



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: The Honorable the Members of the Board of Regents

FROM: John L. D'Agati

Ken Wagner

SUBJECT: Proposed Amendments to Subpart 30-2 and Section 8.4 of the Rules of the Board of Regents to Implement Chapter 56 of the Laws of 2014 Relating to the Definition of Traditional Standardized Assessments, the Department's Expedited Review Process for Material Changes to Eliminate Unnecessary Tests and Establishing Caps on Testing Time for Certain Standardized Tests (1%) and for Test Preparation Time under Standardized Testing Conditions (2%) Based on the Minimum Required Annual Instructional Hours for Such Grade

DATE: June 16, 2014

AUTHORIZATION(S):

SUMMARY

Issue for Decision (Consent Agenda)

Should the Board of Regents amend Subpart 30-2 and Section 8.4 of the Rules of the Board of Regents to implement Chapter 56 of the Laws of 2014 to define traditional standardized assessments, conform the expedited review process for material changes to eliminate unnecessary tests to the new law, and establish caps on certain standardized tests (1%) and test preparation time under standardized conditions (2%) based on the minimum required annual instructional hours for such grade?

Reason(s) for Consideration

Review of Policy.

Proposed Handling

The proposed amendment is submitted to the Full Board for emergency adoption at its June 2014 meeting (see Attachment A - Amendment to the Regulations). A Revised Rule Making and Emergency Adoption was published in the State Register on May 14, 2014. Supporting materials are available upon request to the Secretary to the Board of Regents.

Procedural History

At its February meeting, the Board of Regents made a series of changes to Subpart 30-2 of the Rules of the Board of Regents that support the commitment made by the Board of Regents and the Commissioner to ensure that students are not unnecessarily burdened by more testing than necessary or testing that takes away from the core instructional time in our classrooms and schools. Further, these amendments help to ensure that our youngest students in grades kindergarten through second grade are not subject to traditional standardized testing. A Notice of Proposed Rule Making and Emergency Adoption was published in the State Register on February 26, 2014.

At its March meeting, the Board of Regents adopted a series of clarifying amendments to the regulation. A Revised Rule Making and Emergency Adoption was published in the State Register on March 26, 2014.

At its April meeting, the Board of Regents adopted a series of additional amendments to the regulation in order to implement Chapter 56 of the Laws of 2014. A Revised Rule Making and Emergency Adoption was published in the State Register on May 14, 2014. A Statement of Facts and Circumstances Justifying the Emergency is attached as Attachment B. Supporting materials are available upon request to the Secretary to the Board of Regents.

Background

The regulation adopted in February provides that, effective March 2, 2014, all traditional standardized assessments approved for use in kindergarten through grade two will be removed from the list of approved student assessments for use in APPR plans for the 2014-2015 school year and thereafter. However, the proposed amendment ensures that any APPR plan that has been approved by the Commissioner for use in the 2013-2014 school year shall remain in effect in accordance with Education Law §3012-c(2)(l) and that those districts and BOCES will be able to continue to use those assessments until a material change is made to their APPR plan to eliminate the use of such assessments.

In addition, the regulation adopted in February provides that, effective March 2, 2014, for districts and BOCES that will be submitting material changes to their plans for

the 2014-2015 school year will be required to submit a signed certification from the superintendent, district superintendent or chancellor that no more than one percent of instructional time will be spent taking locally-selected traditional standardized third-party assessments or traditional standardized district, BOCES or regional assessments.

Following the emergency adoption of the February 2014 regulation and during the 45-day public comment period, the Department received several questions on what third-party assessments can be used in grades K-2 for APPR purposes and several commenters expressed confusion about whether diagnostic assessments are included in the definition of traditional standardized assessments (An Assessment of Public Comment is attached as Attachment C). As a result, at its March 2014 meeting, the Board of Regents made a series of proposed regulatory changes to clarify that traditional standardized assessments may not be used for APPR purposes for students in kindergarten – second grade; however, traditional standardized assessments may still be used by districts/BOCES for these grades for diagnostic and formative purposes.

The regulation clarified that, effective March 2, 2014, all third-party assessments used in grades K-2 were removed from the actual “State-approved assessment” list. The Commissioner no longer requires a district or BOCES to use the RFQ process when selecting third-party assessments for use in kindergarten, first, or second grade for APPR purposes. Rather, pursuant to this regulation, the Commissioner defined traditional standardized assessment for the purposes of APPR and also issued a K-2 Assessment Guidance document on March 14, 2014 consistent with the minimum criteria prescribed in section 30-2.8 of the Rules of the Board of Regents to be used by school districts/BOCES when selecting an assessment that is not a traditional standardized third-party assessment in grades K-2 for APPR purposes in the 2014-2015 school year and thereafter. The superintendent, district superintendent, or chancellor will be required to certify in its APPR plan that any third-party assessment they are using in grades kindergarten through two is not a traditional standardized assessment as defined by the Commissioner in guidance, and that the assessment meets the minimum requirements prescribed by the Commissioner in guidance.

The revisions adopted at the March meeting also sought to clarify that the superintendent, district superintendent or chancellor will only have to include traditional standardized third-party assessments and traditional standardized district, regional or BOCES developed assessments used for APPR purposes in their calculation of the one percent for the certification relating to instructional time and not assessments that are used for formative or diagnostic purposes.

Proposed Amendment

On March 31, 2014, Chapter 56 of the Laws of 2014 was signed by the Governor. The proposed amendment, which was adopted at the April Regents meeting as an emergency measure implements the requirements of the new law.

The new law requires that all material changes that are submitted for an approved plan that relate solely to the elimination of student assessments that are not required by State or federal law and that are “*properly and completely submitted,*” shall

be reviewed by the Commissioner within ten business days of submission. The proposed revised regulation defines “properly and completely submitted” as a submission on a form prescribed by the Commissioner that meets all of the requirements of Education Law §3012-c and regulations and includes the applicable certification form with all required signatures and the appropriate dates.

The proposed amendment further implements the new law by establishing a cap on testing time on standardized tests not specifically required by State or federal law (1%); and on test preparation time under standardized testing conditions (2%) based on the minimum required annual instructional hours for such grade. The new law clarifies that time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments are not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law in relation to English Language Learners or the individualized education program (IEP) of a student with a disability.

The new law also codifies the current regulation by requiring the Commissioner to prohibit the administration of traditional standardized assessments, as defined in Commissioner’s Regulations, and clarifies that traditional standardized assessments do not include diagnostic tests, including screening assessments under Education Law §3208(5).

Recommendation

It is recommended that the Board of Regents take the following action:

VOTED: That the emergency rule amending Subpart 30-2 of the Rules of the Board of Regents that was adopted by the Board of Regents as an emergency measure at the April 28-29 meeting is repealed, effective July 9, 2014; and, it is further

VOTED: That Subpart 30-2 and Section 8.4 of the Rules of the Board of Regents be amended, as submitted, effective July 9, 2014 as an emergency action upon a finding by the Board of Regents that such action is necessary for the preservation of the general welfare in order to timely implement the provisions of Chapter 56 of the Laws of 2014 relating to the Department's expedited review process for material changes and to ensure that the emergency rule adopted at the March Regents meeting and revised at the April Regents meeting remains continuously in effect until it can be adopted as a permanent rule.

Timetable for Implementation

If adopted as an emergency measure, the proposed amendment will be effective on July 9, 2014. The proposed amendment will then come before the Full Board for permanent adoption at the July Regents meeting. If adopted at the July Regents meeting, the proposed amendment will become effective on July 30, 2014.

AMENDMENT TO THE RULES OF THE BOARD OF REGENTS

Pursuant to sections 101, 207, 215, 305 and section 3012-c of the Education Law and Chapter 56 of the Laws of 2014.

1. That the emergency rule amending Subpart 30-2 of the Rules of the Board of Regents that was adopted by the Board of Regents as an emergency measure at the April 28-29 meeting is repealed, effective July 9, 2014.

2. Subdivision (b) of section 30-2.2 of the Rules of the Board of Regents shall be amended, effective July 9, 2014, to read as follows:

(b) Approved student assessment shall mean a standardized student assessment approved by the commissioner for inclusion in the State Education Department's lists of approved standardized student assessments for the locally selected measures subcomponent and/or to measure student growth in non-tested subjects for the State assessment or other comparable measures subcomponent or for grades kindergarten through two, an assessment that is not a traditional standardized assessment that meets the requirements in paragraph (1) of this subdivision.

(1) Approved Assessments in grades kindergarten through two.

(i) Effective March 2, 2014, all standardized assessments for students in kindergarten through grade two shall be removed from the actual list of approved student assessments for use in annual professional performance review plans for the 2014-2015 school year and thereafter and traditional standardized assessments in grades kindergarten through grade two will no longer be approved assessments for these grades. However, an assessment that is not a traditional standardized assessment shall be considered an approved student assessment if the superintendent,

district superintendent, or chancellor of a school district/BOCES that chooses to use such assessment certifies in its APPR plan that the assessment is a not a traditional standardized assessment [, as defined by the Commissioner in guidance,] and that the assessment meets the minimum requirements prescribed by the Commissioner in guidance.

(ii) Any school district or BOCES with an annual professional performance review plan approved or determined by the Commissioner [for use in the 2013-2014 school year] prior to April 1, 2014 that provides for the use of an approved student assessment for students in kindergarten through grade two remains in effect in accordance with Education Law §3012-c(2)(l) and the district or BOCES may continue to use such assessments until a material change is made and approved by the Commissioner to eliminate such use.

3. Subdivision (v) of section 30-2.2 of the Rules of the Board of Regents shall be renumbered to subdivision (w) of section 30-2.2 of the Rules of the Board of Regents, effective July 9, 2014.

4. A new subdivision (v) is added to section 30-2.2 of the Rules of the Board of Regents, effective July 9, 2014, to read as follows:

(v) Traditional standardized assessment shall mean a systematic method of gathering information from objectively scored items that allow the test taker to select one or more of the given options or choices as their response. Examples include multiple-choice, true-false, and matching items. Traditional standardized assessments are those that require the student (and not the examiner/assessor) to directly use a "bubble" answer sheet. Traditional standardized assessments do not include performance assessments or assessments in which students perform real-world tasks

that demonstrate application of knowledge and skills; assessments that are otherwise required to be administered by federal law; and/or assessments used for diagnostic or formative purposes, including but not limited to assessments used for diagnostic screening required by Education Law §3208(5).

5. Paragraph (2) of subdivision (a) of section 30-2.3 of the Rules of the Board of Regents shall be amended, effective July 9, 2014, to read as follows:

(2) (i) By July 1, 2012, the governing body of each school district and BOCES shall adopt a plan, on a form prescribed by the Commissioner, for the annual professional performance review of all of its classroom teachers and building principals in accordance with the requirements of Education Law §3012-c and this Subpart, and shall submit such plan to the Commissioner for approval. The plan may be an annual or multi-year plan, for the annual professional performance review of all of its classroom teachers and building principals. The Commissioner shall approve or reject the plan by September 1, 2012, or as soon as practicable thereafter. The Commissioner may also reject a plan that does not rigorously adhere to the provisions of Education Law §3012-c and the requirements of this Subpart. Should any plan be rejected, the Commissioner shall describe each deficiency in the submitted plan and direct that each such deficiency be resolved through collective bargaining to the extent required under article fourteen of the Civil Service Law. If any material changes are made to the plan, the school district or BOCES must submit the material changes, on a form prescribed by the Commissioner, to the Commissioner for approval.

(ii) If material changes are made to a plan that solely relate to the elimination of unnecessary assessments on students, the Commissioner shall expedite his or her review of such material changes and solely review those sections of the plan that relate

to the eliminated assessments to ensure compliance with Education Law §3012-c and this Subpart, provided that the superintendent, district superintendent or chancellor shall provide a written explanation of the changes made to the plan, on a form prescribed by the Commissioner, and certify that no other material changes have been made to the plan. The Commissioner shall complete the review of material changes properly and completely submitted within 10 business days of submission. In order to be considered properly and completely submitted, the submission must use the form prescribed by the Commissioner and meet the requirements of Education Law §3012-c and this Subpart, and contain all required information including all appropriate signatures with appropriate dates.

(iii) To the extent that by July 1, 2012 or by July 1 of any subsequent year, if all of the terms of the plan have not been finalized as a result of unresolved collective bargaining negotiations, the entire plan shall be submitted to the Commissioner upon resolution of all of its terms, consistent with Article 14 of the Civil Service Law.

6. A new paragraph (4) shall be added to subdivision (a) of section 30-2.3 of the Rules of the Board of Regents, effective July 9, 2014, to read as follows:

(4) Any plan submitted to the Commissioner on or after March 2, 2014 for use in the 2014-2015 school year and thereafter shall include a signed certification, on a form prescribed by the Commissioner, by the superintendent, district superintendent or chancellor, attesting that [no more than one percent of total instructional time in each classroom or program of the district or BOCES is spent taking any locally determined traditional standardized third-party assessments from the approved list or traditional standardized district, regional or BOCES developed assessments for purposes of

Education Law §3012-c. This paragraph shall not apply to assessments used for formative or diagnostic purposes];

(i) the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and

(ii) the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade.

Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program of a student with a disability.

7. Section 8.4 of the Rules of the Board of Regents is amended, effective July 9, 2014, to read as follows;

§8.4 Courses and examinations in public schools.

(a) The commissioner shall establish regulations governing the following:

[(a)] (1) approved courses of study in public schools;

[(b)] (2) subjects in which Regents examinations are given in such schools;

[(c)] (3) the method of rating answer papers;

[(d)] (4) the credits to be allowed for subjects in which Regents examinations are not regularly offered.

(b) The amount of time devoted to required State assessments administered by or on behalf of the State and developed by the State directly or by contract for each grade shall not exceed, in the aggregate, one percent of the minimum required annual instructional hours for such grade. Nothing in this subdivision shall be construed to supersede the requirements of a section of the 504 plan of a qualified student with disability or federal law relating to English Language Learners or the individualized education program of a students with disabilities.

8. Subparagraph (iii) of paragraph (1) of subdivision (b) of section 30-2.5 of the Rules of the Board of Regents shall be amended, effective July 9, 2014, to read as follows:

(iii) Except as otherwise provided in subparagraphs (i) and (ii) of this paragraph, for classroom teachers who teach one of the core subjects, as defined in this subparagraph, where there is no approved growth or value-growth model at that grade level or in that subject, the school district or BOCES shall measure student growth based on a State-determined district-or BOCES-wide student growth goal setting process using a State assessment if one exists, or a Regents examination or department-approved alternative examination as described in section 100.2(f) of this Title (including, but not limited to, advanced placement examinations, International Baccalaureate examinations, SAT II, etc.). If there is no State assessment or Regents examination for these grades/subjects, the district or BOCES must measure student growth based on the State determined goal-setting process with an approved student assessment, or a department-approved alternative examination as described in section

100.2(f) of this Title or a district, regional or BOCES developed assessment that is rigorous and comparable across classrooms. For purposes of this subparagraph, core subjects shall be defined as science [and social studies in grades six to] grade eight and high school courses in English language arts, mathematics, science and social studies that lead to a Regents examination in the 2010-2011 school year, or a State assessment in the 2012-2013 school year or thereafter. A school district or BOCES shall generate a score from 0 to 20 points for this subcomponent.

9. A new subdivision (e) shall be added to section 30-2.5 of the Rules of the Board of Regents shall be amended, effective July 9, 2014, to read as follows:

(e) Notwithstanding any other provision of this Subpart to the contrary, no annual professional performance review plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments to students in kindergarten through grade two that are not being used for diagnostic purposes or are required to be administered by federal law, including but not limited to assessments developed by any vendor, third-party or other comparable entity; except that nothing in this subdivision shall preclude the use of school- or-BOCES-wide, group or team results using State assessments that are administered to students in higher grades in the school or a district, regional or BOCES developed student assessment that is developed in collaboration with a vendor, if otherwise allowed under this section or guidelines of the Commissioner. However, this subdivision shall not apply to any annual professional performance review plan approved or determined by the Commissioner for use in the 2013-2014 school year which remains in effect in the 2014-2015 school year and thereafter in accordance with Education Law §3012-c(2)(l).

10. Subdivision (a) of section 30-2.8 of the Rules of the Board of Regents shall be amended, effective July 9, 2014, to read as follows:

(a) Approval of student assessments for the evaluation of classroom teachers and building principals. [An] Except as otherwise provided in subdivision (e) of this section for assessments in grades kindergarten through two, an assessment provider who seeks to place an assessment on the list of approved student assessments under this section shall submit to the Commissioner a written application in a form and within the time prescribed by the Commissioner.

11. Subdivision (e) of section 30-2.8 of the Rules of the Board of Regents shall be amended, effective July 9, 2014, to read as follows:

(e) Pursuant to section 30-2.2 of this Subpart, effective March 2, 2014, the Commissioner will remove the names of any traditional standardized assessments approved for use in kindergarten through grade two from the list of approved assessments for use in the 2014-2015 school year and thereafter. However, an assessment that is not a traditional standardized assessment may be considered an approved student assessment if the superintendent, district superintendent, or chancellor certifies in its plan that the assessment is a not a traditional standardized assessment [, as defined by the Commissioner in guidance,] and that the assessment meets the minimum requirements prescribed by the Commissioner in guidance.

Attachment B

STATEMENT OF FACTS AND CIRCUMSTANCES WHICH NECESSITATE EMERGENCY ACTION

Because the Board of Regents meets at scheduled intervals, the earliest the proposed amendment could be presented for regular (non-emergency) adoption, after publication in the State Register and expiration of the 30-day public comment period provided for in State Administrative Procedure Act (SAPA) section 202(1) and (5) for revised rule makings, is the July 2014 Regents meeting. Furthermore, pursuant to SAPA section 203(1), the earliest effective date of the proposed amendment, if adopted at the July 2014 meeting, would be July 30, 2014, the date a Notice of Adoption would be published in the State Register. Therefore, emergency action to adopt the proposed rule is necessary now for the preservation of the general welfare in order to timely implement the provisions of Chapter 56 of the Laws of 2014 and to ensure that the emergency rule adopted at the March meeting and revised at the April Regents meeting remains continuously in effect until it can be adopted as a permanent rule.

ASSESSMENT OF PUBLIC COMMENT

Since publication of a Notice of Emergency Adoption and Revised Rule Making in the State Register on March 26, 2014, the State Education Department received the following comments.

1. COMMENT: Approximately 85 districts in our area used AIMSweb, NWEA, iReady, STAR Math, STAR Reading and/or STAR Early Literacy as a diagnostic tool prior to NYSED approving them as an approved assessment for APPR purposes. Districts were extremely happy when these assessments were approved as student assessments for use by school districts and BOCES in teacher and principal evaluations because, not only could they be used for diagnostic and instructional purposes, it could be used to satisfy the testing requirements of APPR. Please consider keeping these assessments on the approved list because of their diagnostic and instructional uses for grades K-2. If eliminated, districts would be forced to create another assessment or measure possibly causing MORE testing of the K-2 students rather than less as was the intent of the change in regulations.

RESPONSE: Effective March 2, 2014, all third-party assessments used in grades K-2 have been removed from the actual “approved assessment” list and pursuant to Chapter 56 of the Laws of 2014, school districts are prohibited from using traditional standardized assessments in these grades. However, Chapter 56 of the Laws of 2014 and the proposed amendment clarify that any school district or BOCES with an annual professional performance review plan approved or determined by the

Commissioner on or before March 31, 2014 that provides for the use of an approved student assessment for students in kindergarten through grade two remains in effect in accordance with Education Law §3012-c(2)(l) and the district or BOCES may continue to use such assessments until a material change is made and approved by the Commissioner to eliminate such use.

The revised proposed amendment defines a traditional standardized assessment as a systematic method of gathering information from objectively scored items that allow the test taker to select one or more of the given options or choices as their response. Examples include multiple-choice, true-false, and matching items. Traditional standardized assessments are those that require the student (and not the examiner/assessor) to directly use a "bubble" answer sheet. Traditional standardized assessments do not include performance assessments or assessments in which students perform real-world tasks that demonstrate application of knowledge and skills; assessments that are otherwise required to be administered by federal law; and/or assessments used for diagnostic or formative purposes. Therefore, if these assessments are used for diagnostic purposes and the superintendent, district superintendent, or chancellor of a school district/BOCES that chooses to use such assessment certifies in its APPR plan that the assessment is a not a traditional standardized assessment and that the assessment meets the minimum requirements prescribed by the Commissioner in guidance, these assessments may be used in grades K-2 for APPR purposes.

2. COMMENT: The provision that no APPR plan for the 2014-15 school year will be approved if it includes "traditional standardized third party or vendor assessments to

students in kindergarten through grade two." Not knowing what your definition of "traditional third party, standardized assessments will be" I have a few concerns.

First, our district chose to use AISMweb Reading & Math for our Growth sub-component for K-2 teachers in our APPR plan. We made this decision so that we would be able to use an assessment that was already in place for our students. Simply said, we wouldn't be adding or creating a new assessment on top of what we already use for RTI/Diagnostic/Formative purposes.

Secondly, it would seem that the exclusion of RTI/Diagnostic/Formative assessments such as AIMSweb, which are used to meet the state mandate of implementing an RTI approach to identifying students with learning disabilities, would have the opposite effect of reducing testing for K-2 students. For example, since we have a K-2 building we would need to create a new (and likely longer, less reliable) assessment to use for our K-2 teacher's growth sub-component. This would add to the time we utilize for assessments and end up adding an assessment that is primarily used for APPR purposes.

RESPONSE: See response to Comment #1.

3. COMMENT: Our district uses two of the approved K-2 assessment products: Aimsweb and STAR (Renaissance Learning) as diagnostic and instructional tools while also using the assessment to meet APPR requirements. The possibility of removing these options for our districts will actually INCREASE the amount of testing necessary for K-2 students instead of decreasing it as the adjustment to the regulation intends. Please consider this carefully before a decision is finalized.

RESPONSE: See response to Comment #1.

4. COMMENT: Our district has, for many years, used AIMSWeb as a diagnostic test for students K-8. We were certainly pleased when SED approved AIMSWeb for use with APPRs, as we were able to limit testing of students for APPR purposes by using this test both for diagnostic and for APPR purposes. The recommendations to the BOR will force disapproval of the use of these tests for the APPR. Consequently, our district will be forced to either use a group/building metric for the APPR or find another test which can be used. In the case of the latter, we will indeed be ADDING tests for the K-2 students as we will no longer be able to use AIMSWeb for both purposes. Again, AIMSWeb has been used in this district for years as a diagnostic. As well, the time spent on this assessment is well under the 1% cap. It is working and we are concerned about a change simply for the sake of change, or a change that is responsive to political pressures rather than a consideration of what is actually happening in schools.

While a group metric is another option, as a district, we have chosen to avoid that route, particularly as the results of the 3rd grade ELA and Math assessments would be used for the group metric. We believe that a teacher's score for their APPR should as closely as possible reflect the current work they are doing with their current classes. Certainly, the work that a K-2 teacher does will eventually contribute to a student's score in 3rd grade, but issues of cohorts and student population within any given year may not accurately represent the work that they are currently doing.

So, we are asking for clarification. If we are using AIMSWeb for diagnostic purposes, in the interest of avoiding double testing, can the results of that test be used for APPR purposes? If the answer currently is no, we respectfully ask you to reconsider this decision which will not only negatively impact districts but, most importantly, will negatively impact children.

RESPONSE: See response to Comment #1.

5. COMMENT: Although I, too, support eliminating K-2 standardized assessments for APPR purposes, I propose that districts have the ability to continue using AIMSweb (included on the State approved list) for APPR purposes. First, AIMSweb houses data for short (1 - 8 minutes) reading, writing, and math probes (assessments). These probes are better described as formative/interim assessments typically used for Response to Interventions (RtI) decision-making. What is more, the early literacy probes such as letter naming measures and letter sound measures are performance tasks. In essence, AIMSweb probes are similar in nature to the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

I bring this to your attention because we have been using AIMSweb probes two ways in grades K-5. First way, as universal screenings for RTI and second, to meet APPR guidelines for our K-5 student population. I'm thinking that districts who have double-dipped would appreciate having the ability to make a local decision regarding AIMSweb use for K-2 APPR purposes.

RESPONSE: See response to Comment #1.