### 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: | **Curriculum Associates, LLC** |
| Provider Information for Two Contacts (include name, phone number, and email address for both:<br><br><br>Note: If contact information changes, provider must contact the department to update their Service Summary. | Don Masters, Regional Vice President<br>Phone: (315) 350-4988<br>Email: dmasters@cainc.com<br><br><br>Vicky Hurwitz, Vice President of Strategic Planning<br>Phone:  (978) 901-6394<br>Email: vhurwitz@cainc.com |
| Name of Product Proposed: | *i-Ready Diagnostic Reading* |
| Does this product provide an assessment of reading proficiency and identify deficiencies? If so, how? | Yes. *i-Ready* assesses students' reading proficiency based on the Common Core State Standards (CCSS); *i-Ready* is also correlated to the Ohio Learning Standards. The system then automatically populates the program's comprehensive reports to identify the skills the student already possesses and next steps for instruction. The adaptive diagnostic assessment adjusts its level of difficulty based on student responses; correct answers lead to more challenging questions, whereas incorrect answers lead to slightly less difficult questions.<br><br> |

| | |
|---|---|
| | *i-Ready* gathers data to accurately pinpoint each student's overall ability and skill set within each reading domain: the foundational skills of phonological awareness, phonics, and high frequency words; vocabulary; comprehension of informational text; and comprehension of literary text. Each untimed administration takes approximately 45–60 minutes and may be broken into multiple sessions for flexibility. Students may be assessed simultaneously, provided each one has a computer and headset. This ease of administration would ensure all students are initially assessed by the September 30 and November 1 deadlines for Third Grade Guarantee.<br><br>The adaptive format of the assessment ensures that each student's skill level is accurately identified. In contrast to an on-level assessment, students who are performing well-below grade level see questions at their development level, thus increasing their engagement, reducing frustration, and encouraging their best effort on the test.<br><br>Immediately upon completion of the assessment, *i-Ready's* robust reporting suite enables teachers to quickly and easily see the grade level at which a student is performing, as well as the skills each student has mastered and the appropriate next steps for instruction. Reports also allow educators to see how larger cohorts of students are performing, such as classes, grades, schools, districts, or custom reporting groups. Furthermore, *i-Ready* reports provide teachers with the resources necessary to target individual student's reading deficiencies to help each student score on-track for the Third Grade Reading Guarantee. |
| What are the grade(s) the proposed product covers: | We are proposing grades K–3 for the purposes of this RFQ; however, *i-Ready Diagnostic* assesses and diagnoses reading for students in grades K–8. |
| What are the reading areas the proposed product covers? | *i-Ready Diagnostic* assesses the following reading domains specified in the CCSS: foundational skills (phonological awareness, phonics, and high-frequency words); vocabulary; comprehension: informational text; and comprehension: literature.<br><br>**Phonological Awareness.** In *i-Ready Diagnostic*, test items use both audio and visual support to assess children's ability to distinguish and manipulate the sounds in spoken language. The stems, which comprise questions or directions, are read aloud to children, as are the individual answer choices. |

Students can use an audio icon to hear items and answer choices repeated. Many items are supported by art.

Most items focus on segmenting and blending, because these skills are the most important building blocks for phonics instruction. Children are asked to segment and blend syllables, onset and rime, and individual phonemes. Other items assess students' ability to manipulate phonemes by deleting, adding, or substituting sounds in spoken words.

**Phonics.** *i-Ready* assesses children's ability to recognize sound-spelling correspondences. Test items use both audio and visual support. Some items—which comprise questions or directions—are read aloud, and students are asked to choose among written answer choices. Other items are written, and children are asked to choose among answer choices that are read aloud. As with phonological awareness, they can use an audio icon to hear items and answer choices repeated. Many items are supported by art. Items focus on a range of high-utility skills, including: letter recognition; one-to-one letter-sound correspondences; CVC and CCVC words—as well as other one-syllable words; consonant digraphs; final *e* conventions; *r*-controlled vowels; inflectional endings; vowel teams (digraphs and diphthongs); two-syllable words; three, four, and five syllable words; and words with prefixes/suffixes.

**High-Frequency Words.** Words assessed in *i-Ready Diagnostic* are drawn from the Dolch Basic Word List (Dolch, 1941) and the Fry Instant Word List (Fry, 1999). Test items in *i-Ready Diagnostic* assess children's ability to recognize high-frequency words. Some stems—which comprise questions or directions—are read aloud, and children are asked to choose among written answer choices. Other stems are written, and children are asked to choose among answer choices that are read aloud. Children can use an audio icon to hear items and answer choices repeated.

**Vocabulary.** Test items in *i-Ready* assess students' knowledge of both Tier 2 words (academic or literary words) and Tier 3 words (domain-specific or content-area words). Panels of teachers and reading specialists selected the words to be assessed, using research-based lists that included:

- *Words Worth Teaching* (Biemiller, 2010)
- *The Living Word Vocabulary* (Dale & O'Rourke, 1981)
- *The Educator's Word Frequency Guide* (Zeno, 1995)
- *The Academic Word List* (Coxhead, 2000)

| | |
|---|---|
| | The panels made these selections to reflect the types of words children learn in various disciplines at different grade levels and in various stages of their lives.<br><br>Test items assess knowledge of these words in context, and those aimed at early readers include visual support. Because oral vocabulary is a critical part of reading development, test items at Kindergarten through grade 2 are supported by audio.<br><br>**Comprehension.** Students' abilities to understand both literary text and informational text are evaluated in *i-Ready Diagnostic*. The focus in Kindergarten is on listening comprehension. At this grade, comprehension items are supported by both audio and art. Reading comprehension is the focus at grade 1 and above. Students are presented with a passage, and interactive, multiple-choice items are shown next to the passage. When a passage has more than one page, students may page back and forth through the passage while still viewing the item, which encourages them to find textual support for their selected answer. |
| What are the on-track and not-on-track cut scores for each grade level being assessed? | Following are the cut scores for on-track/not-on-track for reading readiness:<br><br>- Kindergarten: **332**<br>- Grade 1: **378**<br>- Grade 2: **440**<br>- Grade 3: **498**<br><br>Students must score at the cut score or higher to be considered "on-track." This is based on a test taken prior to the end of September, and based on the expectations of what students should have achieved by the end of the previous year. If the score is lower than the cut score, then we would consider this as evidence that the student is "not-on-track." |

**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)**

*i-Ready* is an effective, research-based computer-adaptive assessment that is proven to accurately identify those reading areas the student has mastered as well as each student's reading deficiencies. The system provides the resources and knowledge teachers need to address those skill gaps and help students master the CCSS and the Ohio Learning Standards. Currently approved as a comparable assessment for Ohio's Third Grade Reading Guarantee, *i-Ready* is also an ODE-approved instrument of student growth that may be used as a measure of teacher and principal effectiveness.

*i-Ready* adapts to each student's responses, preventing frustration for the student by building on what they already know to accurately measure and increase skill mastery. Using a compatible computer with Internet access and a headset, students take an online assessment that measures down to the sub-skill level in reading. Computer algorithms ensure students are assessed efficiently across a number of knowledge domains. The questioning format adapts as students respond to each question—getting more or less challenging as needed—to complete the assessment and identify each student's performance level.

A fully web-based solution, *i-Ready* is easy to administer and easy to use. Each untimed administration lasts approximately 45–60 minutes, may be administered in multiple sittings, and all students can take the assessment simultaneously, provided there is one computer and headset for each student.

Results are presented in easy-to-understand reports and are immediately available to teachers and administrators by grade level and domain. A scale score and grade-level placement score is defined for each student overall as well as within each reading domain, including phonological awareness, phonics, high-frequency words, vocabulary, comprehension of literary texts, and comprehension of informational texts. Though a criterion-referenced tool, national percentile rankings are also available along with a Lexile® score.

Reports are available at the class, grade, school, and district levels, as well as custom reporting groups, which can help educators view how larger cohorts of students are performing. Some other reports that may be particularly helpful when the assessment is used as a comparable assessment for Third Grade Reading Guarantee include:

- The **Ohio Performance Report** illustrates how students are performing against the Ohio Standards.
- The **Intervention Screener Report** informs decisions about which students to place into intervention. The report groups students into three tiers (that align graphically to the Class Profile Report), and the Detail by Student section allows educators to sort and view details such as overall scale score, grade-level placement, tier, and teacher.

- The **Instructional Grouping Report** shows teachers how to group students so those struggling with the same skills can get the most out of small-group instruction. The report affords educators flexibility in categorizing students and targeting efficient and effective remediation. Educators can drill down to see instructional priorities specifically designed for each profile group.

Importantly, *i-Ready*'s reports not only identify which skills the student has mastered and the deficiencies in students' skills, but they also provide educators with the resources and knowledge necessary to fill those skill gaps and help students succeed. The "Next Steps for Instruction" portion of the Student Profile Report identifies the concrete skills each individual student needs to master to progress. Reports include *Tools for Instruction*—downloadable PDF lessons plans specifically chosen to fill the skill gaps of individual students or group of students, and recommend specific lessons within Curriculum Associates' print products that would be especially beneficial to address particular deficits. Also, *i-Ready* users have the cost option to link with *i-Ready Instruction*, which provides automated, individualized instruction based on results from the *Diagnostic*.

These resources are invaluable to educators working to comply with the Third Grade Reading Guarantee, as *i-Ready*'s reports will immediately help with the required development of a reading improvement and monitoring plan for students who are not on-track. Additionally, reports point specifically to intervention programs, including *i-Ready Instruction*, to help students remedy identified reading deficiencies in order to get back on track. The program also provides opportunities for parent engagement. Progress monitoring within *i-Ready* allows for teachers to monitor the effectiveness of the student's instructional services.

Of equal importance to the success of the program is the service Curriculum Associate provides to train users and support each *i-Ready* implementation. LEAs will have a single point of contact via the Account Manager assigned to the project. At no additional cost to the LEA, the *i-Ready* license fee includes program upgrades and maintenance, plus unlimited access to our U.S.-based Customer Service and Technical Support teams via toll-free telephone and email during business hours, excluding holidays. (Technical Support: Monday through Friday, 7:00 am–9:00 pm Eastern Time; Customer Service: Monday through Thursday, 8:30 AM–7:00 PM Eastern Time, and Friday, 8:30 AM–5:00 PM Eastern Time.)

To supplement customized professional development sessions, *i-Ready Central* offers Ohio educators 24/7 access to how-to guides, video tutorials, planning tools, and additional training resources. Featured articles provide in-depth coverage of key topics: tips for collecting data, implementation exemplars, and how to use the *Diagnostic* as a student growth measure. The Resource Library includes training videos and guides to quickly get staff and educators up to speed, email templates to help communicate with the school community, and engaging materials that help motivate and encourage students. Live links to additional resources—including technical documentation and an automatic system configuration check ([www.i-Ready.com/support](http://www.i-Ready.com/support))—are also provided. These resources are self-paced and available 24/7.

**A 2015 *i-Ready* Technical Manual and current validity studies are available upon request.**

| Section IV – Service Provider Costs | |
|---|---|
| **Estimated Service Provider Costs (non-binding)** | |
| Fixed costs over a given academic year. | *i-Ready Diagnostic* is a web-based, vendor-hosted, Software-as-a-Service application. The per-student license fee for *i-Ready Diagnostic Reading* includes account set-up and management, hosting and security, customer service and technical support, and program maintenance/updates/enhancements during the active license term. An annual purchase of *i-Ready Diagnostic Reading* is $6.00 per student. If an LEA chooses to purchase a longer-term subscription, we offer discounted pricing for multi-year terms. We also offer volume discounts for purchase orders of more than 1,000 licenses. |

| Program | Annual License Fee |
|---|---|
| *i-Ready Diagnostic Reading* | $6.00 |
| Cost Option: Add *i-Ready Instruction Reading* to any *Diagnostic* License | $24.00 |

| | |
|---|---|
| Per-student costs, over a given academic year, that are above the estimated fixed costs. | There are no additional per student costs beyond the fixed costs provided in the table above. |
| 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 | To ensure fidelity of implementation with *i-Ready Diagnostic*, LEAs will participate in on-site professional development sessions facilitated by our experienced team. We will collaborate with each LEA to determine the professional development plan and timeline that best fits their needs.<br><br>Package pricing includes our team's time, travel, and lodging, plus any session handouts (teacher training manual or administrator training manual, as appropriate). The LEA will provide and host the training location/facility, coordinate all participant time/travel, and provide required equipment (e.g., *i-Ready*-compatible computers with Internet access). |

| Package | Package A | Package B |
|---|---|---|
| # of On-site Sessions (up to 3 hours and 30 participants per session) | 4 [Includes Getting Started, Leadership Best Practice, Understanding Data, and one Coaching session] | 3 [Includes Getting Started, Leadership Best Practice, and Understanding Data (no Coaching)] |
| Cost | $3,500.00 | $2,500.00 |

| | |
|---|---|
| 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. | Additional on-site sessions are available for $1,400 each. As a cost option to augment on-site sessions, we offer online webinars that accommodate up to 1,000 participants—a great model to support LEAs in training additional staff during the year. These 60-90 minute webinars are available for $500/session. |
| **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):** ||
| **XXX** | All local education agencies in the State of Ohio, or |
| ☐ | 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 | http://www.curriculumassociates.com/products/iready/diagnostic-instruction.aspx#ordernow |