

**Comparable Assessments for
Third Grade Reading Guarantee**

Form C

Section III – PUBLICLY-AVAILABLE SERVICE SUMMARY

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

Provider Information	
Name of Provider:	Houghton Mifflin Harcourt Publishing Company
Provider Information for Two Contacts (include name, phone number, and email address for both: Note: If contact information changes, provider must contact the department to update their Service Summary.	Barbara Fuerbacher, Account Executive 513-785-8963 barbara.fuerbacher@hmhco.com Edward Hulefeld, Field Manager, Northeast 412-315-8237 edward.hulefeld@hmhco.com
Name of Product Proposed:	<i>Continuum Benchmark Assessments for ELA</i>
Does this product provide an assessment of reading proficiency and identify deficiencies? If so, how?	At Kindergarten through Grade 3, the <i>Continuum Benchmark Assessments</i> for ELA measure development of early reading skills, including basic comprehension. Tasks of varying degrees of difficulty are included in order to accurately measure the wide range of reading skills encountered at these grade levels. Proficiency is reported in terms of overall on-grade content mastery and provides an achievement level indicator for each of the domains, allowing teachers to easily see which students are performing well and in which areas students need additional assistance or instruction.
What are the grade(s) the proposed product covers:	Kindergarten through Grade 3

<p>What are the reading areas the proposed product covers?</p>	<p>The <i>Continuum Benchmark Assessments</i> for ELA assess and report results in these strands and domains:</p> <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> ○ Key Ideas and Details ○ Craft/Structure ○ Integration/Knowledge • Language 											
<p>What are the on-track and not-on-track cut scores for each grade level being assessed?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Continuum Benchmark Assessments</i> for ELA Fall Diagnostic Assessment Cut Scores</th> <th style="text-align: center;">Reading “On Track”</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td style="text-align: center;">199</td> </tr> <tr> <td>Grade 1</td> <td style="text-align: center;">268</td> </tr> <tr> <td>Grade 2</td> <td style="text-align: center;">327</td> </tr> <tr> <td>Grade 3</td> <td style="text-align: center;">363</td> </tr> </tbody> </table>		<i>Continuum Benchmark Assessments</i> for ELA Fall Diagnostic Assessment Cut Scores	Reading “On Track”	Kindergarten	199	Grade 1	268	Grade 2	327	Grade 3	363
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<p>Please provide an overview of your proposal for local education agencies describing in detail the assessment, use of the assessment and how your organization supports implementation of the assessment. (2 pages maximum)</p>												

The *Continuum Benchmark Assessments* for English/Language Arts (ELA) are a standards-based benchmark assessment tool developed for grades K–11. They provide an online Computer Adaptive Test (CAT) administration for ongoing information about teaching and learning in relation to the Common Core State Standards (CCSS) in English/Language Arts. The *Continuum Benchmark Assessments* can be administered up to three times per year (e.g., fall, winter, and spring) and include valid, reliable items that provide deeper student connections to content. Item types comprise selected response and evidence-based selected response and next generation item types including Technology-Enhanced Items (TEIs) such as multiple select, drag-and-drop, association, classification, option select, passage highlight, and token highlight.

The *Continuum Benchmark Assessments* can serve as a decision-making tool at the classroom, school, and district level. This solution is achieved by providing an instructionally supportive student assessment system. The implementation model is purposefully designed to improve educational outcomes for students by providing school leaders a tool that delivers data to drive instructional shifts.

As noted above, the *Continuum Benchmark Assessments* for ELA are standards-based benchmark assessments. The intended purpose is to provide ongoing information about transformational teaching for learning. This tool enables practitioners to:

- evaluate student learning of specific state and correlated core standards
- identify specific student strengths and opportunities for growth as they relate to the content in the assessed standards
- identify student instructional needs through collaborative data dialogue to adapt instruction and curriculum materials to better enable student proficiency
- provide feedback to students for reflection to enable motivation and deepen learning
- show individual student growth over time

Classrooms, schools, and districts realize positive outcomes when teachers are engaged in understanding the purpose, test design, and standards assessed; and teachers and district leaders analyze assessment results at the school, grade/course, and classroom levels to inform improvements in curriculum, instruction, and assessments.

Development of Continuum Benchmark Assessments

The content experts who created all of the test passages and items were HMH test development specialists (TDS) and item/passage writers with a minimum of bachelor's degrees in their areas of expertise along with teaching experience. All item/passage writers were trained before writing began on best practices in terms of standards-based development; vertical alignment of curriculum consideration; depth of knowledge; passage and item fairness, bias and sensitivity; and passage-based item sets that give proper consideration to reader and task considerations. HMH test development specialists are trained to write items that adhere to the principles of universal design, making the items accessible to the widest range of students. For example, items and passages were written using clear and concise language, and all art, graphs, and tables were labeled and were not overly crowded with extraneous information.

HMH TDSs developed draft test specifications including item and passage specifications for each grade. These were finalized before the development of test items. The test specification document served as the foundation for all item development and to construct item pools containing items aligned to standards and to Norman Webb’s depth of knowledge (DOK) framework and balanced across item difficulties, DOKs, and type (selected response, technology enhanced, passage-based, and stand-alone). After an item was written, it underwent iterative rounds of review by HMH TDSs and subject matter experts to ensure its alignment to the standard, grade appropriateness, appropriateness of other alignments (such as DOK), universal design criteria, freedom from fairness and sensitivity issues, and that each item meets the best practices standards described in the item writing training.

All items were extensively field tested to support the assembly of item pools, which serve as the foundation of the adaptive assessment. The field test sample mimicked the expected student target, e.g., the national student population. Following the field test, items were reviewed again to examine item performance relative to item difficulty, discrimination, and functioning in order to assemble a pool of high-quality content-aligned items. As items were selected for the final item pools, every effort was made to balance the content coverage and overall item difficulty within each pool to ensure accurate measurement of student proficiency and mastery of standards across the entire range of expected student achievement.

How the Continuum Benchmark Assessments Are Used and Reported

The *Continuum Benchmark Assessments* answer the needs of schools to provide better ways to measure achievement and impact instruction. Specifically, the tests can be used measure student growth and/or growth toward proficiency (i.e., mastery achievement level expectations) within year, compare to peers in the district or school, plan for instruction, predict to success on the state test, help LEAs monitor student learning in terms of state or national standards, and help students prepare for college and career. The assessment provides a range of criterion based scores, including overall on-grade content mastery and achievement level indicators for each content strand and domain assessed. *Lexiles* are also reported to link to instructional resources and interventions. Dynamic online reporting enables a range of reports by student, group, and sub-group.

Implementation and Technical Assistance

A key component of HMH’s approach to the management of an assessment program is a comprehensive system of customer support, which includes providing training in the administration of the test and in the use of the results. Our regional sales and support staff has extensive experience presenting and supporting both pre- and post-test training workshops for a wide variety of constituencies and groups. They will work with Ohio LEAs who use the *Continuum Benchmark Assessments* to determine the nature, purpose, and depth desired for pre- and/or post-test workshops

Section IV – Service Provider Costs	
Estimated Service Provider Costs (non-binding)	
Fixed costs over a given academic year.	Please refer to HMH’s Estimated Service Provider Costs document, which follows Form C in this section of our proposal.
Per-student costs, over a given academic year, that are above the estimated fixed costs.	Please refer to HMH’s Estimated Service Provider Costs document, which follows Form C in this section of our proposal.
Time-and-materials costs that are limited to special services that are NOT required for standard administration during a given year (e.g., special professional development services at the start of a contract, standard setting if required, test augmentation if required, language translation fees for tests and supporting materials, including additional reporting options, any special options above the per student cost quoted above) and that are delineated on either a time-and-materials or a cost-per-service basis for each special service as well as any costs for data services and reports to aggregate data.	Please refer to HMH’s Estimated Service Provider Costs document, which follows Form C in this section of our proposal.
If approved as a provider of student assessments for teacher and/or principal evaluations, we are prepared to provide services to (Please indicate by clicking on the appropriate boxes below):	
<input checked="" type="checkbox"/>	All local education agencies in the State of Ohio, or
<input type="checkbox"/>	Only to those eligible local education agencies indicated below:
Provide a link to a web based cost sheet/PDF for the assessments noted on Form C	

ESTIMATED SERVICE PROVIDER COSTS

Houghton Mifflin Harcourt's (HMH) price structure for the *Continuum Benchmark Assessments* for English Language Arts (ELA) is presented below. Please note that the materials and services are priced on an annual basis.

Fixed Costs

The *Continuum Benchmark Assessments* are an online computer adaptive assessment. They are priced per-student, per year, inclusive of test administration and reporting. The benchmark assessments may be administered up to three times per student, per year, at no additional cost. LEAs incur no fixed costs when administering the *Continuum Benchmark Assessments*.

Per-Student Costs for an Academic Year

Online Testing for English Language Arts

- Grade K **\$5.00**/per student
- Grade 1 **\$5.00**/per student
- Grade 2 **\$5.00**/per student
- Grade 3 **\$5.00**/per student

Note: the LEA needs to be prequalified to ensure infrastructure to support online testing. Training for online test administration is an additional charge and is discussed below. Additional content areas may be administered at an additional cost per student.

Time-and-Material Costs that are Limited to Special Services

Training and Professional Development

Training for *Continuum Benchmark Assessments* may be delivered either in-person or via webinar. For initial implementation, Data Integration and the Set Up and Administration Training webinar are provided at no charge. After implementation, additional training is \$2,950.00 per day for on-site visits, or \$300.00 for each webinar. Advanced professional development training in the interpretation and use of test results is available upon request. We will work with each LEA to develop a training plan and its related cost.

