

REQUEST FOR QUALIFICATIONS

The State of Ohio, through the Department of Education, is requesting proposals for the:

Comparable Assessments to Ohio's Diagnostic Assessment

for the

Third Grade Reading Guarantee

APPLICATION PERIOD

December 12, 2012- January 18, 2013

INSTRUCTIONS:

Please use this interactive PDF document for your response.

If you are viewing it on the Internet, be sure to save it to your computer.

Responses may be typed into fill-in areas only.

These areas will automatically expand, as needed, to accommodate text.

Some questions (e.g., Yes/No) require clicking on boxes, which look like:



The Ohio Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

GENERAL INFORMATION

1.1 MANDATORY REQUIREMENTS

There are mandatory requirements in sections 2.2 and 2.3. Failure to comply with the mandatory requirements may result in rejection of the application or loss of points in evaluation. Providers may diverge from the required documentation in Section 2.2, if appropriate, for the assessment being proposed and if justification is provided. If evidence does not currently exist for one or more of the criteria for Section 2.2, the provider must submit a detailed plan for how evidence will be generated.

1.2 PROGRAM SUMMARY

This RFQ is designed to meet requirements in Ohio Revised Code 3313.608(B)(1) to create a List of Approved Assessments that may be used by Local Education Agencies (LEAs) as a comparable assessment to the Ohio Department of Education Diagnostic Assessment for Reading (see the following link:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=236&ContentID=19764&Content=135587>).

THIS SOLICITATION WILL NOT RESULT IN A CONTRACT WITH THE OHIO DEPARTMENT OF EDUCATION.

ODE will use the objective criteria specified within to review such proposals for developing a List of Approved Student Assessments for Use by School Districts as applicable to the requirements in the ORC for a comparable assessment.

This is not a competitive procurement. All providers who meet the criteria specified in this RFQ will be included on the List. The List will be maintained by ODE and will indicate approved providers that may be selected by local education agencies (LEAs) for reading assessment services. No funding is directly associated with this application for approval.

1.3 BACKGROUND INFORMATION

The Third Grade Reading Guarantee (TGRG)

Recent legislation strengthened the Third Grade Reading Guarantee to give greater emphasis to reading instruction and intervention in the early grades. Through this initiative, school districts and community schools will diagnose reading deficiencies in students at grades kindergarten through three, create individualized reading improvement and monitoring plans and provide intensive reading interventions. The new law also includes additional requirements for school districts and community schools.

The Guidance Documents on the TGRG can be found at this link:

<http://www.education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=5&ContentID=129423&Content=135729>

Beginning the 2013-2014 school year, districts and community schools will have the option to use the State Developed diagnostic assessments or reading assessments from the ODE comparable diagnostic assessment list to fulfill the September 30 legislative requirement. ODE will post an approved comparable diagnostic assessment list on the Ohio Department of Education website once the list is finalized. This RFQ is the method ODE will use to seek out vendors who have comparable tools.

1.4 RESERVATION OF RIGHTS

ODE reserves the right to:

- (1) reject any or all proposals received in response to the RFQ;
- (2) withdraw the RFQ at any time, at the agency's sole discretion;
- (3) disqualify any bidder whose conduct and/or application fails to conform to the requirements of the RFQ;
- (4) seek clarifications of applications;
- (5) use application information obtained through the state's investigation of a provider's qualifications, experience, ability, or financial standing, and any material or information submitted by the provider in response to the agency's request for clarifying information in the course of evaluation and/or selection under the RFQ;
- (6) during the application period, amend the RFQ specifications to correct errors or oversights, or to supply additional information, as it becomes available;
- (7) during the application period, direct providers to submit application modifications addressing subsequent RFQ amendments;
- (8) change any of the scheduled dates;
- (9) waive any requirements that are not material;
- (10) negotiate with the successful providers within the scope of the RFQ in the best interests of the state;
- (11) require clarification at any time during the qualification process and/or require correction of arithmetic or other apparent errors for the purpose of assuring a full and complete understanding of a provider's application and/or to determine a provider's compliance with the requirements of the RFQ;
- (12) request accurate and current estimates of provider costs.

SPECIFICATIONS

2.1 ELIGIBLE APPLICANTS

To the extent authorized by law, entities eligible to apply to provide diagnostic assessment products include, but are not limited to:

- * Private for-profit companies, including but not limited to test publishers and research organizations;
- * Nonprofit organizations;
- * Institutions of Higher Education;
- * Educational Service Centers (ESC).

Each approved provider will be responsible for meeting the terms of its agreement with the LEA.

2.2 DOCUMENTATION FOR ASSESSMENTS

This section describes the documentation that must be submitted for assessments to be reviewed and possibly included on Ohio's List. All evidence submitted in conjunction with a proposal will be reviewed by the ODE-identified evaluation team. Evaluations will be guided by the Testing Standards, APA, 1999 <http://www.apa.org/science/programs/testing/standards.aspx>

In evaluating assessments and building the List, preference will be given to providers with a history of developing assessments for the purpose of identifying reading ability and diagnosing deficiencies in grades K-3.

The remainder of this section delineates the documentation requested for each proposal. Providers may supplement the required documentation in this section if appropriate for the assessment being proposed and if justification is provided. If evidence does not currently exist for one or more of the criteria for Section 2.2, the provider must submit a detailed plan for how evidence will be generated.

2.2(A) Narrative and Provider Capabilities

2.2(A-i) Statement of Intent

Providers interested in qualifying their assessments for use as a comparable assessment must submit the following documentation for the assessment:

- a. Statement of the specific grade(s) for which the assessment is being proposed.
- b. Overview of the content and skills by domains purportedly measured by the assessment.

2.2(A-ii) Evidence of Capability

Providers must deliver the following information to qualify for consideration:

- a. Demonstrate history and evidence of capacity to identify areas of reading difficulty in students at grades K-3.
- b. Overview of services provided by the organization.
- c. Organizational structure for service delivery (location, supervision, staff).
- d. Demonstrated history of producing large-scale assessment and proven history of ability to deliver assessment results in a timely manner.
- e. Evidence of capacity to provide assessment services, e.g., an estimate of the number of Ohio LEAs it could serve, or maximum number of student assessments it could provide, or other appropriate evidence.
- f. Description of the support / technical assistance that the provider would provide to an LEA if selected by an LEA for this service.

2.2(B) Technical Documentation

Providers interested in qualifying their assessment as a comparable assessment must submit evidence of alignment between the proposed assessments to the recently adopted Common Core English Language Arts Standards, specifically the Reading standards.

This is a Yes/No mandatory criterion. Failure to provide satisfactory evidence of alignment will result in rejection of the application.

2.2(B-i) Technical Documentation Related to Psychometric Properties

Provide evidence that the assessment is aligned with appropriate guidelines and evidence as articulated in the APA Testing Standards, as well as, including but not limited to:

- a. Estimates of reliability (e.g., inter-reliability, KR-20, Cronbach's alpha, TCCs, ICCs).
- b. Evidence that the assessment has items of varied difficulty that cover the expected ability distribution for the examinees of interest (i.e., sufficient item coverage at the tails of the distribution).
- c. Estimates of error in measurement, expressed in confidence intervals for reported score(s).
- d. Variety of validity evidence to support inferences about student performance, including but not limited to: evidence of content, construct, concurrent, or predictive validity as appropriate.

- e. Evidence that the assessment does not exhibit bias toward any major subgroups (e.g., through an analysis of differential item functioning).
- f. The point during the instructional year at which the assessment should be administered (e.g., a certain percentage of the way through the year or after specific concepts are covered).
- g. Documentation of scoring processes and inferences made from scores. This may include how the assessment classifies students into performance categories, evidence supporting validity of standard setting process and resulting cut-scores.
- h. Documentation for use of assessment with student sub-groups. This may include: suitability of the assessment for English language learners, and associated administration protocol, availability of assessment in non-English languages, and comparability of results from non-English forms to the English version, and/or suitability of the assessment for students with disabilities, and associated administration protocol.
- i. Assessment specifications/blueprints shows similar cognitive measures as the ODE diagnostic assessments
- j. The assessment is to be administered and scored in a standardized, objective manner
- k. Turnaround of scoring is timely for data reporting requirements
- l. Assessment can be in either a paper and pencil or computer based administration method
- m. Similar definition/performance level descriptor of ODE's "on-track/not-on-track" if the proposed assessment is for students with significant cognitive disabilities, the descriptors may be more flexible.
- n. Assessment is criterion referenced rather than norm referenced
- o. Outcome of student's assessment could inform a specific intervention
- p. Assessment measures previous end of year grade expectations.

Provider is encouraged to submit any additional validity and psychometric evidence that supports the use of the assessment for the purposes stated in this document.

2.2(B-ii) Technical Manual and Assessment Administration Documentation

- b. Provider must deliver the most recent technical manual(s) and assessment administration manual(s) for the assessment and the following (if not included in manual(s)):
 - i. Assessment administration protocol.
 - ii. Guidelines for assessment security.
 - iii. Any technology requirements associated with the assessment.
 - iv. How scores are reported, including sample report with associated guidance on assessment score interpretation.

2.2(B-iii) Written Guidance on Use for Reading Assessment

The State is interested in identifying assessments for inclusion on the List that adequately identify reading ability of students in grades K-3 that are comparable to Ohio's Diagnostic Assessment in the

context of the Third Grade Reading Guarantee (TGRG). As such, the following documentation is required:

- a. Provider's recommended guidelines for assessment security and provider shall delineate threats to validity for the guidelines provided.
- b. Description of assessment security, threat assessment, and/or test/item exposure. This shall include:
 - i. If assessment has multiple forms, evidence that forms are parallel and resulting scores are comparable, per the Testing Standards.
 - ii. Frequency with which new forms will be available that have not been previously used operationally.
 - iii. Availability of forms/items on the commercial market and/or in other states.
 - iv. Ability to embargo forms.
 - v. Item exposure, particularly for computer adaptive and performance assessment.

2.3 MANDATORY REQUIREMENT: ESTIMATED SERVICE PROVIDER COSTS

Ohio's LEAs may be materially limited in how much they can spend. As such, ODE requests that prospective service providers attest to a good-faith estimate of costs associated with the adoption and implementation of their assessment, including any and all costs above normal service of the fixed cost, i.e., extra reports, extra service options. LEA must be fully apprised of any and all costs for the full use of the proposed assessment as indicated on Form C.

Vendors will provide a set of cost estimates, including the information below. LEAs should then review the technical proposal of each service provider, along with their accompanying estimated implementation costs, in order to select a partnership that they believe will best serve their school.

The Ohio Department of Education does not approve the monetary aspect and cost structure of the provision of services. Monetary aspects and cost structure are determined between the LEA and the Provider.

Costing structures for the proposed assessment are requested to provide LEAs a general sense of all costs that would be realized if the assessment were to be selected for this purpose. While submission of the following costs is required in conjunction with this RFQ, it is understood that these costs are subject to change; subject to competitive procurement processes of the LEAs that choose to pursue purchase of the assessment/service; quantity and other discounts; and other factors. Pricing is non-binding and is expected to be imprecise for the purposes of this RFQ. Submissions will not be judged on the cost of the product; however, **SUBMISSIONS WITHOUT COST ESTIMATES WILL BE REJECTED**. Vendor must provide cost estimates that adhere to the following guidelines:

- a. Estimates must describe the full costs an LEA will expect to realize

- b. Estimates will be priced separately for each academic year. If pricing varies over years (e.g., is more expensive for early years than later years), this variance in pricing must be delineated
- c. Estimates must include the following elements:
 - i. Fixed costs over a given academic year, and a description of what contributes to these fixed costs.
 - ii. Per-student costs over a given academic year that are above the estimated fixed costs, and a description of what contributes to these per-student costs.
 - iii. 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) and that are delineated on either a time-and-materials or a cost-per-service basis for each special service.
 - iv. Any costs for reports not inclusive of the fixed costs, such as aggregated data services and reports.
 - v. Any additional costs not included in fixed costs that an LEA may be charged for optional services.
 - vi. Any costs for any optional services available to an LEA.

2.4 DISQUALIFICATION OF PROVIDERS

A provider's approval for inclusion in ODE's List may be withdrawn for good cause, including but not limited to, a determination by the Superintendent of Public Instruction that:

- (i) the assessment is no longer in compliance with one or more of the criteria for approval set forth in the ORC 3313.608(B)(1) regulations and/or this RFQ;
- (ii) high quality academic research calls into question the ability of the assessment to accurately assess reading proficiency and/or identify any deficiencies

APPLICATION PROCEDURES

3.1 APPLICATION TIMELINE

All applicants shall submit all required materials as follows. All required materials must be received by ODE by close of business Eastern Standard Time on the due date of January 18, 2013 in order to be considered by districts for use in the 2013-14 school year.

3.2 APPLICATION SUBMISSION METHOD

Facsimiles or emailed copies are not acceptable. Materials received after the due date/time shall be returned unopened to the sender. No supplemental submissions or amendments to the application will be accepted thereafter.

3.3 SUBMISSION REQUIREMENTS

Acceptable Submission Method for all Vendors:

Address or hand-deliver an application packet containing:

- 1. one (1) original;**
- 2. three (3) copies;**
- 3. one (1) CD** containing a copy of the application in Microsoft Word (.doc) or portable document format (.pdf). Also, if possible, include a single PDF containing all application materials / appendices / attachments to the following address:

**The Ohio Department of Education
25 S. Front Street
Office of Curriculum and Assessment
Columbus, OH 43215
ATTENTION: Larry Early**

Any questions concerning this RFQ must be emailed by close of business Eastern Standard Time December 20, 2012 to: larry.early@education.ohio.gov. (**Note:** This email address is for questions only; do not submit application materials to this email address.) Questions and responses thereto will be posted on the following webpage: www.education.ohio.gov on December 28, 2012. No individual written responses will be provided.

In order to be accepted and placed on the List an applicant must present all the information required in this RFQ. Responses to Sections I-V of the Technical Proposal must be fully completed and deemed adequate and acceptable by the reviewers. The List of approved vendors will be posted on the ODE Website on March 15, 2013.

3.4 APPLICATION PACKAGE FORMAT

- * Type size should be no smaller than 12 pt. Please use a minimum of 0.5” margins on all sides.
- * Entities seeking approval for more than one assessment must submit separate proposals for each assessment.
- * Entities seeking approval of an assessment for more than one grade may submit one proposal, provided the proposal clearly specifies any variance in the degree to which the assessment meets the criteria in Section 2.2(B) of this RFQ for the grades for which the assessment is being proposed.
- * All information should be submitted in the order indicated on the forms and in the instructions.
- * Appendices/attachments may contain resumes, letters of reference, printed brochures describing the services provided, certificates of incorporation or other legal documents authorizing the applicant to provide supplemental educational services in Ohio, fiscal documents, tables, charts, graphs, scanned images, or photocopies. It is expected that technical and administration manuals are included in the appendices.
- * Additional appendices/attachments, such as CD presentations, digital video recordings or other multimedia productions should not be included.
- * All materials should contain document footers with your entity name and page numbers, wherever possible.
- * All sections must be separated by a labeled tab page according to the listing in section 3.6.
- * No material will be returned to the applicant vendor.

3.5 APPLICATION PACKAGE CHECKLIST

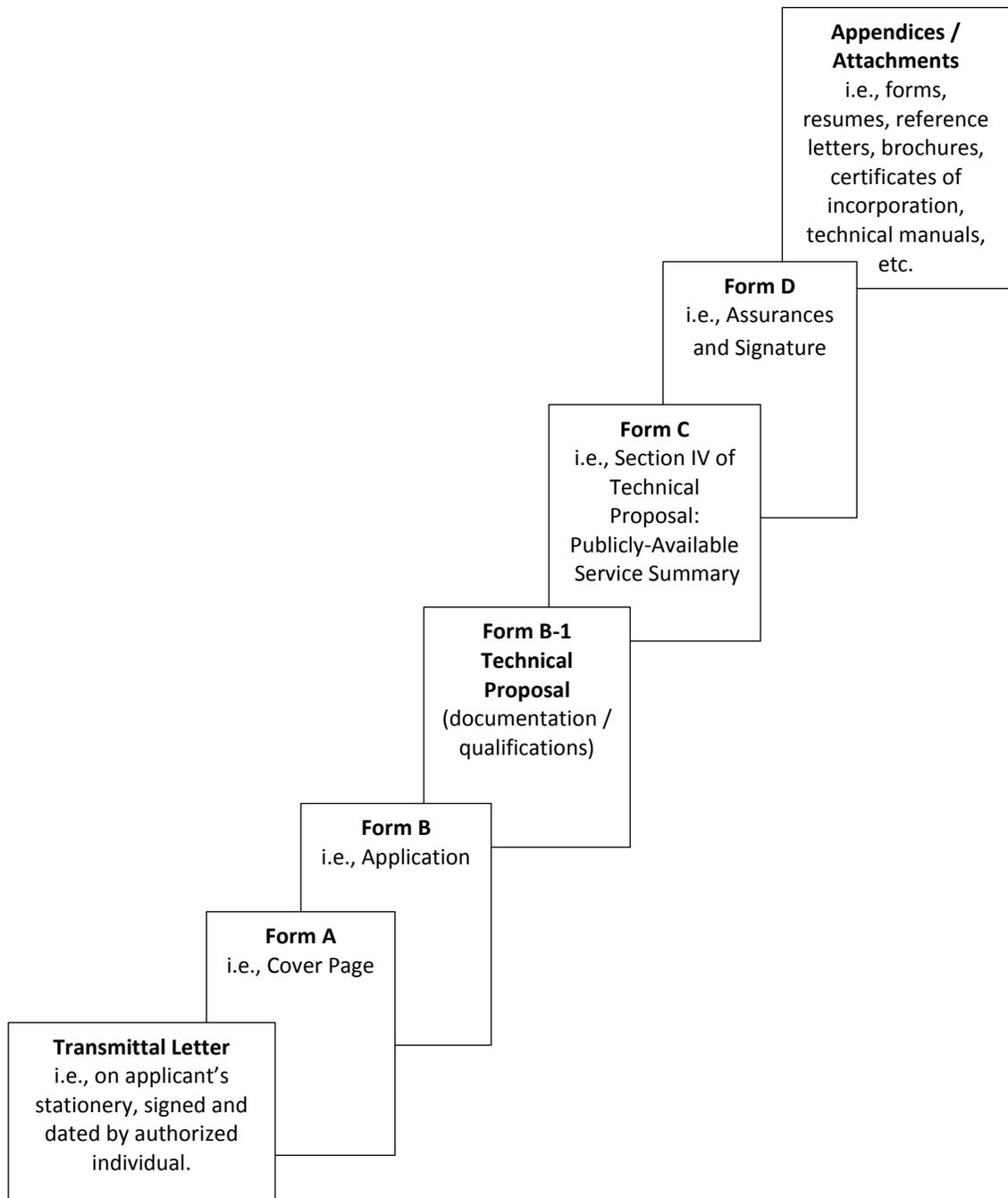
A complete application package includes the following. Please use the checklist below to ensure that you have submitted all required materials in the required format:

Submitted?	Component	Requirement/Format
<input type="checkbox"/>	Transmittal Letter	An authorized individual must write a brief Transmittal Letter to formally submit/transmit the application, proposal, and other materials, on behalf of the applying entity, to the Ohio Department of Education. The transmittal letter must be signed and dated by the authorized individual.
<input type="checkbox"/>	Form A	The applicant must complete a Cover Page.
<input type="checkbox"/>	Form B	The applicant must complete an Application.
<input type="checkbox"/>	Form B1	The applicant must submit a Plan/Narrative.
<input type="checkbox"/>	Form C	The applicant must prepare a publicly-available service summary that may be posted to the Web and available for download by organizations such as ESCs and LEAs.

<input type="checkbox"/>	Form D	The applicant must complete an Assurances and Signature page which must be signed and dated by an authorized individual.
<input type="checkbox"/>	Cost Estimate	The applicant must prepare a cost estimate that details the full cost an LEA should expect to realize and academic year cost estimates that include fixed costs, per-student costs, and any other special services costs.
<input type="checkbox"/>	Appendices /Attachments	<p>The applicant must provide appropriate Appendices/Attachments.</p> <ul style="list-style-type: none"> • Technical/administration manuals as required in this RFQ. • Supporting documentation (Graphs or charts demonstrating achievement, resumes, certificates of incorporation, etc.).

3.6 APPLICATION PACKAGE SAMPLE

A sample complete application package might look like the following (see illustration below):



3.7 PROPOSAL EVALUATION

All proposals received by ODE will be reviewed in a two-stage process using criteria and ratings. Applicants must ensure all components of this application request have been addressed, the required number of copies has been provided, and all forms have been completed. An initial Evaluation Team will complete the first stage of the review to determine if the application meets all of the submission requirements prescribed in this RFQ. In particular, this Evaluation Team will confirm that the application includes responses to Sections 2.2(A) and 2.3 of this RFQ. Applications meeting these requirements will then be evaluated and rated by a Technical Evaluation Committee (“TEC”) who will apply the evaluation criteria prescribed below for possible inclusion on the List. All evidence submitted in conjunction with a proposal will be reviewed by the ODE-identified evaluation team. Evaluations will be guided by the APA Testing Standards, (APA, 1999).

The RFQ Submission Requirements Criteria listed below summarizes the elements the evaluation teams will consider when evaluating proposals. The initial Evaluation Team will **ONLY** consider information submitted under 2.2(A) on Form B-1 in the application to score the items in the Response Categories listed in the following table.

ONLY providers who receive more than 20 points (80% of available points) from 2.2(A i, ii, iii) **AND** have included a cost proposal in the application will move on to the second stage of the evaluation process, review by the TEC.

Submission Requirements Criteria		
Response Category	Desired Characteristics	Maximum Points
2.2 (A-i) Statement of Intent	Statement is clear, professional, and highly rational	5 Points
2.2 (A-ii) Evidence of Capability	Strong evidence that the organization’s human, organizational, technical, and professional resources and abilities can support the proposed services.	10 Points
2.2 (A-iii) Demonstrated Effectiveness	Evidence of prior successful experience is detailed and directly related to the proposed services. Plan must include evidence of prior experience in the development of standardized assessments.	10 Points
Inclusion of Cost Proposal	Submissions without cost estimates will be rejected.	No points awarded

The RFQ Technical Evaluation Criteria listed below summarizes the elements the TEC will consider when evaluating proposals. The TEC will consider information submitted under 2.2(B) on Form B-1 in the application to score the items in the Response Categories listed in the following table. The Response Category and Maximum Points listed below reflect all areas investigated by the TEC. The closer a proposal achieves the Desired Characteristics, the higher the number of points it will receive in each related Response Category.

Providers who receive at least 40 out of 50 points (80% of available points) on the Technical Evaluation PART 1 will be placed on the List.

Providers may supplement the required documentation in Section 2.2(B) if appropriate for the assessment being proposed and if justification is provided. If evidence does not currently exist for one or more of the criteria for Section 2.2(B), the provider must submit a detailed plan for how evidence will be generated.

Technical Evaluation Criteria		
Response Category	Desired Characteristics	Maximum Points
<p>PART 1</p> <p>2.2(B-i), 2.2(B-ii), 2.2(B-iii) Technical Documentation and Guidance Related to Alignment and Psychometric Properties and Administration [Form B-1]</p>	<p>Technical Proposal is clear, professional, and highly rational, and responds to the criteria in Section 2.2(B-i) and 2.2(B-ii).</p> <p>Failure of a proposal to respond to one or more of the elements of Section 2.2(B-i) and 2.2(B-ii) may result in zero points for this Response Category. For criteria where provider cannot provide evidence, provider must submit a detailed plan for how evidence will be generated.</p> <p>Detailed point breakdown: 2.2(B-i) = Yes/No [no points awarded] 2.2(B-ii) = 45 points maximum; 5 points per item 2.2(B-iii) = 5 points maximum</p>	<p>50 Points</p>
<p>PART 2</p> <p>2.2(B-iv), 2.2(B-v) Technical Documentation and Guidance Related [Form B-1]</p>	<p>Technical Proposal is clear, professional, and highly rational, and responds to the criteria in Section 2.2(B-iv) and 2.2(B-v).</p> <p>Failure of a proposal to respond to one or more of the elements of Section 2.2(B-iv) and 2.2(B-v) may result in zero points for this Response Category. For criteria where provider cannot provide evidence, provider must submit a detailed plan for how evidence will be generated.</p>	

4.0 TECHNICAL PROPOSAL

In the Technical Proposal, applicants must describe in detail the assessment that they are qualified to deliver and submit empirical data and other evidence that their assessments have been effective in assessing reading proficiency and diagnosing deficiencies. The Technical Proposal, reviewed by ODE, is described below. The Ohio Department of Education does not review or approve the monetary aspect and cost structure of the provision of services. Monetary aspects and cost structure of the provision of services are determined between the LEA and the provider.

The Technical Proposal is divided into five sections plus the Appendices:

Section I—Narrative and Provider Capabilities (Form B-1)

In this section, the applicant must describe in detail the nature of the assessment it will provide, including the grade(s), subject area(s), and students for which the assessment is intended to be used, as well as any assessments developed for special populations such as blind, deaf, or SCD. They must also demonstrate adequate human, organizational, and technical resources to provide the assessment, and that it has satisfactorily delivered similar services in the past. Finally, they must present evidence that it has a demonstrated record of effectiveness in assessing reading proficiency and diagnosing deficiencies.

Section II—Technical Documentation (Form B-1)

In this section, the applicant must provide technical documentation that the assessment adheres to the appropriate guidelines and evidence as articulated in the APA Testing Standards, per Section 2.2(B).

Section III—Service Provider Costs

The applicant must provide a good-faith estimate of costs associated with the adoption and implementation of the assessment.

Section IV—Publicly-Available Service Summary (Form C)

The applicant must provide a Service Summary of the information outlined in the Application and Technical Proposal. This form will be made publicly available for all approved proposals.

Section V—Assurance and Signature Page (Form D)

The applicant must complete an Assurances and Signature page which must be signed and dated by an authorized individual.

Section VI—Appendices

The applicant must provide any supporting documentation that has been requested in this RFQ, or for which it has referenced in Sections I – IV, or that will aid the reviewers in inferring the degree to which the assessment meets the needs outlined herein.

**Comparable Assessments
for
Third Grade Reading Guarantee
COVER PAGE**

Name of Applying Entity					
Domains Assessed	Indicate all that apply	Phonics and Word Recognition; Phonological awareness and print concepts	Fluency	Vocabulary	Reading comprehension: Key ideas and details, craft and structure; integration of knowledge and ideas; and range of reading and complexity of text
	<ul style="list-style-type: none"> • Pre-Kindergarten 				
	<ul style="list-style-type: none"> • Kindergarten 				
	<ul style="list-style-type: none"> • 1st Grade 				
	<ul style="list-style-type: none"> • 2nd Grade 				
	<ul style="list-style-type: none"> • 3rd Grade 				

**Comparable Assessments
for
Third Grade Reading Guarantee
APPLICATION**

Form B

Name of Entity			
Address			
City, State Zip			
Phone			
Fax			
Email			
Name and Title of Authorized Contact			
Address (if different from above)			
City, State Zip			
Phone			
Fax			
Email (REQUIRED)			
Tax I. D. Number			
The Organization is (Please indicate by clicking on the appropriate boxes below)			
For-Profit Corporation	<input type="checkbox"/>	<input type="checkbox"/> Ohio Corp. or	<input type="checkbox"/> Foreign Corp.
Non-Profit Corporation	<input type="checkbox"/>	<input type="checkbox"/> Ohio Corp. or	<input type="checkbox"/> Foreign Corp.
Limited Liability Company (LLC)	<input type="checkbox"/>	<input type="checkbox"/> Ohio Corp. or	<input type="checkbox"/> Foreign Corp.
Other	<input type="checkbox"/>	Please Specify:	

**Comparable Assessments
For
Third Grade Reading Guarantee
TECHNICAL PROPOSAL**

Form B-1

Section I –Comparable Assessments Evaluation Plan/Narrative:

In this section, the applicant must describe in detail the nature of the assessment they will provide.

If referencing a technical manual or other document contained in the Appendix, provide a short (2-3 sentence) summary and the specific page number of the technical manual or other document that provides further information. Failure to do so will result in the proposal’s disqualification.

COMPLETE THIS SECTION:

2.1(A-i) Statement of Intent (6 points – 3 each)	
2.1(A-i)-a: Statement of the specific grade(s)	
2.1(A-i)-b: Overview of content and reading skills purportedly measured by the assessment.	
2.1(A-ii) Evidence of Capability (15 points – 3 each)	
2.1(A-ii)-a: Overview of services provided by the organization.	
2.1(A-ii)-b: Organizational structure for service delivery (location, supervision, staff).	
2.1(A-ii)-c: Demonstrated history of producing large-scale assessment and proven history ability to deliver assessment results in a timely manner.	
2.1(A-ii)-d: Evidence of capacity to provide assessment services, e.g., an estimate of the number of Ohio LEAs it could serve, or maximum number of student assessments it could provide, or other appropriate evidence.	
2.1(A-ii)-e: Description of support / technical assistance that the provider would provide to an LEA if selected by an LEA for this service.	
2.1(A-iii) Demonstrated Effectiveness (9 points – 3 each)	
2.1(A-iii)-a: Provide information about three references (names, titles, addresses, phone numbers, and email addresses) who contracted for similar services within the past two years. Include a brief summary of the services provided.	
2.1(A-iii)-b: Information as to whether the organization has been denied approval as a provider of assessment services in another state(s) and the reason(s) for such denial. If denied within Ohio, indicate the location and reason.	

2.1(A-iii)-c: Information as to whether the organization has been approved as a provider of assessments for any purpose in another state or nationally and specify such state(s). If approved within Ohio, specify the location(s).	
Technical Evaluation PART 1 (50 points total) - MUST achieve at least 80% of points available (40 points) and rated "Yes" on 2.2(B-i) to be placed on the List.	
2.1(B-i) Technical Documentation Specific to Ohio (Will be rated Y/N. Failure to provide evidence of alignment will result in rejection of the application.)	
2.1(B-i)-a: Evidence of alignment to Common Core English Language Arts (Reading) Content Standards	
2.1(B-ii) Technical Documentation Related to Psychometric Properties (45 points total; 5 points each).	
2.1(B-ii)-a: Estimates of reliability (e.g., inter-reliability, KR-20, Cronbach's alpha, ICCs, TCCs).	
2.1(B-ii)-b: Evidence that the assessment has items of varied difficulty that cover the expected ability distribution for the examinees of interest (i.e., sufficient item coverage at the tails of the distribution).	
2.1(B-ii)-c: Estimates of error in measurement, expressed in confidence intervals for reported score(s).	
2.1(B-ii)-d: Variety of validity evidence to support inferences about student performance, including but not limited to: evidence of content, construct, concurrent, or predictive validity as appropriate.	
2.1(B-ii)-e: Evidence that the assessment does not exhibit bias towards any major subgroups, such as through an analysis of differential item functioning.	
2.1(B-ii)-f: The point during the instructional year at which the assessment should be administered (e.g., a certain percentage of the way through the year or after specific concepts are covered).	
2.1(B-ii)-g: Documentation of scoring processes and inferences made from scores. This may include how assessment classifies students into performance categories, evidence supporting validity of standard setting process and resulting cut-scores.	

<p>2.1(B-ii)-h: Documentation for use of assessment with student sub-groups. This may include: suitability of the assessment for English language learners, and/or suitability of the assessment for students with disabilities, and associated administration protocol.</p>	
<p>2.1(B-ii)-i: Assessment specifications/blueprints show similar cognitive measures as the ODE diagnostic assessments</p>	
<p>2.1(B-ii)-j: Assessment scoring turnaround is timely for data reporting requirements</p>	
<p>2.1(B-ii)-k: Assessment can be either paper and pencil or computer based administration</p>	
<p>2.1(B-ii)-l: Assessment has similar definition/performance level descriptor of ODE’s “on-track/not-on-track”</p>	
<p>2.1(B-ii)-m: Assessment is criterion referenced rather than norm referenced</p>	
<p>2.1(B-ii)-n: Outcome of assessment could inform a specific intervention to overcome reading deficiency</p>	
<p>2.1(B-iii) Technical Manual and Assessment Administration Documentation (5 points)</p>	
<p>2.1(B-iii)a: Provider must provide the most recent technical manual(s) and assessment administration manual(s) for the assessment and the following (if not included in manual(s)):</p> <ul style="list-style-type: none"> i. Assessment administration protocol. ii. Guidelines for assessment security. iii. Any technology requirements associated with the assessment. <p>How scores are reported, including sample report with associated guidance on assessment score interpretation.</p>	
<p>Technical Evaluation PART 2</p>	
<p>2.1(B-iv) Written Guidance on Use of Assessment for Reading Ability and Diagnosing Deficiencies</p>	
<p>2.1(B-iv)-a: Provider’s recommended guidelines for assessment security for the assessment being proposed. Provider shall delineate threats to validity for the guidelines provided.</p>	
<p>2.1(B-iv)-b: Description of assessment security, threat assessment, and/or test/item exposure. If applicable, this shall include:</p> <ul style="list-style-type: none"> i. If assessment has multiple forms, evidence that forms are parallel and resulting scores are comparable. ii. Frequency with which new forms will be available that have not been previously used operationally. 	

<p>iii. Availability of forms/items on the commercial market and/or in other states.</p> <p>iv. Ability to embargo forms.</p> <p>Item exposure, particularly for computer adaptive and performance assessment.</p>	
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NOTE: The Ohio Department of Education does not approve the monetary aspect and cost structure of the provision of services. Monetary aspects and cost structure of the provision of services are determined between the LEA and the Provider. SUBMISSIONS WITHOUT COST ESTIMATES WILL BE REJECTED.

**COMPARABLE ASSESSMENTS
FOR
Third Grade Reading Guarantee
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 LEAs to understand proposed offerings in advance of directly contacting providers regarding potential further procurements.

Provider Information	
Name of Provider:	
Provider Contact Information:	
Name of Product Proposed:	
Does this product provide an assessment of reading proficiency and identify deficiencies? If so, how?	
What are the grade(s) the proposed product covers:	
What are the reading domains does the proposed product cover?	

Please provide an overview of your proposal for LEAs describing in detail the assessment, use of the assessment and how your organization supports implementation of the assessment. (2 pages maximum)

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Estimated Service Provider Costs (non-binding)

Fixed costs over a given academic year.	
Per-student costs, over a given academic year, that are above the estimated fixed costs.	
Time-and-materials costs that are limited to special services that are NOT required for standard	

<p>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.</p>	
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If approved as a provider of comparable assessments third grade reading guarantee, we are prepared to provide services to (Please indicate by clicking on the appropriate boxes below):	
<input type="checkbox"/>	All Districts/LEAs in the State of Ohio, or
<input type="checkbox"/>	Only to those eligible Districts/LEAs indicated below:
Provide a link to a web based cost sheet/PDF for the assessments noted on Form C	

**Comparable Assessments
for
Third Grade Reading Guarantee
Assurances and Signature**

In submitting this application to be included in the Ohio Department of Education’s The List of Approved Comparable Assessments for use by School Districts and ESCs for the Third Grade Reading Guarantee, I certify that:

1. The organization will comply with all applicable Federal, State and local health, safety, and civil rights laws.

2. All individuals employed by or otherwise associated with the organization, who will have direct contact with eligible teachers, principals, or students, will be subject to all of the fingerprint and criminal history record check requirements contained in law, including, sections 3319.39 and 3310.391 of the Ohio Revised Code and rules 3301-20-01 and 3301-20-03 of the Ohio Administrative Code as well as the regulations of the Superintendent of Public Instruction.

3. All instruction and content will be secular, neutral, and non-ideological.

4. The organization is fiscally sound and will be able to complete services to the eligible local educational agency.

The undersigned hereby certifies that I am an individual authorized to act on behalf of the organization in submitting this application and assurances. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that, if any of the information contained herein is found to have been deliberately misrepresented, that may constitute grounds for denying the applicant’s request for approval to be placed on The List of Approved Student Assessments for Use by School Districts and ESCs for the Third Grade Reading Guarantee or for removal from that same List. I further certify that the organization will comply with all of the assurances set forth herein.

1. Name of Organization (Please Print/Type)	4. Signature of Authorized Representative (Please use BLUE ink)
2. Name of Authorized Representative (Please Print/Type)	5. Date Signed
3. Title of Authorized Representative (Please Print/Type)	