**RFP 25-81511**

**TECHNICAL PROPOSAL QUESTIONS - Detailed Scope of Services**

**CEE RFP**

**ATTACHMENT F**

**Instructions: The response must address all items detailed below and provide the information and documentation as required. The response must be structured to address each question listed below. A table of contents (see “4. Table of Contents”) must also be completed as listed in this Attachment.**

1. **General Component Questions**

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| **Question #** | **Component SOW Section Reference** | **Response Area(s)** |
| **1.1** | **(2.0) Contractor Responsibilities/Deliverables** | The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 2.1: Incorporate Indiana’s Legal Requirements and Overarching Principles from the Scope of Work document for this RFP. |
| **1.2** | **(2.0) Contractor Responsibilities/Deliverables** | The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 2.2 Provide a Mathematics and English/Language Arts Assessment from the Scope of Work document for this RFP. |
| **1.3** | **(2.0) Contractor Responsibilities/Deliverables** | The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 2.3 Provide Universal Design, Supports, and Accommodations from the Scope of Work document for this RFP. |
| **1.4** | **(2.0) Contractor Responsibilities/Deliverables** | The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 2.4 Provide Systems for Test Registration, Test Delivery, and Reporting from the Scope of Work document for this RFP. |
| **1.5** | **(2.0) Contractor Responsibilities/Deliverables** | The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 2.5 Administer the Assessment from the Scope of Work document for this RFP. |
| **1.6** | **(2.0) Contractor Responsibilities/Deliverables** | The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 2.6 Score the Assessment and Report the Results from the Scope of Work document for this RFP. |
| **1.7** | **(2.0) Contractor Responsibilities/Deliverables** | The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 2.7 Protect the Integrity of the Assessment and Associated Data Through Security Protocols from the Scope of Work document for this RFP. |
| **1.8** | **(2.0) Contractor Responsibilities/Deliverables** | The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 2.8 Complete Technical Analyses and Ensure Technical Quality from the Scope of Work document for this RFP. |
| **1.9** | **(3.0) Project Management** | The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 3.1 Demonstrating Prior Experience from the Scope of Work document for this RFP. |
| **1.10** | **(3.0) Project Management** | The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 3.2 Creating the Project Timeline from the Scope of Work document for this RFP. |
| **1.11** | **(3.0) Project Management** | The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 3.3 Planning and Facilitating Project Meetings from the Scope of Work document for this RFP. |
| **1.12** | **(3.0) Project Management** | The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 3.4 Creating and Maintaining Project Plans and Schedules from the Scope of Work document for this RFP. |
| **1.13** | **(3.0) Project Management** | The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 3.5 Working with Subcontractors from the Scope of Work document for this RFP. |
| **1.14** | **(3.0) Project Management** | The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 3.6 Managing Risk and Quality Assurance from the Scope of Work document for this RFP. |
| **1.15** | **(4.0) Timeline for Project** | The respondent must submit a timeline of key deliverables based on the requirements stated in Section 2.0 and their proposed solution. The list should include tentative dates for anticipated start and anticipated completion based on a school year 2025-2026 start date. The respondent should use a table similar to the example provided in section 4.0 of the Scope of Work document to submit these key deliverables. |

1. **Assessment Criteria and Evidence Questions**

**Part A. Meet Overall Assessment Goals and Ensure Technical Quality[[1]](#footnote-2)**

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| **Question #** | **Criteria** | **Evidence** |
| **2.1** | A.1  **Ensuring that assessments are valid for required and intended purposes:** Assessments produce data, including student achievement data and student growth data required under Title I of the Every Student Succeeds Act (ESSA), that can be used to validly inform the following:   * School effectiveness and improvement; * Individual principal and teacher effectiveness for purposes of evaluation and identification of professional development and support needs; * Individual student gains and performance; and * Other purposes defined by the state. | * Provide a well-articulated validity evaluation based on an interpretive argument (e.g., Kane, 2006) that includes, at a minimum:   + Evidence of the validity of using results from the assessments for the three primary purposes, as well as any additional purposes required by the state (specify sources of data).   + Evidence that scoring and reporting structures are consistent with structures of the state’s standards (specify sources of data).   + Evidence that total test and relevant sub-scores are related to external variables as expected (e.g., other measures of the construct). To the extent possible, include evidence that the items are “instructionally sensitive,” that is, that item performance is more related to the quality of instruction than to out-of-school factors such as demographic variables.   + Evidence that the assessments lead to the intended outcomes (i.e., meet the intended purposes) and minimize unintended negative consequences. Consequential evidence should flow from a well-articulated theory of action about how the assessments are intended to work and be integrated with the larger accountability system.   + The set of content standards against which the assessments are designed is provided. If these standards are the state’s standards, evidence is provided that the content of the assessments reflects the standards, including the cognitive demand of the standards. If they are not the State’s standards, evidence is provided of the extent of alignment with the State’s standards.   + Evidence is provided to ensure the content validity of test forms and the usefulness of score reports (e.g., test blueprints demonstrate the learning progressions reflected in the standards, and experts in the content and progression toward readiness are significantly involved in the development process). |
| **2.2** | A.2  **Ensuring that assessments are reliable:** Assessments minimize error that may distort interpretations of results, estimate the magnitude of error, and inform users of its magnitude. | * Provide evidence of the reliability of assessment scores, based on the State’s student population and reported subpopulations (specify sources of data). * Provide evidence that the scores are reliable for the intended purposes for essentially all students, as indicated by the standard error of measurement across the score continuum (i.e., conditional standard error). * Provide evidence of the precision of the assessments at cut scores, and consistency of student level classification (specify sources of data). * Provide evidence of generalizability for all relevant sources, such as variability of groups, internal consistency of item responses, variability among schools, consistency from form to form of the test, and inter-rater consistency in scoring (specify sources of data). |
|  | A.3  **Ensuring that assessments are designed and implemented to yield valid and consistent test score interpretations within and across years:** | No response needed here. |
| **2.3** | * **Assessment forms** yield consistent score meanings over time, forms within year, student groups, and delivery mechanisms (e.g., paper, computer, including multiple computer platforms). | * Provide a description of the process used to ensure comparability of assessments and assessment results across groups and time. * Provide evidence of valid and reliable linking procedures to ensure that the scores derived from the assessments are comparable within year across various test “forms” and across time. * Provide evidence that the linking design and results are valid for test scores across the achievement continuum. |
| **2.4** | * **Score scales** used to facilitate accurate and meaningful inferences about test performance. | * Provide evidence that the procedures used to transform raw scores to scale scores are coherent with the test design and the intended claims, including the types of Item Response Theory (IRT) calibration and scaling methods (if used) and other methods for facilitating meaningful score interpretations over tests and time. * Provide evidence that the assessments are designed and scaled to ensure the primary interpretations of the assessment can be fulfilled. For example, if the assessments are used as data sources for growth or value-added models for accountability purposes, evidence should be provided that the scaling and design features would support such uses, such as ensuring appropriate amounts of measurement information throughout the scale, as appropriate. * Provide evidence, where a vertical or other score scale is used, that the scaling design and procedures lead to valid and reliable score interpretations over the full length of the scale proposed; and evidence is provided that the scale is able to maintain these properties over time (or a description of the proposed procedures is provided). |
| **2.5** | A.4  **Providing accessibility to *all* students, including English learners and students with disabilities:** | Provide a description of how non embedded standalone assistive technology devices that students use on a regular basis can be used during state testing. |
| **2.6** | * **Offering appropriate accommodations:** Allowable accommodations that maintain the constructs being assessed are offered where feasible and appropriate, and consider the access needs (e.g., cognitive, processing, sensory, physical, language) of the vast majority of students. | * Provide a full list of all accessibility features, tools, support and accommodations currently provided within the test delivery platform and those anticipated with a defined timeline for availability. * Provide a description of access to translations and definitions, consistent with State policy. * Provide a description of the construct validity of the available accessibility features with a plan that ensures that the scores of students who have accommodations that do not maintain the construct being assessed are not combined with those of the bulk of students when computing or reporting scores. * Assessment items must be associated with meta-data that describe any changes that will be made to the content, display, or input method necessary to provide appropriate accommodations to the student. * Provide the functionality to track/capture a student's use of tool and accessibility features by item. | |
| **2.7** | * Assessments produce valid and reliable scores for **English learners**. | * Provide evidence that test items and accessibility features permit English learners to demonstrate their knowledge and abilities and do not contain features that unnecessarily prevent them from accessing the content of the item. Evidence should address: presentation, response, setting, and timing and scheduling (specify sources of data). | |
| **2.8** | * Assessments produce valid and reliable scores for **students with disabilities**. | * Provide evidence that test items and accessibility features permit students with disabilities to demonstrate their knowledge and abilities and do not contain features that unnecessarily prevent them from accessing the content of the item. Evidence should address: presentation, response, setting, and timing and scheduling (specify sources of data). | |
| **2.9** | A.5  **Meeting all requirements for data privacy and ownership:** All assessments must meet federal and State requirements for student privacy, and all data is owned exclusively by the State. | * Provide an assurance of student privacy protection, reflecting compliance with all applicable federal and State laws and requirements. * Provide an assurance of State ownership of all data, reflecting knowledge of State laws and requirements. * Provide an assurance that the State will receive all underlying data, in a timely fashion and useable format, so it can do further analysis as desired, including, for example, achievement, verification, forensic, and security analyses. * Provide a description of how data will be managed securely, including, for example, as data is transferred between vendors and the State. |

**Part B: Yield Valuable Reports on Student Progress and Performance**

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| **Question #** | **Criteria** | **Evidence** |
| **2.10** | B.1  **Focusing on student achievement and progress to readiness:** Score reports illustrate a student’s progress on the continuum toward college and career readiness, grade by grade, and content area by content area. Reports stress the most important content, skills, and processes, and how the assessment focuses on them, to show whether or not students are on track to readiness. | * Provide a list of reports, and for each report, a sample that shows, at a minimum:   + Scores and sub-scores that will be reported with emphasis on the most important content, skills, and processes for each grade or course;   + Explanations of results that are instructionally valuable and easily understood by essentially all audiences;   + Results expressed in terms of performance standards (i.e., proficiency “cut scores”), not just scale scores or percentiles; and   + Progress on the continuum toward college and career readiness, which can be expressed by whether a student has sufficiently mastered the current grade or course content and is therefore prepared for the next level.   (Note: Not all reporting information needs to be numerical; for example, actual student work on a released item could be presented, along with the rubric for the item and a discussion of common errors.)   * Provide evidence that the reporting structure can be supported by the assessment design, including data confirming that test blueprints include a sufficient number of items for each reporting category, so that scores and sub-scores lead to the intended interpretations and minimize the possibility of misinterpretation. |
| **2.11** | B.2  **Providing timely data that inform instruction:** Reports are instructionally valuable, easy to understand by all audiences, and delivered in time to provide useful, actionable data to students, parents, and teachers. | * Provide a timeline and other evidence to show when assessment results will be available for each report. * Provide a description of the process and technology that will be used to issue reports in as timely a manner as possible. * Provide evidence, including results of user testing, to demonstrate the utility of the reports for each intended audience. |

**Part C: Adhere to Best Practices in Test Administration**

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| **Question #** | **Criteria** | **Evidence** |
| **2.12** | **Maintaining necessary standardization and ensuring test security:** In order to ensure the validity, fairness, and integrity of State test results, the assessment systems maintain the security of the items and tests as well as the answer documents and related ancillary materials that result from test administrations. | * Provide a comprehensive security plan with auditable policies and procedures for test development, administration, score reporting, data management, and detection of irregularities consistent with NCES and CCSSO recommendations for, at a minimum:   + Training for all personnel – both test developers and administrators;   + Secure management of assessments and assessment data, so that no individual gains access to unauthorized information;   + Test administration and environment; and   + Methods used to detect testing irregularities before, during, and after testing, and steps to address them. * Provide a description of how security safeguards have been tested and validated for computer-based tests and for paper-and-pencil tests, as relevant. |

**Part D: Meet State-Specific Criteria**

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| **Question #** | **Criteria** | **Evidence** |
| **2.13** | **Ensuring item interoperability** | * Provide evidence showing the interoperability of computer-administered items. Computer administered items must be consistent in all ways with the specifications laid out in the *Assessment Interoperability Framework* (2012)developed by the Common Education Data Standards (CEDS) project, so that tests and items can be easily ported from one technology platform to another. |

**3. IT Related Questions**

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| **Question #** | **Question(s)** |
| **3.1** | Provide detailed information regarding the Respondent's current delivery infrastructure for services related to the delivery of the assessment(s) for which the Respondent is bidding, including:   * How will the Respondent handle significant increases in web traffic?   + Is this solution a manual or automatic adjustment?   + With either solution, what is the time period expected for implementing these adjustments? |
| **3.2** | Describe the Respondent's server scalability plan and capabilities in the event unforeseen traffic spikes. In the event the Respondent is unable to provide adequate redundancy and/or high availability of services, describe other plans the Respondent has made to secure additional resources in a timely manner. |
| **3.3** | In the event of an unforeseen high level of web traffic during any specific time period, describe how the Respondent will plan on satisfying the additional costs associated with continuing to provide a reasonable service level. |
| **3.4** | Provide a description of the type of risk assessments that have been completed to prepare the Respondent’s staff as well as the list of resources available to handle different scenarios. Describe recent steps the Respondent has taken to reduce IT related risks that the Respondent has found or become aware of. |
| **3.5** | Describe any additional internal/external training that Respondent has completed in order to mitigate or reduce overall risks. |
| **3.6** | Has the Respondent utilized any third-party resources to complete any technology assessments of its IT systems? If so, what were the findings and how are they being addressed? |
| **3.7** | What measures have been put in place by the Respondent to detect and remedy any situation that may arise during the testing phases? |
| **3.8** | What improvements or process adjustments have recently come out of the Respondent's Quality Assurance department? |
| **3.9** | What specific I/O (input / output) performance tuning has been completed recently? |
| **3.10** | From how many different physical sites can the Respondent provide the assessment? |
| **3.11** | Describe the Respondent’s disaster recovery process. |

1. **Table of Contents**

**1. General Component Questions**

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**2. Assessment Criteria and Evidence Questions**

**Part A. Meet Overall Assessment Goals and Ensure Technical Quality**

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**Part B: Yield Valuable Reports on Student Progress and Performance**

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**Part C: Adhere to Best Practices in Test Administration**

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**Part D: Meet State-Specific Criteria**

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**3. IT Related Questions**

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1. The term “technical quality” here refers to the qualities necessary to ensure that scoring and generalization inferences based on test scores are valid both within and across years. Also refer to other sources, primarily *The Standards for Educational and Psychological Testing*. [↑](#footnote-ref-2)