 2243                               | 10/15/05  | 2289                               | 4/15/06   | 46*           | 159         | NO         | Far Below                                       |  |
| <u>BOOKER, DOMINIC M.</u>                          | 2341                               | 10/15/05  | 2579                               | 4/15/06   | 238           | 126         | YES        | Far Above                                       |  |
| <u>BOOTH, ORLANDO C.</u>                           | 2272                               | 10/15/05  | 2525                               | 4/15/06   | 253           | 143         | YES        | Far Above                                       |  |

Performance Level Report

Aggregate report displaying student performance levels, as defined by each district, by staff member.



**Suggested Learning Objectives**

This report provides instructional next steps for each student on or off grade level, to drive remediation or empower enrichment.

| Student   |           |  |                       |
|---|-----------|--|-----------------------|
| Name:   |           | JOKI, MILDRED N.   |                       |
| Mathematics - Geometry  |           |  | Targeted Instruction: |
| Successfully Attained   | Resources | Suggested Learning Objectives  | Resources             |
| <input checked="" type="checkbox"/> 2.G.1: The learner will identify plane figures.                                     |           | <input type="checkbox"/> 5.G.2/6.NS.8: The learner will record and plot ordered pairs of whole numbers in a rectangular coordinate system.             |                       |
| <input checked="" type="checkbox"/> 4.G.3: The learner will identify figures with a line of symmetry.                   |           | <input type="checkbox"/> 4.G.2: The learner will identify and classify various triangles.  |                       |
| <input checked="" type="checkbox"/> 2.G.1: The learner will identify various geometric figures.                         |           | All appropriate Suggested Learning Objectives have been listed.  |                       |
| Mathematics - Measurement   |           |  | Targeted Instruction: |
| Successfully Attained   | Resources | Suggested Learning Objectives  | Resources             |
| <input checked="" type="checkbox"/> 2.MD.1: The learner will determine the length of an object.                         |           | <input type="checkbox"/> 4.MD.3/6.G.1: The learner will find the area of a rectangle when a formula is given.  |                       |
| <input checked="" type="checkbox"/> 3.MD.2: The learner will measure capacity.  |           | <input type="checkbox"/> 5.MD.5.b/6.G.2: The learner will find the volume of a figure when a formula is given.   |                       |
| <input checked="" type="checkbox"/> 3.MD.8: The learner will find the perimeter of a figure with the sides labeled.     |           | <input type="checkbox"/> 2.G.2/3.MD.5.b/3.MD.6: The learner will determine the area of a rectangular figure by counting the squares within the figure. |                       |
| <input checked="" type="checkbox"/> 2.MD.7: The learner will tell time in five minute intervals using an analog clock.  |           | <input type="checkbox"/> 5.MD.1: The learner will convert units of standard length between yards, feet, and inches.                                    |                       |
| <input checked="" type="checkbox"/> 3.MD.1: The learner will tell time to the nearest minute using an analog clock.     |           | <input type="checkbox"/> 4.MD.2/5.MD.1: The learner will solve measurement story problems.   |                       |
| <input checked="" type="checkbox"/> 3.MD.1: The learner will calculate length of time through addition and subtraction. |           | All appropriate Suggested Learning Objectives have been listed.  |                       |
| Mathematics - Number & Operations   |           |  | Targeted Instruction: |
| Successfully Attained   | Resources | Suggested Learning Objectives  | Resources             |
| <input checked="" type="checkbox"/> 3.NF.3.d/4.NF.2: The learner will compare fractions that are illustrated as         |           | <input type="checkbox"/> 5.NBT.6/6.NS.2: The learner will divide a three-digit whole number by a two-  |                       |

The Performance Series Suggested Learning Objectives (SLOs) for each Curriculum Alignment are shown in the report information in the Appendix and in the screen shot above. Given a student's Scaled Score, teachers can identify the collection of skills that fall within the corresponding Scaled Score range.

**5.3 Describe all data tools available to school division staff for the analysis of data and the creation of customized reports.**

**GlobalScholar Response:**

Reports are available immediately after test administration at the district, school, class, group, and individual levels for different analyses. Data comparison points can be used to understand student scores. Reports provide context against past performance (growth trend graph), students within the district (district average), and also against the national norm (NPR) to understand relative performance against peers. Unit data displays performance differences to guide instruction or further analysis. The Suggested Learning Objectives Report provides customized view of the next objectives or skills for student instruction, up to grade level or enrichment skills can be provided for 1 or all units and subjects assessed. For Reading specifically, the Lexile Measure (purchase optional) is available to match student reading level to materials.

Functionally, Performance Series provides optional views in district reports, bar charts and distribution graphs, for a more visual display of aggregate data. Customization of each test's performance bands to match pre-determined criteria, custom research, or GlobalScholar's norm groupings for display on both individual and aggregate reports is available at both the school and district levels. Gains Analysis Report targets are configurable for grade level, quartile per grade, or decile per grade, to address the needed level of granularity. Unit level scoring is configurable to allow student scores to be displayed as individual unit estimates or as item pool alignment comparisons. For parents or student goal setting, a variety of Profile Templates are selectable for individual reporting, with varying layouts and score listings including an option in Spanish.

## Exceptions to Terms and Conditions

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GlobalScholar, Inc. (“Contractor” or “GlobalScholar”), as part of its response to the Commonwealth of Virginia’s Department of Education (the “VDOE”) request for proposal for Student Growth Assessments (“RFP”), submits the following exceptions and/or additions to the Terms contained in the RFP. GlobalScholar understands that the terms of the final agreement may be the subject of further negotiations between VDOE and GlobalScholar in the event that VDOE awards GlobalScholar a contract pursuant to the RFP. GlobalScholar is attaching its Terms of Use (User Agreement) that contains suitable provisions for the services and products we are proposing.

### General Terms and Conditions

**J. Payment.** The parties agree that the local LEA’s agree to pay Contractor subscription fees for use of the Assessment System based upon the number of student Users expect to use the Assessment System within one (1) year of the date of award, or such other term as set forth therein (the “Term”). Subscription fees will be invoiced and are payable in advance of the initial and each renewal Term. Prior to the expiration of the initial subscription Term and any renewal Term, Contractor may invoice LEA’s for applicable renewal subscription fees for use of the Assessment System for the subsequent one (1) year renewal Term

**M. Testing and Inspection.** The parties agree that unless otherwise defined in the Agreement, the effective date of your initial annual subscription Term means the first day of the month in which the Assessment System is initially available for you to access and use (whether or not you are actively using the Assessment System).

**M. Assignment of Contract.** The parties agree that Contractor may assign or otherwise transfer this Agreement, without obtaining VDOE’s consent to (i) an affiliate of Contractor, or (ii) a third party that acquires all or substantially all of Contractor’s assets, whether via merger, reorganization, consolidation or otherwise, providing the assignee agrees to fully comply with the terms and conditions contained in this Agreement.

### Special Terms and Conditions

**4. Cancellation of Contract.** The parties agree that the Contractor shall be paid for all materials or services delivered pursuant to the Contract prior to the effective termination date

Please refer to *Appendix H: Sample Master Agreement* for more details.

## Appendices

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The following pages contain the following GlobalScholar Appendices as referenced throughout our response:

1. Appendix A: Proctor Administration Guide
2. Appendix B: VA Standards of Learning Reports
3. Appendix C: Client A PS\_EXPLORE Linking Study Report
4. Appendix C: ClientA\_ISAT\_CV Study\_Spring 2011\_110719
5. Appendix C: Colorado Predictability Study\_Fall 2009\_Rev
6. Appendix D: Client-Specified DIF Analysis on Math Pool Fall 2008\_rev
7. Appendix D: Client-Specified DIF Analysis on Reading Pool Fall 2008\_rev
8. Appendix D: GlobalScholar-Scantron Item-Passage-Bias Guidelines
9. Appendix E: Performance Series Technical Requirements
10. Appendix F: Performance Series Technical Report (on CD-Rom included in bid package due to size)
11. Appendix G: Performance Series Sample Reports
12. Appendix H: Sample Master Agreement