



REQUEST FOR INFORMATION

Proposals Due: Monday, March 2, 2009

**Formative Assessment Provider
School Year 2008-2009**

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Issued by:



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The Colorado Department of Education dedicates itself to increasing achievement levels for all students through comprehensive programs of education reform involving three interlocking elements: A) High Standards for what students must know and be able to do; B) Tough Assessments that honestly measure whether or not students meet standards and tell citizens the truth about how well our schools serve children; C) Rigorous Accountability Measures that tie the accreditation of school districts to high student achievement.

The Colorado Department of Education does not discriminate on the basis of disability, race, color, religion, sex, national origin, or age, in access to, employment in, or provision of any of CDE's programs, benefits, or activities.

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SECTION I: Background

Purpose

The Request for Information (RFI) is the first phase of a two-phase exploration of formative assessment. The first phase involves identification of proven commercial tools. The second phase will expand to include teacher developed assessment tools.

The intent of the RFI is to identify providers that deliver and support the implementation of proven formative assessment systems. In this context, the term “formative assessment” refers to interim assessments, benchmark assessments, or any other similar tools that are designed and used to gauge the academic progress students make during a school year.

The aim of these formative assessment tools is to increase student achievement in the following ways:

- 1) expand the capacity of low performing school districts to use results from formative assessments;
- 2) use results to guide teachers’ instructional decisions and monitor student progress; and
- 3) enhance the Colorado growth model by integrating formative results.

Once assessment providers have been identified, they may be eligible for participation in future initiatives.

This is a non-competitive, non-binding RFI. This RFI is issued for information and planning purposes and does not constitute a solicitation by the Department.

Required Elements

Assessments for use in guiding improved classroom instruction must, at minimum, test in the areas of reading, writing and mathematics and must be effective and relevant. The system should have the capacity to be effectively administered on a monthly basis. Assessments and tools aligned to model content standards is foundational to effective support of districts. Providers must show the capacity to provide a system of assessments aligned to demonstrate a student’s academic growth with emphasis on using results to guide instruction. Providers will work directly with districts for assessment purchase/administration.

In this context, the term **provider** refers to nationally recognized providers/developers of assessments, including commercial providers, private companies or organizations.

Table 2. Required Demographic Variables

Ethnicity	Gifted and Talented - Yes or No
▪ Caucasian	Free and Reduced Lunch- Yes or No
▪ Hispanic	Gender – Male or Female
▪ African American	IEP- Yes or No
▪ Asian/Pacific Islander	ELL – Yes or No
▪ Native American	

As a part of the application, providers must supply information regarding their assessments currently in use in Colorado schools and districts. This information must include the names of districts and schools currently using assessments and how many assessments each administered in 2008.

SECTION II. Process for Implementation

- CDE staff and assessment experts will evaluate provider responses based on the requirements of this RFI to qualify providers for listing on website.
- CDE will distribute a list of pre-qualified providers and assessments to Colorado schools districts.
- Districts will make contact with those providers they are interested in working with.

Providers will ensure a timely return of assessment in a manner that can result in individual disaggregated student data results by state student identifier to the district and provide data back to district by deadline agreed upon by both provider and district.

- The responses received from this RFI may be used as background information for the development of a future solicitation that would assist the Department in assessing student academic growth. Should a solicitation be issued, qualifications and further details on the solicitation process will be provided within that RFP document.
- Responses to this RFI will not be considered legal offers, nor will a contract be awarded.
- The Department will not reimburse for any expenses associated with responding to this RFI.

SECTION III. RFI Application Requirements and Review Rubric

Application Format

- Application contains a completed cover sheet. (Appendix A)
- Proposals should address each of the RFI component parts. (Parts I-IV)
- The signed assurances page is included. (Appendix B)
- Use standard letter size, 8-1/2" x 11" and no smaller than 12-point type.
- Use document footer with the name of the applicant and page numbers.
- Use 1-inch margins.
- Recommended proposal length is 20 pages. Attachments are permitted, but should be limited to items that directly respond to the components in the RFI.

Application Submission

The **original plus 5 copies** (6 total) must be received on or before 5:00 p.m. MST, Monday, March 2. In addition to the 6 hard copies, an electronic copy must be submitted. Faxes will not be accepted. Incomplete proposals will not be considered. Applications will be reviewed by individuals with assessment expertise. Notification of selection will be made by April 1, 2009.

To submit via email:

bamberry_l@cde.state.co.us

To submit via mail:

Colorado Department of Education
Competitive Grants and Awards
Attn: Lynn Bamberry
201 E Colfax, Room 400
Denver, CO 80203

Application Components

Part I. Assessment Content and Administration

Using narrative, tables and/or attachments, provide the following information on the content and administration of **each** assessment proposed:

- Content Areas (Minimally Reading, Writing and Math).
- Grade levels intended for assessments.
- Total administration time.
- Description of technical requirements for computer-based scoring and tracking.
- Turnaround time for results (data and reports).
- Description of assessments' universal design and relevant accommodations (for general education students, students with disabilities and English Language Learners).
- Information regarding alternate forms of assessment for students with significant cognitive disabilities.
- Names of Colorado schools/districts currently using provider's assessments, plus the number of each assessment administered at each grade within each school in 2008 (Note: If lengthy, this information can be submitted as an attachment to the proposal).
- Information regarding other states' use of assessment.
- Information on how to access released items for teacher/student referral.

Part II. Technical Information

Using narrative, tables and/or attachments, provide the following technical information for **each** assessment proposed:

- Evidence of validity, including but not limited to studies of construct, content, criterion (predictive) and consequential validity. Include specifically evidence that demonstrates the assessment as valid for its intended purpose.
- Reliability.
- Technical reports from previous years (Submit as an attachment to the narrative).
- Demographic information collected in connection with test administration.
- Research or documentation relative to alignment to Colorado Model Content Standards.
- Evidence that assessment predicts Colorado Student Assessment Program (CSAP) outcomes.
- Comparability and alignment information between assessments from same provider.
- Description of how the assessments will relate to the Colorado Growth Model, including any specific analysis the provider has or will complete to inform use of the model. Note: the Colorado Growth model is applied to reading, writing and math content areas.
- Ability to incorporate the districts' other assessments into the platform.
- Description of the process through which the provider will make assessment data available to districts.
- Description of process used to develop items.

Part III. Supporting Information

Using narrative, tables and/or attachments, provide the following additional information for *each* assessment proposed:

- Evidence of increased student achievement by all subgroups.
- Description of how the test or series of tests will inform student progress and growth.
- Interpretive information distributed to parents, students, teachers and schools.
- Information describing how assessments link to interventions.
- Tools to select interventions based on formative assessment results.
- Identify any known limitations of using data from the assessment as a data source to guide or inform instructional strategies or lessons.
- Description of items available for teacher created assessments from valid and reliable items utilized in Colorado.
- Description of professional development and follow up coaching to increase capacity to design and deliver effective assessment that informs instruction at the 1) district 2) school 3) grade; and/or 4) classroom level.
- Professional development support provided regarding students on formal plans.

Part IV. Cost

Using a narrative, tables and/or attachments, provide the following cost information for *each* assessment proposed:

- Single Assessment
 - Per student for each individual subject area assessment.
 - Per student for combined subjects (entire battery).
- Assessment Series
 - Per student for each individual subject area assessment.
 - Per student for combined subjects (entire battery).
- Explanation of how this assessment system has the potential to reduce overhead and additional cost of assisting teachers and school administrators to plan and align instruction to address academic deficiencies identified by both standardized and criterion referenced academic assessments.

SECTION IV. Review Process

The Colorado Department of Education (CDE) will review and rate proposals submitted in response to this RFI using the rubric set out in the tables below.

In order to be included on the list as a provider, proposal must meet level three criteria in *each* of the proposal parts.

Part I. Assessment Content and Administration		
<i>Level 1 0-1 points</i>	<i>Level 2 2-3 points</i>	<i>Level 3 4-5 points</i>
Content areas vaguely described or are missing Reading, Writing, and/or Math.	Content areas are described and include Reading, Writing and Math.	Content areas including Reading, Writing and Math are described in great detail.
Grade levels intended for assessments are not provided is incomplete.	Grade levels intended for assessment are discussed.	Grade levels intended for assessment are clearly laid out.
Assessment administration time is unclear or missing.	Assessment administration time is presented.	Assessment administration time is explicitly discussed.
Description of technical requirements for computer-based scoring and tracking is missing or lacking detail.	Description of technical requirements for computer-based scoring and tracking is provided.	A thorough and detailed description of technical requirements for computer-based scoring and tracking is presented.
Turnaround time for results for data and reports is not clear or missing.	Some information regarding turnaround time for data and reports is presented.	Information regarding turnaround time for data and reports is timely and has been well detailed.
Vague description of universal design and accommodations for general education students, students with disabilities and English Language Learners are lacking.	Includes some description of universal design and allowable accommodations for general education students, students with disabilities and English Language Learners.	Clear description of universal design and appropriate accommodations for general education students, students with disabilities and English Language Learners are specifically outlined.
Provides little or no information regarding alternate forms of assessment for students with significant cognitive disabilities is vaguely or not addressed.	Provides information regarding alternate forms of assessment for students with significant cognitive disabilities.	Provides specific and clear description of appropriate alternate forms of assessment for students with significant cognitive disabilities.
Schools/districts currently using provider's assessments and/or the number of each assessment administered at each grade within each school in 2008 are not addressed.	Schools/districts currently using provider's assessments and/or the number of each assessment administered at each grade within each school in 2008 are mentioned.	Schools/districts currently using provider's assessments and the number of each assessment administered at each grade within each school in 2008 are clearly detailed.
Information regarding other states' use of assessment is limited or not provided.	Some information regarding other states' use of assessment is described.	Information regarding other states' use of assessment is clearly articulated.
Information on how to access released items for teacher/student referral is not described	Addresses how to access released items for teacher/student.	Clearly describes process districts would use to access released items for teacher/student referral.
		Subtotal ___/55

Part II. Technical Information		
<i>Level 1 0-1 points</i>	<i>Level 2 2-3 points</i>	<i>Level 3 4-5 points</i>
Evidence of validity, including but not limited to studies of construct, content, criterion, consequential, and predictive validity. Missing or inadequate evidence that demonstrates the assessment as valid for its intended purpose.	Presents some evidence of validity, including construct, content, criterion, consequential, and predictive validity is presented. Includes evidence that demonstrates the assessment as valid for its intended purpose.	Strong evidence of validity, includes studies of construct, content, criterion, consequential, and predictive (.75 or higher correlation coefficient) validity. Presents strong evidence that demonstrates the assessment as valid for its intended purpose.
No or limited data related to reliability is discussed.	Presents some data related to the reliability of the assessments.	Clearly presents supporting data related to the reliability of the assessments including minimal Cronbach's alpha values of .9 or greater. May include test- retest and/or split-half information.
Technical reports from previous years are not provided or vague.	Technical reports from previous years are available. Data may not support sound or strong assessment development.	Technical reports from previous years are easily found and data supports sound assessment development.
Demographic information collected in connection with test administration is missing, vague or incomplete.	Some presentation of demographic information collected in connection with test administration. May not included all groups or is not disaggregated.	Complete and clearly disaggregated demographic information collected for all requested categories in connection with test administration is clearly laid out.
Does not provide or vaguely describes research or documentation relative to alignment to Colorado Model Content Standards.	Provides some research or documentation relative to alignment to the Colorado Model Content Standards.	Provides complete and accurate research and/or documentation relative to alignment to the Colorado Model Content Standards.
Evidence that assessment predicts Colorado Student Assessment Program (CSAP) outcomes is not addressed or does not adequately predict outcomes.	Evidence that assessment predicts Colorado Student Assessment Program (CSAP) outcomes is addressed.	Evidence that assessment predicts Colorado Student Assessment Program (CSAP) outcomes is clearly articulated with strong supporting statistical evidence.
Comparability and alignment information between assessments from same provider is not well presented or missing.	Addresses comparability and alignment information between assessments from same provider.	Strong supporting evidence for comparability and alignment information between assessments from same provider is well detailed.
Fails to describe how the	Some description of how the	Strong description of how the

assessments will relate to the Colorado Growth Model, or is missing assurance from the provider inform use of the Growth Model.	assessments will relate to the Colorado Growth Model, and/or assurance from the provider to inform use of the Growth Model.	assessments will relate to the Colorado Growth Model, providing specific analysis from the provider or will complete to inform use of the Growth Model.
Lacks or has limited ability to incorporate the districts' other assessments into the platform.	Describes ability to incorporate the districts' other assessments into the platform.	Provides clear and convincing evidence of the ability to incorporate the districts' other assessments into the platform
Fails to describe of the process through which the provider will make assessment data available to districts.	Generally describes the process through which the provider will make assessment data available to districts.	Provides and thorough and detailed description of the process through which the provider will make assessment data available to districts.
Vague description of item development.	Some description of how items were developed.	A detailed and thorough description of items were developed that produce high quality items.
		Subtotal____/50

Part III. Supporting Information		
<i>Level 1 0-1 points</i>	<i>Level 2 2-3 points</i>	<i>Level 3 4-5 points</i>
Lacks evidence supporting increased student achievement by all subgroups	Provides some supporting documentation towards increased student achievement by all subgroups	Provides clear and compelling evidence supporting increased student achievement by all subgroups
Provides a limited description of how the test or series of tests will inform student progress and growth	Provides a brief description of how the test or series of tests will inform student progress and growth	Provides a limited description of how the test or series of tests will inform student progress and growth
Provides limited or no interpretive information distributed to parents, students, teachers, schools	Some description of how the test or series of tests will inform student progress and growth is discussed.	Provides a thorough and detailed description of how the test or series of tests will inform student progress and growth.
Fails to provide information describing how assessments link to interventions	Includes information describing how assessments link to interventions.	A clear description identifying how assessments link to interventions is clearly laid out.
Does not provide sufficient description of tools to select interventions based on formative assessment results	A description of some tools to select interventions based on formative assessment results is presented.	A specific and detailed description of appropriate tools to select interventions based on formative assessment results is specifically addressed.
Provides an inadequate description of known limitations of using data from the assessment as a data source to guide or inform instructional strategies or lessons	Provides a brief description of known limitations of using data from the assessment as a data source to guide or inform instructional strategies or lessons	A detailed account of known limitations of using data from the assessment as a data source to guide or inform instructional strategies or lessons is discussed.
Limited description of items available for teacher created assessments from valid and reliable items utilized in Colorado	Addresses some items available for teacher created assessments from valid and reliable items utilized in Colorado	Provides strong description of items available for teacher created assessments from valid and reliable items with clearly identified utilization in Colorado.
Provides no or incomplete description of professional development and coaching to address capacity to design and deliver effective assessment that informs instruction at the 1) district 2) school 3) grade and/or 4) classroom levels.	Professional development and follow up coaching is addressed and supports capacity to design and deliver effective assessment. The professional development may inform instruction at the 1) district 2) school 3) grade and/or 4) classroom levels	Incorporates continuous, ongoing, high-quality professional development and coaching to intentional designed increase capacity to design and deliver effective assessment that informs instruction at the all 1) district 2) school 3) grade and 4) classroom levels.
		Subtotal ____/40

Part IV. Cost		
<i>Level 1 0-1 points</i>	<i>Level 2 2-3 points</i>	<i>Level 3 4-5 points</i>
Lacks detailed cost information for a single assessment on a per student basis for each individual subject area assessment and/or for combined subjects (entire battery)	Provides cost information for a single assessment on a per student basis for each individual subject area assessment and/or for combined subjects (entire battery)	Includes a detailed description of cost and additional considerations for a single assessment on a per student basis for each individual subject area assessment and/or for combined subjects (entire battery)
Lacks detailed cost information for an assessment series on a per student basis for each individual subject area assessment or for combined subjects (entire battery)	Provides cost information for a single assessment on a per student basis for each individual subject area assessment and/or for combined subjects (entire battery)	Includes a detailed description of cost and additional considerations for a single assessment on a per student basis for each individual subject area assessment and/or for combined subjects (entire battery)
Provides no or incomplete explanation of how the assessment system has the potential to reduce overhead and additional cost of assisting teachers and school administrators to plan and align instruction to address academic deficiencies.	Some explanation of how the assessment system has the potential to reduce overhead and additional cost of assisting teachers and school administrators to plan and align instruction to address academic deficiencies is provided.	A clear and compelling explanation of detailing costs of how the assessment system has the potential to reduce overhead and additional cost of assisting teachers and school administrators to plan and align instruction to address academic deficiencies is described.
		Subtotal ____/15

TOTAL ____/160

Appendix A

COVER SHEET

APPLICANT			
Company Name:			
Contact Name:			
Contact Title:			
Mailing Address:			
City, ST Zip:			
Contact Phone:		Fax:	
Contact Email:		Website:	
INFORMATION			
System Type:	<input type="checkbox"/> Web-based <input type="checkbox"/> Central Server <input type="checkbox"/> District/Site server installed <input type="checkbox"/> Client/workstation installed		
Maximum Number of Simultaneous Users:			
Pricing Model: (Check all that apply)	<input type="checkbox"/> District <input type="checkbox"/> School Site <input type="checkbox"/> Per-User <input type="checkbox"/> Per Enrolled Student <input type="checkbox"/> Annual One-time <input type="checkbox"/> Other		
Peripheral Hardware Required:	<input type="checkbox"/> CD Drive <input type="checkbox"/> DVD Drive <input type="checkbox"/> Printer <input type="checkbox"/> Scanner <input type="checkbox"/> Other_____		
Grade Levels Served:	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12		
Content Areas Provided:	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Arts <input type="checkbox"/> Other_____		

Appendix B

SIGNED ASSURANCES FORM

In submitting this proposal to be included on the Colorado Department of Education *Closing the Achievement Gap Providers* list, I certify that:

1. The organization meets all application federal, state, and local health, safety and civil rights laws.
2. All individuals who will interact with students are fingerprinted and background checked pursuant to CDE teacher licensure procedures.
3. All instruction and content are secular, neutral and non-ideological.
4. The organization will not disclose to the public the identity of any student eligible for or receiving through the provider without the written permission of the parent.
5. All computer programs will be appropriately documented and tested before receipt of actuation program materials. The provider will demonstrate 100 percent accuracy in all scoring operations. If not, the provider will bring all scoring operations up to 100% accuracy at their own cost.
6. The organization is financially stable and will be able to complete all contracted services to schools/districts.
7. The organization will offer services to schools/districts in a timely matter.
8. The organization will provide the State and district any information needed to determine the effectiveness of the program. All information will be submitted within the timeframe established by the State.
9. I acknowledge that a provider may be removed from the State list of providers in the event that it is unable to enact the elements described in its RFI response.
10. I acknowledge that a Performance Agreement which addresses acceptable business practices with regards to services in Colorado has been developed.

Signature of Authorized Representative

Printed Name and Title

Date