

REQUEST FOR PROPOSAL 25-2704

Idaho Reading Indicator



IDAHO DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY | IRI

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE / 711 TRS
WWW.SDE.IDAHO.GOV
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Contents

- Administrative Information 5
- 1 Overview 6
 - 1.1 Definitions 6
 - 1.2 Idaho’s Educational System..... 7
 - 1.3 Purpose..... 8
 - 1.4 Background Information 8
 - 1.5 Funding Information..... 9
 - 1.6 Budget..... 9
 - 1.7 Project Timeline (all dates are approximations) 9
 - 1.8 Major Reference Documents..... 10
 - 1.9 Resulting Contract..... 10
- 2 Questions..... 11
 - 2.1 Restrictions on Communications..... 11
 - 2.2 Pre-Proposal Conference 11
 - 2.3 Questions..... 11
- 3 Instructions for Submission of Proposal..... 13
 - 3.1 General Instructions 13
 - 3.2 Electronic Submission 13
- 4 Proposal Format 14
 - 4.1 Evaluation Codes 14
 - 4.2 Table of Contents 14
 - 4.3 Format 14
- 5 Mandatory Submission Requirements..... 16
 - 5.1 (M) Signature Page..... 16
 - 5.2 (M) Cover Form..... 16
 - 5.3 (M) Acknowledgement of Amendments 16
 - 5.4 Other Mandatory Submittals..... 16
 - 5.5 Public Records and Trade Secrets..... 16

5.6 (M) Executive Summary.....	17
6 Business Information.....	18
6.1 (ME) Experience.....	18
7 Organization and Staffing	19
7.1 (ME) Project Lead	19
7.2 (ME) Key Personnel and Qualifications.....	19
7.3 (ME) Subcontractors.....	19
7.4 Components of the State Assessment System-.....	20
8 Scope of Work-Project Approach	23
8.1 (ME)-Description of Proposed Solution	23
8.1.1 Assessment Types	24
8.1.2 Components of Design.....	25
8.1.3 Scoring and Reporting.....	27
8.1.4 Accessibility Features	28
8.1.5 Program Management.....	30
8.2 (ME) Psychometrics	33
8.3 (E) Pertinent Questions	38
8.4 (ME) Minimal Technical Specifications and Solution.....	38
8.4.1 Technical- General.....	38
8.4.2 Browser and Device agnostic.....	40
8.4.3 Integration Standards	40
8.4.4 Hosting Requirements	41
8.4.5 User Management	42
8.4.6 Technical- Security	43
8.4.7 Technical- Reporting.....	44
8.4.8 Technical-Support	45
8.5 (E) Optional Functionality	46
9. Cost Proposal and billing procedure.....	50
9.1 (ME) Cost Proposal.....	50

9.2 Billing Procedure.....	50
10. Proposal Review, Evaluation, and Award	51
10.1 Overview.....	51
10.2 Technical Proposal.....	51
10.3 Oral Presentations/Product Demonstrations.....	52
10.4 Cost Proposal.....	52
10.5 Award and Offeror Discussions.....	53
10.6 Responsibilities.....	53
10.7 Notification of Intent to Award Contract/Awarding of Contract/Reconsideration	53
ATTACHMENT 1 - OFFEROR QUESTIONS.....	54
ATTACHMENT 2 – (M) COVER FORM	56
ATTACHMENT 3 – (M) SIGNATURE PAGE	58
ATTACHMENT 4 – (M) COST PROPOSAL.....	59

ADMINISTRATIVE INFORMATION

RFP Title:	Idaho Reading Indicator
RFP Lead:	Kristine Moriarty Director of Policy and Procurement Idaho Department of Education 650 W. State Street, 2 nd Floor Boise, ID 83702 208-332-6857 procurement@sde.idaho.gov
Pre-Proposal Conference Registration	Register by October 9, 2024 at 5:00 p.m. MT
Pre-Proposal Conference:	October 10 2024 @ 2:00 p.m. MT Zoom Link
Deadline To Receive Questions:	October 15, 2024 @5:00 p.m. MT
RFP Closing Time and Date:	November 12, 2024 @ 11:59 p.m. MT Submit to procurement@sde.idaho.gov
Proposal Presentations	January 10, 2025 via Zoom
Intent to Award Date	January 15, 2025
Initial Term of Contract and Renewals:	From the date both parties sign the contract through June 30, 2025. Contract may renew for an additional year for up to four consecutive years with written mutual agreement of both parties for a total of five (5) years.

1 OVERVIEW

1.1 Definitions

Word or Abbreviation	Meaning
IRI	Idaho Reading Indicator
IDE	Idaho Department of Education, also referred to as the “Department”
FERPA	Family Educational Rights and Privacy Act- First passed in 1974, a federal law that governs the access of educational information and records to public entities, such as potential employers, publicly funded educational institutions, and foreign governments.
IEP	Individual Education Program - Written documentation developed for each public-school child who is eligible for special education services.
TAM	Test Administration Manual
Accommodations	Changes in the assessment materials or procedures specified by local, IEP, and/or 504 service plan documentation for a student. These may include but are not limited to: Braille, ability for the student to dictate responses (i.e., transcription), oral administration or text-to-speech, calculation devices, an administrator providing prompting upon request, additional time, and content and language supports. Accommodations do not change the construct(s) being measured by the assessment.
Business Days	Monday through Friday, 8:00 a.m. – 5:00 p.m., Mountain Time, excluding Idaho state holidays and business closure days unless otherwise stated.
Item Bank	A systems application which manages the workflow functionality to track the creation, development, review and approval processes of assessment items, graphics, tasks, and stimuli; manages the storage and retrieval of assessment items; tracks item versioning and lineage; and provides a robust search and query capability to allow searching on all types of metadata. Also used to refer to the set of items available for testing including field testing.
EDUID Number	Education Unique Identification Number – The EDUID system allows lookup, verification, and assignment for people in the education system in the state of Idaho. All students attending and staff working in Idaho publicly funded K-12 educational institutions are required to have an EDUID number.
SIS	Student Information System – a system that handles a wide range of administrative functions, including collecting, storing, and providing access to student data.
Summative assessment	An assessment that is conducted at the end of a grade level to evaluate student learning by comparing it against a set standard or benchmark. These assessments are typically high stakes, as they may impact funding based on the outcomes.
Screener	A brief assessment tool used to quickly and efficiently identify students who may be at risk for reading difficulties or who may require additional support or intervention. It typically evaluates fundamental reading skills such as phonemic awareness, decoding, fluency, and comprehension. Reading screeners are designed to be administered to all students within a specific grade level or age group to provide educators with valuable information about each student's reading abilities.
Dyslexia Screener	A specialized assessment tool designed to identify individuals who may be at risk for dyslexia, a specific learning disorder characterized by difficulties with accurate and

Word or Abbreviation	Meaning
	fluent word recognition and by poor spelling and decoding abilities. Dyslexia screeners typically assess various aspects of reading and language skills, including phonological awareness, decoding, rapid naming, and phonological memory. These screeners aim to provide early identification of dyslexia-related difficulties, allowing for timely intervention and support to improve reading outcomes for individuals with dyslexia.
Remote Assessments	Remote assessments refer to the process of evaluating students' learning and performance using assessment tools and methods conducted from a distance, typically through online platforms or virtual environments. These assessments allow educators to measure students' knowledge, skills, and abilities without the need for physical presence in a traditional classroom setting. These remote assessments should give the teachers/parent/students the same data that they would get in a brick-and-mortar school.
LEA	Local Education Agency; school district or public charter school
SEA	State Education Agency; Idaho Board of Education

1.2 Idaho’s Educational System

The Idaho Constitution provides that the general supervision, governance, and control of the state educational institutions and public school system, as with the education system’s government agencies, shall be vested in the State Board of Education. The Board is comprised of eight members, including the voter-elected Superintendent of Public Instruction.

The Idaho Department of Education (the “Department”) is the government agency tasked with supporting Idaho’s K-12 publicly funded schools and students. The Department is responsible for implementing policies, distributing funds, administering statewide assessments, licensing educators, and providing support and resources to local school districts and public charter schools. The Department is overseen by the Superintendent of Public Instruction.

Local school districts and public charter schools have authority over individual schools within their jurisdiction. They are responsible for managing day-to-day operations, hiring staff, and developing curriculum.

Idaho’s public schools are made up of approximately 313,000 students in 190 school districts and public charter schools in six regions. Idaho’s K-12 education system services a diverse demographic, encompassing students from urban, suburban, and rural areas, with diverse racial, ethnic, and socioeconomic backgrounds. Notably, approximately 40% of Idaho’s students qualify for free or reduced-price lunch and approximately 6% of Idaho’s students are English-language learners.

1.3 Purpose

The Department is seeking proposals for an online computer-based solution to develop and provide the statewide early literacy assessment that serves our K-3 population, known as the Idaho Reading Indicator, or [IRI](#), pursuant to [Idaho Code section 33-1806](#). This assessment program system will encompass a screener, progress monitoring, and an end-of-grade summative assessment. It is imperative that the screener meets the dyslexia screener requirements outlined in [Idaho Code section 33-1811](#), as well as complies with the mandates of the Individuals with Disabilities Education Act ([IDEA](#)) and the Family Educational Rights and Privacy Act ([FERPA](#)). The proposed solution will outline professional development for Idaho educators and other educational partners. Additionally, the Offeror must be on the Idaho State Board of Education's literacy intervention tools approved vendor list identified in [Idaho Code section 33-1807](#) to meet the intent of [Idaho Literacy Achievement and Accountability Act](#). The proposed solution shall align to the depth and breadth and degree of the [Idaho Content Standards for English Language Arts/Literacy](#) and [Idaho Comprehensive Literacy Plan](#).

1.4 Background Information

The Department initiated its partnership with its current vendor for the IRI in 2017. In December 2023, the Department released a Request for Information (RFI). A panel of Subject Matter Experts convened to review the responses to the RFI and craft the Request for Proposal (RFP).

The primary objective of the panel of Subject Matter Experts was to provide comprehensive recommendations regarding the state's adoption of a new assessment for the IRI. To inform their recommendations, the Subject Matter Experts conducted independent research on available assessments identified through the RFI process and reviewed the results of stakeholder surveys. Additionally, the group actively solicited feedback from stakeholders to better understand the early literacy assessment needs of the state, local districts, schools, and educators.

In August 2024, the Idaho Department of Education withdrew Request for Proposal 25-2700 because the requirements did not state the successful Offeror must be on the State Board of Education's Literacy intervention tools approved vendor list identified in [Idaho Code section 33-1807](#) to meet the intent of Idaho Literacy Achievement and Accountability Act. The Department determined it was necessary to re-evaluate the RFP's scope of work.

1.5 Funding Information

Funding for this project will be appropriated by the Idaho legislature in furtherance of [Idaho Code section 33-1806](#) and supplemented by federal funds for the pilot year.

1.6 Budget

The Idaho legislature has appropriated \$532,000.00 for this solution. The anticipated budget for this Contract for the pilot year, including supplementation by federal funds, is one million dollars (\$1,000,000.00). The anticipated annual budget if the Contract is renewed past the pilot year is one million three hundred thousand dollars (\$1,300,000.00).

1.7 Project Timeline (all dates are approximations)

When:	What:
On or around January 22, 2025	Contract begins
January 2025	The Department will solicit LEAs for pilot period
February 2025	Kick off meeting
February 2025	The Department will identify and recruit LEAs
March 2025	Training will begin for LEAs in pilot
March 2025	LEAs will begin rostering students into Pilot Period
April 2025	Piloting begins in K-3
April-May 2025	Training begins for all regions
June 2025	Piloting ends
August/ September 2025	Fall Assessment (IRI Window) for entire state opens
All Year	Trainings for educators and educator partners continue (webinars, meetings, etc.)
Monthly (if available)	Progress monitoring
May 2026	Spring Assessment (IRI Window) for entire state opens
Reoccurring every August/September	Fall Assessment (IRI Window) for entire state opens
Reoccurring every May	Spring Assessment (IRI Window) for entire state opens
Reoccurring every July 1- June 30, 2029	Contract may be renewed yearly for up to 5 years

1.8 Major Reference Documents

Offerors are required to adhere to these standards, which must be referenced when citing sections of major reference documents.

Code	Document	Available At
A	American Psychological Association, American Educational Research Organization, & National Council on Measurement in Education (2014). <i>Standards for Educational and Psychological Testing</i>	Link
B	Shyyan, V. V., Thurlow, M. L., Larson, E. D., Christensen, L. L., & Lazarus, S. S. (2016). <i>White paper on common accessibility language for states and assessment vendors.</i>	Link
C	Council of Chief State School Officers (2014). <i>Criteria for Procuring and Evaluating High-Quality Assessments</i>	Link
D	Council of Chief State School Officers & Association of Test Publishers (2013). <i>Operational Best Practices for Statewide Large-Scale Assessment Programs</i>	Link

1.9 Resulting Contract

The Contract will be comprised of this RFP, including any incorporated documents; the successful Proposal, including any clarifications requested by the Department; and an artifact formalizing any requirements agreed upon through contract discussions or negotiations, if applicable.

The following document(s) are incorporated into this RFP as if set out in their entirety:

- [Idaho Department of Education General Terms and Conditions](#)
- [Idaho Department of Education Special Terms and Conditions for Solicitations](#)
- [Idaho Department of Education Special Terms and Conditions for Cloud Services](#)

2 QUESTIONS

2.1 Restrictions on Communications

From the issue date of this RFP until a contract is awarded, or until the RFP is cancelled, Offerors and their representatives are prohibited from communications (written or verbal) regarding this RFP with Department staff, evaluation committee members, and other state employees, other than the RFP Lead, except during formal solicitation events (including the pre-offer conference, demonstrations, and negotiations) or request for reconsideration defined in section 10.7 of this RFP.

2.2 Pre-Proposal Conference

A non-mandatory pre-proposal conference will be held virtually on October 10, 2024, at 2:00 p.m. MT. This will be prospective vendors' opportunity to ask questions of the Department staff. Those choosing to participate must pre-register by October 9, 2024, at 5:00 p.m. MT. Any oral answers given by the Department during the pre-proposal conference are unofficial and will not be binding on the Department.

2.3 Questions

Questions or other correspondence must be submitted in writing to the RFP Lead by October 15, 2024, at 5:00 p.m. MT. Written questions must be submitted using Attachment 1, Offeror Questions. Written responses to Offeror questions will be posted on the Department Contracting Opportunities website. In the event it becomes necessary to revise any part of this RFP, addenda will also be posted on the Department Contracting Opportunities website.

It is the responsibility of parties interested in this RFP to monitor the Department Contracting Opportunities website for any updates or amendments. Any changes to this RFP must be posted to the Department Contracting Opportunities website to be valid.

Any questions regarding the Idaho Department of Education Contract Terms and Conditions must also be submitted in writing, using Attachment 1, Offeror Questions. Questions regarding terms and conditions must contain the following:

1. The rationale for the specific requirement being unacceptable to the party submitting the question (define the deficiency).

2. Recommended verbiage for the Department's consideration that is consistent in content, context, and form with the Department's requirement that is being questioned.
3. Explanation of how the Department's acceptance of the recommended verbiage is fair and equitable to both the Department and to the party submitting the question.

Proposals which condition the Proposal based upon the Department accepting other terms and conditions not found in the RFP, or which take exception to the Department's terms and conditions, will be found non-responsive, and no further consideration of the Proposal will be given.

3 INSTRUCTIONS FOR SUBMISSION OF PROPOSAL

3.1 General Instructions

Alternate proposals are not allowed.

3.2 Electronic Submission

3.2.1 Proposals must be submitted electronically to the RFP Lead at procurement@sde.idaho.gov. Except as otherwise addressed in this solicitation, all submission materials must be submitted at the same time (in a single electronic submission). If multiple submissions are received, only the latest timely submission will be considered.

3.2.2 All electronic files must be in Portable Document Format (PDF) or Microsoft Excel format; the only exceptions are financials, brochures, or other information only available in an alternate format.

3.2.3 Offerors are strongly encouraged to begin the process of submitting the response far enough in advance of the Closing Time to allow for resolution of technical difficulties. Be advised that the Department is not responsible for an Offeror's failure to timely submit a responsive submission due to any technical or technological difficulties.

3.2.4 Offerors are further advised to provide response materials with descriptive file names, organized and consolidated in a manner which allows evaluators to efficiently navigate the Offeror's response.

4 PROPOSAL FORMAT

The following instructions describe the format to use in the Proposal. The format is designed to ensure a complete submission of information necessary for an equitable analysis and evaluation of submitted Proposals. There is no intent to limit the content of Proposals.

4.1 Evaluation Codes

(M) Mandatory Response - failure to respond to any (M) section, or to comply with any mandatory specification or requirement, will render Offeror's Proposal non-responsive and no further evaluation will occur.

(ME) Mandatory and Evaluated Response - failure to respond to any (ME) section, or to comply with any mandatory specification or requirement in an (ME) section will render Offeror's Proposal non-responsive and no further evaluation will occur. Offeror is required to respond to this specification with a detailed response identifying its understanding and how it will comply. Points will be awarded based on predetermined criteria.

(E) Evaluated Response - a response is desired and will be evaluated and scored. If not available, respond with "Not Available" or other response that identifies Offeror's ability or inability to supply the item or service or meet the specification. Failure to respond or a "Not Available" response will result in zero (0) points awarded. If available, Offeror is to respond with a detailed response identifying its understanding and how it will comply, and points will be awarded based on predetermined criteria.

Note: The RFP Lead may waive minor informalities as well as minor deviations. The RFP Lead also reserves the right to seek clarification on any M, ME, or E requirement.

4.2 Table of Contents

Include a table of contents in the Technical Proposal identifying the contents of each section, including page numbers of major sections.

4.3 Format

Proposals shall follow the numerical order of this RFP. Section numbers must be identified with the corresponding numbers and headings used in this RFP. Restate the section number and criteria before providing the response. Offerors are encouraged to use a different color font,

bold text, italics, or other indicator to clearly distinguish the criteria from the Offeror's response.

5 MANDATORY SUBMISSION REQUIREMENTS

5.1 (M) Signature Page

All Proposals must be submitted with Attachment 3, Signature Page. The signature page must contain an electronic signature of an authorized agent of the submitting Offeror and be returned with the submission package. Proposals submitted without the signature page shall be found nonresponsive and will not be considered. An incomplete, modified, or unsigned signature page will be cause for a finding of non-responsiveness.

5.2 (M) Cover Form

Complete, sign, and submit Attachment 2, Cover Form.

5.3 (M) Acknowledgement of Amendments

If the RFP is amended, the Offeror must acknowledge each amendment with a signature on the acknowledgement form provided with each amendment. Failure to return a signed copy of each amendment acknowledgement form with the Proposal may result in the Proposal being found non-responsive.

5.4 Other Mandatory Submittals

Provide a response to all (M) and (ME) sections, and any other required submittal items.

5.5 Public Records and Trade Secrets

The Idaho Public Records Law, [Idaho Code Sections 74-101 through 74-126](#), allows the open inspection and copying of public records. Public records include any writing containing information relating to the conduct or administration of the public's business prepared, owned, used, or retained by a State Agency, regardless of the physical form or character. All, or most, of the information contained in a responsive Proposal will be a public record subject to disclosure under the Public Records Law.

The Public Records law contains certain exemptions. One exemption potentially applicable to part of the Proposal may be for trade secrets. Trade secrets include a formula, pattern, compilation, program, computer program, device, method, technique, or process that derives economic value, actual or potential, from not being generally known to, and not being readily

ascertainable by proper means by other persons and is subject to the efforts that are reasonable under the circumstances to maintain its secrecy. If any material provided in the Proposal may be considered a trade secret, or otherwise protected from disclosure, Offerors MUST so indicate by marking as “exempt” EACH PAGE containing such information. In addition:

5.5.1 Identify with particularity the precise text, illustration, or other information contained within each page marked “trade secret” (it is not sufficient to simply mark the entire page). The specific information deemed a trade secret within each page noted as “exempt” must be highlighted, italicized, identified by asterisks, contained within a text border, or otherwise clearly delineated from other text/information and specifically identified as a trade secret.

5.5.2 Provide a separate document entitled “List of Redacted Information” which provides a succinct list of all trade secret information noted in the Proposal; listed in the order it appears in the submittal documents, identified by page number, section number, title, paragraph, if applicable, and specific portions of text/illustrations; or in a manner otherwise sufficient to allow the Department’s procurement personnel to determine the precise text/material subject to the notation. Additionally, this list must identify with each notation the specific basis for your position that the material be treated as exempt from disclosure and how exempting the material complies with the Idaho Public Records Law.

5.5.3 Submit a redacted copy of the Proposal with all trade secret information removed or blacked out. The redacted copy must be submitted electronically, with the file name “Redacted Information.”

Offeror shall indemnify and defend the Department against all liability, claims, damages, losses, expenses, actions, attorney fees and suits whatsoever for honoring a designation of exempt or for the Offeror’s failure to designate individual documents as exempt. The Offeror’s failure to designate as exempt any document or portion of a document that is released by the Department shall constitute a complete waiver of any and all claims for damages caused by any such release. If the Department receives a request for materials claimed exempt by the Offeror, the Offeror shall provide the legal defense for such claim.

5.6 (M) Executive Summary

Include an executive summary in the Technical Proposal providing a condensed overview of the contents of the Technical Proposal demonstrating an understanding of the services to be performed.

6 BUSINESS INFORMATION

6.1 (ME) Experience

Describe in detail the Offeror's knowledge and experience in providing services similar to those required in this RFP. Include Offeror's business history, description of current service area, and customer base. Additionally, specifically address the following mandatory minimum requirements:

6.1.1 The Offeror must have a minimum of three (3) years of experience providing the proposed product to be eligible for award.

6.1.2 The Offeror must have a minimum of three (3) successful implementations in a district of more than 10,000 students or a state level contract.

7 ORGANIZATION AND STAFFING

Describe the Offeror's qualifications to successfully complete the requirements of the RFP by providing a detailed response to the following:

7.1 (ME) Project Lead

Identify the person who will be the dedicated Project Lead if Offeror is awarded a contract. Provide a description of the FTE allocations and proposed Project Lead's experience and qualifications. The Offeror shall submit a resume in response to this section.

7.2 (ME) Key Personnel and Qualifications

Provide a list of key management, customer service, and other personnel to be used in the fulfillment of this Contract (in addition to the Project Lead). Provide role descriptions, including requisite qualifications and experience of the person(s)/role(s) identified, as well as an explanation of how the person in that role will contribute to the project. The Offeror's response should demonstrate the extent to which the Offeror has the expertise to accomplish the scope of work.

7.3 (ME) Subcontractors

If the Offeror intends to utilize subcontractors, describe the extent to which they will be used to comply with Contract requirements. Include each position providing service and provide a detailed description of how the subcontractors are anticipated to be involved under the Contract. Include a description of how the Offeror will ensure that all subcontractors and their employees will meet all scope of work requirements. The Offeror may submit a resume to this section.

If the Offeror does not intend to utilize subcontractors, provide a statement to that effect.

7.4 Components of the State Assessment System-

The following shows the statewide assessments that are in scope vs. out of scope.

Component Name	In Scope	Description and Purpose	Timing	Anticipated Yearly Volume	Major Uses	Required or Optional	Grades	Subjects
IRI	Yes	Early Literacy Assessment	2 times per year	90,000	Screeners Formative Summative	Required	K-3	Literacy
Dyslexia Screener	Yes	Screen for dyslexia	1 time per year	90,000	Screeners used for dyslexia	Required	K-3	Literacy
Dyslexia Screener	No	Screen for Dyslexia	1 time per year	40,000	Screeners for dyslexia	Required	4-5	Literacy
ISAT	No	Idaho Standards Achievement Test	1 time per year	21,000 per grade level	Content standards measurement	Required	3-8 and 11 5, 8, 11- Science	ELA Math Science
IDAA	No	Idaho Alternate Assessment	1 time per year	1% of each grade level population	Alternate Assessment	Required	3-8 and 10	ELA Math

Component Name	In Scope	Description and Purpose	Timing	Anticipated Yearly Volume	Major Uses	Required or Optional	Grades	Subjects
							5, 8, 11- Science	Science
P-SAT/SAT	No	College Entrance Exams	1 time per year	16,000/ 17,000	College Entrance Exam	Optional	10, 11	ELA Math
NAEP	No	National Assessment of Educational Progress	Every other year	8,000	Nation's report card	Required	4, 8, 12	ELA Math
ELPA-Screener	No	English Language Proficiency-Screener	1 time	40,000	Categorization as EL or non-EL	Required for newly arrived students identified as potential EL	K-12	English Language Proficiency

Component Name	In Scope	Description and Purpose	Timing	Anticipated Yearly Volume	Major Uses	Required or Optional	Grades	Subjects
ELPA	No	English Language Proficiency	1 time per year	20,000	EL program accountability	Required for all students categorized as Els within the last 3 years.	K-12	Reading Writing Listening Speaking
Alternate ELPA	No	Alternate English Language Proficiency	1 time per year	1% of each grade level	EL program accountability	Required for all students categorized as Els within the last 3 years.	K-12	Reading Writing Listening Speaking

8 SCOPE OF WORK-PROJECT APPROACH

Use this Proposal outline as part of the Offeror's response to the RFP. Evaluators will score Proposals based on the methodologies described and the completeness of the response to each item listed below. Unless otherwise noted, each item is worth 10 points. Describe in detail how the Offeror's Proposal will meet each requirement. Include personnel, timelines, methodologies, and any pertinent information that will be required from the Department to achieve full compliance with all tasks and deliverables. Should the Offeror become the awarded the Contract, any response found to be inaccurate, regardless of the reason, will deem the Contractor in breach of the Contract. The Contract may be terminated, or the Contractor given an opportunity to cure the breach at its own expense by modifying the Solution to meet the requirement.

If the Department terminates the Contract, the Department will have no liability to the Contractor, financially or otherwise, for inaccurate information given by the Offeror in its Proposal and retains the right to recover damages according to the Idaho Department of Education General Terms and Conditions and any special terms and conditions.

Offerors are cautioned and encouraged to seek clarifying information to any requirement by using the time set aside prior to the closing of the solicitation for receiving Offeror questions.

8.1 Description of Proposed Solution

Describe in detail how the Proposed Solution will fulfill the following requirements.

8.1.1 Assessment Types

Item #	Eval Code	Topic	Required Feature	Evidence/Info to Provide
8.1.1A	ME	<p> Screener</p> <p><i>The score for this item will be multiplied by 3.</i></p>	<p>A K-3 early literacy screener and Dyslexia Screener that identifies students at risk and is specifically designed to identify students exhibiting characteristics associated with dyslexia with immediate feedback to provide information to teachers.</p>	<p>Describe the assessment included in the Offeror's proposed solution that can be used to screen students in early literacy skills.</p> <p>Demonstrate the different components of the Offeror's assessment that would identify student having characteristics of dyslexia.</p> <p>If the Offeror's assessment package offers a RAN (rapid automatized naming) assessment, provide details in the administration and scoring components including the grade band.</p>
8.1.1B	ME	<p>Summative</p> <p><i>The score for this item will be multiplied by 3.</i></p>	<p>A K-3 assessment or assessment package that addresses the state's need for an end of the year assessment that allows for calculation of a student's literacy achievement level and growth. The resulting data should be appropriate for use for statewide accountability and funding allocations.</p>	<p>Describe the assessment included in the Offeror's proposed solution that can be used as an end-of-year summative assessment.</p>

8.1.2 Components of Design

Item #	Eval Code	Topic	Required Feature	Evidence/Info to Provide
8.1.2A	ME	Frequency and Testing Time	The State intends to require assessment of all students two times per year: in the fall and spring. The fall assessment will be used to screen K-3 students for interventions and characteristics of dyslexia; the spring end-of-year assessment will be used for K-3 accountability purposes. Fall and spring statewide assessment shall have the flexibility to assess shorter periods of time over several days and the ability to pause assessments.	<p>Demonstrate how the Offeror’s solution has flexibility to assess in shorter time periods over several days and the ability to pause an assessment.</p> <p>Clearly define the testing time for each student, including if there is a time limit on sections or subtests and possible pause rules.</p>
8.1.2B	ME	Science of Reading and Idaho Content Standards <i>The score for this item will be multiplied by 3.</i>	The K-3 assessment package will be rooted in the Science of Reading and aligned with the strands of Foundational Reading Skills, Reading Comprehension, and Vocabulary Development outlined of Idaho ELA State Standards	<p>Demonstrate with detailed information (and give examples) by grade level how the Offeror’s assessment is grounded in the Science of Reading (K-3) and aligned to the Idaho State Standards. If the Offeror’s solution is not fully aligned, address how the Offeror will address the standards that are not aligned.</p> <p>Supply detailed information, by grade level. Give specific examples, showing sample questions and designating the Science of Reading and Idaho State Standards to which they align.</p>

Item #	Eval Code	Topic	Required Feature	Evidence/Info to Provide
8.1.2C	ME	User-friendly and Age Appropriate	An assessment or assessment package that has user-friendly administration for both proctors and students and engages young students.	<p>Provide a detailed description of how each assessment included in the proposed solution can be administered in a manner that is user-friendly for both proctors and students in grade K-3.</p> <p>Provide various images or samples of assessment questions that describe how the solution engages young students. Describe how the vendor determines usability and human technology interactions with young students.</p>
8.1.2D	ME	Literacy Domains	A K-3 assessment or assessment package that measures phonological awareness, phonics, encoding, vocabulary, text comprehension and oral reading fluency (ideally with both fiction and non-fiction text)	Provide a detailed description of each of the identified literacy domains (phonological awareness, phonics, encoding, vocabulary, and text comprehension) and related components. Identify how the Offeror will assess the literacy domains and provide examples in the assessment.

8.1.3 Scoring and Reporting

Item #	Eval Code	Topic	Required Feature	Evidence/Info to Provide
8.1.3A	ME	Reports	<p>An assessment or assessment package that provides schools and educators with reports and data in a timely manner and in formats that can be used to inform instruction.</p> <p>At a minimum, reports must include student growth and proficiency reports at the individual student level, classroom level, grade level, district level, and state level; parent reports with explanation (must be available in English and Spanish); and detailed individual student performance report and achievement level descriptors (including at a minimum student performance on phonological/phonemic awareness, phonics, vocabulary, text comprehension and encoding).</p> <p>Reports must also include multi-year longitudinal reports.</p>	<p>Demonstrate the reports available for each assessment included in the Offeror’s solution. Provide details regarding the levels of reporting available: state, district, school, grade level, classroom, student, and parent reports.</p> <p>Describe how the State can work with the Offeror to create customized reports.</p>

8.1.4 Accessibility Features

Item #	Eval Code	Topic	Required Feature	Evidence/Info to Provide
8.1.4A	ME	General Accommodations	An assessment or assessment package that with appropriate accommodations for those who are receiving support services, including those who have an Individual Education Plan (IEP), Deaf or hard of hearing, blind or low vision, 504 plan, or are English language learners.	<p>Modeled after the Smarter Balanced Usability, Accessibility and Accommodations Guidelines specifically demonstrate accessibility features that follow the model of universal tools, designated supports and accommodations as appropriate for an early literacy assessment.</p> <p>Provide detailed information for each assessment included in the proposed solution, outlining the specific accommodations available in categories such as deaf or hard of hearing, blind or low vision, and English Language Learners. Describe how these accommodations are provided, whether embedded or non-embedded. Describe the populations for whom the assessments may not be appropriate due to the limitations in the accommodations provided.</p> <p>Specifically addressing students who are deaf or hard of hearing, detail accommodations such as facilitating a sign language interpreter, fingerspelling, screen duplication/casting, or providing visual cues for accessing phonology tasks. For blind or low vision students, discuss</p>

Item #	Eval Code	Topic	Required Feature	Evidence/Info to Provide
				<p>accommodations such as limiting visual clutter, implementing zoom features, or utilizing high contrast.</p> <p>If the assessment includes a timed component, explain how the timer may be turned off or paused during that section to accommodate students with disabilities.</p> <p>For each accommodation, both embedded and non-embedded, provide documentation demonstrating how it contributes to a valid and reliable score.</p> <p>If the Offeror offers an assessment for students with the most significant cognitive disabilities, provide a detailed description of this assessment. Indicate if the alternate assessment is included in the cost proposal, or if there is an additional fee, provide the cost and clearly designate the separate costs for the alternate assessment.</p>

8.1.5 Program Management

Item #	Eval Code	Topic	Required Feature	Evidence/Info to Provide
8.1.5A	ME	Program Management	<p>The Offeror has scheduled meetings once every two weeks virtually with the Idaho Department of Education to discuss any program management decisions and project progress. Either the Department or Offeror may call for a meeting at any time.</p> <p>The Offeror will include project management to ensure on-time delivery of all assessments, reports, and deliverables.</p> <p>The Offeror will take notes and establish an agenda at each meeting.</p>	<p>Provide detailed information about the meeting schedule and project management team.</p> <p>Include the Offeror’s plan for project management approach, including how the Offeror will work with the Department Lead before making changes in LEAs.</p>
8.1.5B	ME	Training	<p>An assessment or assessment package that includes webinars/online training, and/or other customer support to assist the State, educators, and Idaho students in using the Offeror’s solution.</p> <p>Training on system requirements will need to consist of 6-8 regional, in-person, train the trainer trainings throughout the state for the first year. For the following 4 years, optional training for the state in webinars and online trainings.</p>	<p>Provide a detailed description of the training available, clearly outlining which products and services would be included in the proposed solution and which are available for additional fees.</p> <p>Provide a detailed description of the customer service support available to the State, districts, schools, teachers, and students/parents, as applicable to the proposed solution, including hours of operation. Clearly outline which products and services would be included in the proposed solution and which are available for additional fees (please</p>

Item #	Eval Code	Topic	Required Feature	Evidence/Info to Provide
				note: do not include costs in the response, as they should be outlined in Attachment 4 only.)
8.1.5C	ME	Piloting/Transition Year	Must be able to have a piloting/transition period. Prior to a statewide rollout, the IRI will undergo a rigorous pilot/transition phase lasting 6-12 months. This period will allow for thorough testing and refinement, ensuring the assessment's effectiveness and reliability before broader implementation.	Provide details on the training and pilot phase the Offeror's solution can offer the State of Idaho's LEAs. Explain the population size and the implementation period of the pilot period the Offeror's Solution would have for the state.
8.1.5D	ME	Handling Irregularities	<p>The Offeror will define what constitutes a test administration irregularity.</p> <p>The Offeror has a robust process of identifying irregularities.</p> <p>The Offeror is required to outline the procedure for handling testing irregularities according to the Idaho Department of Education Assessment Integrity Guide.</p> <p>The Offeror allows the Department staff to reset or invalidate an assessment or section of the assessment on behalf of the LEAs.</p>	<p>The Offeror must provide a clear definition of testing irregularities and detail how they will affect the assessment process. Describe how the Offeror detects and handles test irregularities, and how the process reflects the state test security requirements.</p> <p>Outline procedures to allow the Department staff to reset or invalidate an assessment or section of the assessment on behalf of the LEAs.</p>
8.1.5E	E	Account Access	The Department of Education requires access to a full demo school and district for training purposes and all schools and districts platforms.	Demonstrate how the Idaho Department of Education can access a demo school account for training. Describe how the demo entity resembles a

Item #	Eval Code	Topic	Required Feature	Evidence/Info to Provide
				<p>typical Idaho school. Demonstrate how the Department can access all Idaho schools/LEAs accounts on behalf of them at all times for possible troubleshooting.</p>
8.1.5F	ME	Kick off meeting	<p>The Offeror will launch the project with a Kickoff meeting and establish a shared understanding of the goals, roles, responsibilities, and expectations.</p>	<p>Provide details on the Kickoff meeting. Who will be invited and what will the Kickoff meeting entail (include details of location, costs and who will be responsible for those costs.) Costs should be included in Attachment 4 only.</p>
8.1.5G	ME	Manuals	<p>The Offeror will prepare Idaho-specific manuals for the end-users, including but not limited to test administration manual, proctor manual, technology manual, accommodation/accessibility manual.</p>	<p>Provide an outline for each manual.</p> <p>If the Offeror can produce an Idaho-specific manual, describe how the Offeror will work the Department to customize the manual.</p>

8.2 Psychometrics

Summarize the Offeror’s relevant research demonstrating the data validity, reliability and/or functional effectiveness of the assessment or assessment package and instruction. Provide full research in the Appendices.

Item #	Eval Code	Topic	Required Feature	Evidence/Info to Provide
8.2.1	ME	Psychometrics for Screener <i>The score for this item will be multiplied by 3.</i>	A valid and reliable K-3 early literacy screener and Dyslexia Screener that identifies students at risk and is specifically designed to identify students exhibiting characteristics associated with dyslexia with immediate feedback to provide information to teachers.	Describe why the Offeror’s Solution is appropriate to use as a screener for early literacy and characteristics of dyslexia. Demonstrate how the statistical sensitivity of the Offeror’s Solution will identify students with characteristics of dyslexia. Attach technical reports that support the validity and reliability evidence.
8.2.2	ME	Psychometrics for Summative <i>The score for this item will be multiplied by 3.</i>	A valid and reliable K-3 assessment or assessment package that addresses the state’s need for an end of the year assessment that allows for calculation of a student’s literacy achievement level and growth. The resulting data should be appropriate for use for statewide accountability and funding allocations.	Describe how the Offeror’s Solution is appropriate to use as an end-of-year summative assessment (include proficiency and growth measures.) Demonstrate how the resulting data in the Offeror’s Solution is appropriate and has been used for accountability. Attach technical reports that support the validity and reliability evidence.
8.2.3	ME	Psychometrics of Science of Reading and Idaho Content Standards	The K-3 assessment package will be rooted in the Science of Reading and aligned with the strands of Foundational Reading Skills, Reading Comprehension, and Vocabulary Development	Demonstrate with detailed information and give examples by grade level how the Offeror’s assessment is grounded in the Science of Reading (K-3) and aligned to the Idaho State Standards. If

Item #	Eval Code	Topic	Required Feature	Evidence/Info to Provide
		<i>The score for this item will be multiplied by 3.</i>	outlined of Idaho ELA State Standards	<p>the Offeror’s solution is not fully aligned, describe how the Offeror will address the standards that are not aligned.</p> <p>Describe how the Offeror determines the alignment. Attach an alignment study if applicable.</p>
8.2.4	ME	Item Development Aligning to Blueprint	An early literacy assessment that effectively measures a wide range of foundational reading skills and an approach to create a pool of items that can meet the blueprint requirements for all students.	<p>Describe the Offeror's approach for developing items to meet the blueprint requirement.</p> <p>Describe the intended cognitive process, item types, and difficulty range identified for the Offeror’s solution.</p>
8.2.5	ME	Criterion or Norm Referenced	The Offeror’s K-3 assessment is valid and reliable.	<p>Describe how the Offeror’s assessment is referenced.</p> <p>For a normed assessment, describe the norming process used to establish the norms for this assessment. Describe the steps that were taken to ensure the norming process is representative of the diverse student population.</p> <p>For a criterion referenced assessment, describe the specific criteria or standards the assessment measures. Describe how these standards are determined, and how they are aligned with state or national educational standards.</p>

Item #	Eval Code	Topic	Required Feature	Evidence/Info to Provide
8.2.6	ME	Psychometrics of General Accommodations	An assessment or assessment package that with appropriate accommodations for those who are receiving support services, including those who have an Individual Education Plan (IEP), Deaf or hard of hearing, blind or low vision, 504 plan, or are English language learners.	For each accessibility feature in the Offerors' Solution, both embedded and non-embedded (including assessing with the timer on or off), provide documentation demonstrating how it contributes to a valid and reliable score.
8.2.7	ME	Blueprint and Item Specification	<p>An assessment package with blueprint and item specification that yields valid and reliable scores.</p> <p>An assessment has a blueprint that is consistent with the content standards, claims or domains, achievement level descriptors, and item types.</p>	Provide evidence and research of the Offeror's Solution for validity and reliability of the assessment including blueprint and item specification.
8.2.8	ME	Scoring	<p>An assessment or assessment package that provides scores for both the overall performance and proficiency in specific subdomains. Those specific domains must include phonological awareness, comprehension, vocabulary, reading readiness and fluency.</p> <p>An assessment that requires minimal teacher scoring component.</p> <p>An assessment that has a quick scoring and turn-around time.</p>	<p>Provide scoring specification and describe the validity and reliability of subdomain level scores.</p> <p>Describe how the student response is being scored (artificial intelligence (AI) or hand-scoring) and timeline (e.g. within 24 hours).</p> <p>Describe how the scoring rubric is developed.</p> <p>Describe the scoring quality control process, quality assurance process.</p> <p>Provide scoring specification for each item type, item specification, or item as appropriate.</p>

Item #	Eval Code	Topic	Required Feature	Evidence/Info to Provide
				<p>If hand scoring is utilized, describe the qualification of hand-scorers, recruitment process, and training requirements. Describe how the validity and reliability are monitored and procedures for minimizing errors.</p> <p>If AI scoring is utilized, describe the procedures and how scoring engine is trained and monitored.</p> <p>Describe how abnormal responses are detected.</p>
8.2.9	ME	Transition and Comparison	The Offeror will propose a solution to allow the state to compare the new assessment to the existing assessment.	Outline the procedures for comparing the results of the Offeror’s Solution with those of the existing vendor. Describe the methods by which the Department can maintain the continuity of spring-to-spring growth by incorporating scores from the existing assessment into the analysis of the new assessment results.
8.2.10	ME	Achievement Level Descriptors	Achievement level standards in levels or tiers that categorize student performance levels.	Describe the development of achievement level standards for the Offeror’s Solution. Include detailed information about the process used to set cut scores. Provide a detailed description of the Offeror’s Solution to customize the achievement level standards to be Idaho specific.

Item #	Eval Code	Topic	Required Feature	Evidence/Info to Provide
8.2.11	ME	Item Bank Development and Maintenance	The Offeror will have a robust item development and maintenance process.	<p>Describe the Offeror’s item development, item review, field-testing, and acceptance process.</p> <p>If the process allows participation from the Department and LEAs, describe how the Department or LEAs will participate in the process. This may include but not be limited to: item review, bias and sensitivity review, field testing, etc.</p> <p>Describe how the Offeror maintains the item bank (e.g. how often and how many new items are developed, analysis of new item needs and existing item pool adequacy, etc.)</p>
8.2.12	ME	Item Writing	Items are written by qualified individuals.	<p>Describe the qualification of item writers, recruitment process, and training materials provided to the item writers.</p> <p>Describe the process for item writer performance review and possible dismissal.</p>
8.2.13	ME	Reports	The Offeror will prepare technical report annually, following the end-of-year summative assessment.	<p>The Offeror will provide an example technical report or an outline of the technical report.</p> <p>If the Offeror can produce an Idaho-specific technical report, provide the information.</p>

Item #	Eval Code	Topic	Required Feature	Evidence/Info to Provide
8.2.14	ME	Field Testing	The Offeror provides a robust field testing and corresponding analyses.	Describe the field testing process and outline the corresponding analyses conducted to determine the outcome of field testing.

8.3 Pertinent Questions

Respond to the following questions:

Item #	Eval Code	Description
8.3.1	E	What experience does the Offeror have in Idaho Local Education Agencies?
8.3.2	E	What challenges has the Offeror seen in using computerized assessments with young learners? If so, how did the Offeror address those challenges?
8.3.3	E	What adjustments does the Offeror plan to make to the assessment or assessment package within the next 5 years and how might that affect the cost of a future contract for the Department? How often is data normed?
8.3.4	M	The Contractor must be an approved vendor on the Idaho State Board of Education’s literacy intervention tools list. Is the Offeror on the Idaho State Board of Education’s literacy intervention tools approved vendor list?

8.4 (ME) Minimal Technical Specifications and Solution

Respond as to whether the Proposed Solution meets the following technical specifications.

8.4.1 Technical - General

Item #	Eval Code	Description
8.4.1A	ME	The Offeror’s Solution must be provided as a hosted service. Hosting includes servers, patches, maintenance, and all services to keep the system operating 24 hours a day, 7 days a week.

Item #	Eval Code	Description
8.4.1B	ME	Does the Offeror's Solution require a local client install? If so, please describe.
8.4.1C	E	For the Offeror's Solution, list any local plugins or extensions required and include version requirements, e.g. Adobe Reader.
8.4.1D	ME	The Offeror's Solution must provide intuitive, user-friendly, and responsive graphical user interface (GUI).
8.4.1E	E	The Offeror's Solution will store and print customizable reports with customizable color, logo, branding.
8.4.1F	ME	The Department shall own its own data and data must be available for data extracts and backups.
8.4.1G	ME	The Offeror's Solution must include mobile integration including support for Android and iOS mobile devices and apps (or similar).
8.4.1H	ME	The Offeror's Solution must be fully compatible with all commonly used, updated user operating systems to include at a minimum Windows 11, version 23H2, ChromeOS 121, and MacOS 14.4.1, iOS 17.
8.4.1J	ME	The Offeror's Solution will provide minimum requirements of local technological infrastructure required for the assessment to be administered effectively (network bandwidth, appliances, etc.).
8.4.1K	ME	Security updates and maintenance upgrades to the Offeror's Solution shall be available throughout the contract period without any additional cost to the State.
8.4.1L	ME	The Offeror's Solution will comply with the latest Web Content Accessibility Guidelines (WCAG 2.2) to ensure accessibility standards and compliance with Section 508, ADA and FERPA.
8.4.1M	ME	Describe the Offeror's Solutions Implementation Plan.
8.4.1N	ME	The Offeror's Solution must provide the ability to create, edit, modify, extend, open and close testing windows in a simple and efficient manner.

8.4.2 Browser and Device Agnostic

Item #	Eval Code	Description
8.4.2A	ME	The Offeror's Solution is an operating system, application and/or browser agnostic works on all common platforms and browsers.
8.4.2B	ME	The Offerors' Solution supports touch screen operation.
8.4.2C	ME	The Offeror's Solution will support HTML5.

8.4.3 Integration Standards

Item #	Eval Code	Description
8.4.3A	ME	The Offeror's Solution supports easy export of data to industry standard SIS/LMS/IMS.
8.4.3B	ME	Describe how the Offeror's Solution integrates with industry standard SIS/LMS/IMS (rostering, data flow etc.).
8.4.3C	ME	The Offeror's Solution will require that students rostered in the platform have a state education identifier (EDUID) entered/recorded/rostered in the platform.
8.4.3D	E	The Offeror's Solution has an open API which partners can use to build out integrations.
8.4.3E	ME	The Offeror's Solution must have multiple rostering methods to support the various LEA sizes (e.g., Manual in site, file uploads, APIs). Describe the rostering system that accepts large data updates, daily if needed, to students who have been identified to take the assessment. Please provide additional details of any additional methods of rostering available to LEAs such as Clever, Classlink, etc.
8.4.3F	ME	The Offeror's Solution must outline a process for data validation.

8.4.4 Hosting Requirements

Item #	Eval Code	Description
8.4.4A	ME	Describe how the Offeror's Solution is experienced in hosting and managing an assessment solution.
8.4.4B	ME	The Offeror's Solution shall describe their hosting environment. The Offeror shall include a copy of the most recent audit. If the service is hosted by a third party, the Offeror shall provide detailed information of that hosting solution.
8.4.4C	ME	The Offeror's Solution will be uptime 24x7, 99.99% availability.
8.4.4D	ME	The Offeror's Solution will have all client's data separated from other clients.
8.4.4E	ME	The Offeror's Solutions maintenance is predictable and scheduled. Describe maintenance windows and how this information will be communicated to system users.
8.4.4F	ME	The Offeror's Solution supports the ability to archive and recover content & work.
8.4.4G	ME	The Offeror's Solution shall describe their backup and disaster recovery plan.
8.4.4H	ME	The Offeror's Solution is required to retain data for the duration of the contract, as well as for an additional five years following the end of the contract.
8.4.4J	ME	The Offeror's Solution shall ensure that all data processed, stored, and maintained in the solution shall NOT leave the borders of the United States. This shall include all online storage as well as data backups and archived data.
8.4.4K	ME	The Offeror's Solution shall describe how the Department retrieves its data in a form that can be used in the event of contract termination or expiration.

8.4.5 User Management

Item #	Eval Code	Description
8.4.5A	ME	The Offeror's Solution will support all Single Sign On. Provide details on how each LEA may utilize SSO.
8.4.5B	ME	The Offeror's Solution must require individual usernames and passwords for every user.
8.4.5C	ME	The Offeror's Solution must store authentication credentials in an encrypted format.
8.4.5D	ME	The Offeror's Solution must provide for a multifactor authentication mechanism for accounts other than students.
8.4.5E	ME	The Offeror's Solution must log unauthorized access attempts by date, time, user ID, device, and location. Additional details may be logged. Logs must be accessible to the Department.
8.4.5F	ME	Different profiles in the Offeror's Solution can be configured for different user groups such as teachers, students, groups, admins, etc., and specific access can be granted to each group.
8.4.5G	ME	The Offeror's Solution must enable creating, editing, and assigning groups. Students should be able to belong to multiple groups based on student contact to permit authorized access to given student data. For example, a Special Education teacher and classroom teacher must be able to have access to the students he/she teaches. This may be the same student.
8.4.5H	ME	In the Offeror's Solution authorized IDE System Managers must be able to make changes to the system (e.g., cut scores, tiers etc.) at no additional costs (whether technical support is required).
8.4.5J	ME	The Offeror's Solution will allow Administrators to impersonate user for troubleshooting purposes and must be logged and auditable.
8.4.5K	ME	The Offeror's Solution supports self-service password resets for non-student accounts.
8.4.5L	ME	In the Offeror's Solution the Administrators can quickly and easily create, suspend, disable, re-enable an account.

Item #	Eval Code	Description
8.4.5M	ME	In the Offeror’s Solution describe the user creation process (manually or imported from other systems or files).
8.4.5N	ME	Describe how in the Offeror’s Solution changes to accounts can be made individually or en masse by an Administrators.
8.4.5P	ME	Describe in the Offeror’s Solution how permissions can be easily managed for each user.
8.4.5Q	ME	In the Offeror’s Solution, Administrators can be restricted to managing specific user levels (e.g., school level admins, district level admins, state level admins etc.).
8.4.5R	ME	The Offeror’s Solution must have the capacity to allow all necessary administrative users to use the system concurrently.
8.4.5S	ME	The Offeror’s Solution must have the capacity to allow all necessary students to test concurrently.
8.4.5T	ME	Describe how the Offeror’s Solution would automatically log authorized user (admin, proctor, teacher, and student) activity [such as testing activity; system changes; setting changes; etc....] Provide details on how to view the logs and activity.
8.4.5U	ME	Describe how the Offeror’s Solution would allow testing across different testing environments (on-site vs remote).

8.4.6 Technical- Security

Item #	Eval Code	Description
8.4.6A	ME	In the Offeror’s Solution, describe security standards or frameworks the solution is aligned to (i.e., NIST Cyber Security Framework, NIST SP800-53r5, ISO 17799, ISO 27001, CIS Controls, etc.).
8.4.6B	ME	Describe the Offeror’s Solution vulnerability management system. The Solution shall have an annual penetration test, with an annual report to the state.

Item #	Eval Code	Description
8.4.6C	ME	Describe the Offeror's Solution security audits of solution and audit reports shared with the Department (i.e., SOC).
8.4.6D	ME	All data in the Offeror's Solution must be encrypted during transmission, use and at rest. Describe how data is stored and how data security is addressed.
8.4.6E	ME	The Offeror's Solution controls access to application functions through role-based access controls. Describe the various roles.
8.4.6F	ME	Describe the Offeror's Solution security rules such as maximum number of incorrect login attempts, session timeout, etc.
8.4.6G	ME	Outline the Offeror's Solution procedures for managing and notifying in the event of a cybersecurity incident or data breach. Specify the individual responsible for reporting such incidents or breaches. Requirements should comply with the Idaho Department of Education Special Terms and Conditions for Cloud Services.

8.4.7 Technical - Reporting

Item #	Eval Code	Description
8.4.7A	ME	The Offeror's Solution must allow all reports to be printed.
8.4.7B	ME	The Offeror's Solution must have the ability to report user statistics (the length of time a student was testing, the amount of time spend on each question, the last time the student logged in, etc.).
8.4.7C	ME	In the Offeror's Solution describe reporting output formats such as PDF.
8.4.7D	ME	The Offeror's Solution has the ability to create, save, and schedule custom reports.
8.4.7E	ME	The Offeror's Solution reports have consistent header information, e.g., title, district/school, report number, which can be customized by Department.

Item #	Eval Code	Description
8.4.7F	ME	The Offeror's Solution shall have detailed user activity reports such as time spent per question on assessments, time spent adding/changing content, completed activities.
8.4.7G	ME	The Offeror's Solution shall have log files and audit trails for policy enforcement that detail who has access and/or modified which data.
8.4.7H	ME	The Offeror's Solution must collaborate with Department Staff and develop business rules and file specifications consistent with existing practices for data file layout, data processing, and reporting (this must include the turnaround time for the Department to receive the data after the testing window closes).

8.4.8 Technical - Support

Item #	Eval Code	Description
8.4.8A	ME	In the Offeror's Solution, provide an example service level agreement (SLA) with at min. response time, outage response, and other industry standard items.
8.4.8B	ME	In the Offeror's Solution, system support must only be provided by the contractor, or a subcontractor approved by the Department.
8.4.8C	ME	User functional documentation is provided with the Offeror's Solution.
8.4.8D	ME	Implementation documentation is provided with the Offeror's Solution.
8.4.8E	ME	Describe the Offeror's Solution online help resources that are available to end users and support staff.
8.4.8F	ME	The Offeror's Solution must deliver and/or provide access to the assessment Test Coordinator manual and the Test Administer Manual to the state at least 90 days before the fall testing window.
8.4.8G	ME	Explain how the Offeror's Solution can remotely support clients (LEA and Department).
8.4.8H	ME	Technical support, licensing fees, upgrades and patches must be included in the Offeror's Solution annual fee.

Item #	Eval Code	Description
8.4.8J	ME	All error messages in the Offeror’s Solution, produced by the system must be user-friendly and meaningful so that users can determine how to correct the error or cancel the process.
8.4.8K	ME	Describe the Offeror’s Solution help/service ticket system and resolution process.
8.4.8L	ME	In the Offeror’s Solution, technical support must be available to the Department and district and school administrative users by phone during regular Idaho Department of Education business hours -(M-F, 7:00 a.m. - 7:00 p.m. Mountain Time). Identify any additional support avenues that may be available such as online chat or email.
8.4.8M	ME	The Offeror’s Solution must have standard scheduled maintenance window outside of standard school hours.
8.4.8N	E	Describe the Offeror’s Solution version release schedule and process including release note process.
8.4.8P	ME	Identify the Offeror’s Solution current release/version and date on which first version of product was released.
8.4.8Q	ME	The Offeror’s Solution must include a product development and enhancement roadmap available upon request.

8.5 (E) Optional Functionality

The Department may be interested in adding supplemental functionality, now or at some time in the future (during the life of the Contract). If the Offeror can provide the following functionality (or if the proposed solution includes this functionality as offered), describe the capabilities and how the functionality relates to the offered solution.

Item #	Eval Code	Topic	Required Feature	Evidence/Info to Provide
8.5.1	E	Progress Monitoring <i>The score for this item will be multiplied by 3.</i>	A K-3 assessment or assessment package designed to fulfill the State's desire for progress monitoring throughout the year. This progress monitoring tool will assess advancements toward learning targets, considering the rates of improvement for the specific skill targeted by an intervention.	Describe the assessment included in the Offeror's proposed solution that can be used to progress monitor students.
8.5.2	E	Psychometrics for Progress Monitoring <i>The score for this item will be multiplied by 3.</i>	A K-3 assessment or assessment package designed to fulfill the State's desire for progress monitoring throughout the year. This progress monitoring tool will assess advancements toward learning targets, considering the rates of improvement for the specific skill targeted by an intervention. Importantly, the question sets in the progress monitoring package must have a variety of question banks and differ from those in the screener and summative assessments.	Describe how the Offeror's Solution is appropriate to use as progress monitoring. Demonstrate how the Offeror's Solution for progress monitoring will lead to advancements towards learning targets. Describe the number of question sets available in the progress monitoring package and how they differ from the Screener or Summative assessments. Attach technical report that supports the validity and reliability evidence.

Item #	Eval Code	Topic	Required Feature	Evidence/Info to Provide
8.5.3	E	Paper/Pencil Assessment	An assessment package that can be administered on paper/pencil (including Braille) whose results will be comparable to those obtained through digital testing.	Provide details on the Offeror's Solution on a paper/pencil assessment, including Braille and how the results will be comparable to those obtained through digital testing.
8.5.4	E	Psychometrics of Paper/Pencil Assessment	An assessment package that can be administered on paper/pencil whose results will be comparable to those obtained through digital testing.	Provide the Offeror's technical report for paper/pencil assessment. Describe how the Offeror's Solution will accommodate students who need paper/pencil assessment.
8.5.5	E	Voice	The voices used in the platform will be human-like, ensuring accurate articulation in both speech and providing directions. For children learning to read with multimodal input, it would be beneficial to see a human mouth speak during instructions and phonemic awareness activities.	Provide details on how the Offeror's solution ensures the voice reflects accurate articulation in spoken words and directions. Describe how the Offeror's Solution offers visual access to a human mouth, enabling users to observe the articulator demonstrating proper placement for producing the target sound or phoneme. Describe how the state can request an update to a certain dialect or accent in the way the voices are delivered.
8.5.6	E	Adaptive Testing	An Early Literacy Assessment that has a computer adaptive algorithm that accurately differentiates student performance.	Describe how in the Offeror's Solution, the computer- adaptive assessment is used to accurately identify a student's literacy skill level, regardless of whether the student is below, at, or above grade level.

Item #	Eval Code	Topic	Required Feature	Evidence/Info to Provide
8.5.7	E	Growth Calculation	An assessment or assessment package that measures early literacy with reports with growth calculation.	Provide a detailed description in the Offeror's Solution of the growth model used (i.e., fall to spring or spring to spring) to support Idaho's growth-based funding model in Idaho Code section 33-1002.
8.5.8	E	Scale	An assessment has a vertical scale. The Offeror provides a robust scaling and equating procedures.	Describe the scaling method and procedures for scaling equated theta scales. Describe equating method and propose an approach to independent replication of equating, if applicable.

9 COST PROPOSAL AND BILLING PROCEDURE

9.1 (ME) Cost Proposal

Use the format established in Attachment 4 to respond to the RFP Cost Proposal. Title the document “Cost Proposal – 25-2704, Idaho Reading Indicator – Offeror Name.” The Cost Proposal must be submitted as a separate document to the Technical Proposal. Altering the format of Attachment 4 may result in a finding that the Proposal is non-responsive.

The Offeror must provide a fully burdened rate, which must include, **but not be limited to**, all operating and personnel expenses, such as: overhead, salaries, administrative expenses, profit, and supplies.

9.2 Billing Procedure

The Contractor must provide a signed invoice upon the Department’s acceptance of each line item. The invoice must be submitted no later than thirty (30) calendar days after acceptance. No invoice shall be accepted or paid without receipt of required documentation. Invoices submitted without the required documentation will be returned to the Contractor for resubmission.

The Contractor must provide the following information with each invoice:

9.2.1 Idaho Department of Education contract number

9.2.2 Identification of the billing period.

9.2.3 Total dollar amount billed for the billing period.

9.2.4 Detailed description of services/products provided and associated number of hours/dollar amounts, as appropriate.

9.2.5 Name of authorized individual/contact information for Contractor.

10 PROPOSAL REVIEW, EVALUATION, AND AWARD

The Department’s objective in soliciting and evaluating Proposals is to ensure the selection of an Offeror that will produce the best possible results for the funds expended.

10.1 Overview

10.1.1 All Proposals will be reviewed first to ensure that they meet the Mandatory Submission Requirements of the RFP as addressed in Sections noted with an (M) or (ME). Any Proposal not meeting the Mandatory Submission Requirements will be found non-responsive.

10.1.2 Evaluation Criteria

Mandatory Submission Requirements	Pass/Fail
Business Information (Section 6)	100 Points
Organization and Staffing (Section 7)	100 Points
Scope of Work-Project Approach (Section 8)	500 Points
Oral Presentations or Demonstrations (if conducted)	200 Points
Cost Proposal (Attachment 4)	300 Points
Total Points	1,000 Points
Total Points with Presentations	1,200 Points

10.2 Technical Proposal

10.2.1 The Technical Proposal will be reviewed first on a “pass” or “fail” basis to determine compliance with those requirements listed in the RFP with an (M) or (ME). All Proposals determined by the Department, in its sole discretion, to be responsive in this regard will continue in the evaluation process outlined in this Section.

10.2.2 Technical Proposal will be evaluated and scored utilizing one or more Technical Proposal Evaluation Committee.

10.2.3 The scores for the Technical Proposal (Sections 6, 7, and 8) will be normalized as follows:

The proposal with the highest raw technical score will receive all available Technical Points: 700 points. Other proposals will be assigned a portion of the maximum available points, using the formula:

$$700 \quad \times \quad \frac{\text{raw score of Technical Proposal being evaluated}}{\text{highest raw technical score.}}$$

10.3 Oral Presentations/Product Demonstrations

10.3.1 At the Department’s discretion, the Offerors with the highest raw score after the evaluation of the Technical Proposal is complete, may be asked to make oral presentations or product demonstrations. If presentations or demonstrations are conducted, they will be mandatory for all invited Offerors.

10.3.2 The scores for Oral Presentations/Product Demonstrations will be normalized as follows:

The Oral Presentation/Product Demonstration with the highest raw score will receive all available Oral Presentation/Product Demonstration Points: 200 points. Other proposals will be assigned a portion of the maximum available, using the formula:

$$200 \quad \times \quad \frac{\text{raw score of Presentation/Demonstration evaluated}}{\text{highest raw Presentation/Demonstration score.}}$$

10.4 Cost Proposal

10.4.1 If Oral Presentations/Product Demonstrations are conducted, the Cost Proposal will be opened and evaluated only for the Offerors who are invited to and provide Oral Presentations/Product Demonstrations. If Oral Presentations/Product Demonstrations are not conducted, the Cost Proposal from every Offeror that is responsive up to this point will be opened and evaluated.

10.4.2 The scores for the Cost Proposal will be normalized as follows:

The cost evaluation will be based on Total 5-Year Cost. The Cost Proposal with the lowest overall Total Cost will receive all available Cost Points: 300 points. Other Proposals will be assigned a portion of the maximum score using the formula:

300 X lowest overall Total Cost
Overall Total Cost being evaluated.

10.5 Award and Offeror Discussions

The Department may, at its sole option, either accept an Offeror’s initial proposal by award of contract or enter into discussions with Offerors whose proposals are deemed to be reasonably susceptible of being considered for award. Discussions with individual Offerors (including the utilization of one or more rounds of “Best and Final Offer” and/or Negotiations) may be conducted. NOTE: Offerors should submit their best proposals initially, as there is no guarantee that the Department will conduct any discussions. The Department may, in its best interest, elect to award the contract to or enter into discussions with the apparent responsive, responsible Offeror whose Proposal receives the highest number of total normalized points.

10.6 Responsibilities

The RFP Lead may, at the Department’s sole discretion, require the apparent high point Offeror to provide documentation to demonstrate its responsibility. The RFP Lead may request documentation including, but not limited to, credit or financial reports and references. Failure to provide requested documentation may result in the Offeror being deemed non-responsible. Nothing herein shall prevent the Department from using other means to determine the Offeror’s responsibility.

10.7 Notification of Intent to Award Contract/Awarding of Contract/Reconsideration

Award of Contract will be made to the responsive, responsible Offeror whose Proposal receives the highest number of total normalized points. The Department will notify all Offerors by email of its intent to award a contract and of the evaluation scores. If the selected Offeror does not enter into a contract within ninety (90) days of notification, the Department may withdraw the award from that Offeror and award the contract to the Offeror ranked second in the evaluation process. Within five (5) working days from the date of notice of award, the responsive, responsible Offerors may submit a request for reconsideration in writing to the RFP Lead. The request shall specifically state the exact basis for reconsideration. The Superintendent of Public Instruction will, in her sole discretion, review the request and issue a written response to the request.

ATTACHMENT 1 - OFFEROR QUESTIONS

PLEASE DO NOT IDENTIFY THE OFFEROR'S NAME OR COMPANY'S NAME OR PRODUCT NAMES OF INTELLECTUALPROPERTY IN THE QUESTIONS.

ADD ROWS BY HITTING THE TAB KEY WHILE WITHIN THE TABLE AND WITHIN THE FINAL ROW.

The following instructions must be followed when submitting questions using the question format on thefollowing page.

1. DO NOT CHANGE THE FORMAT OR FONT. Do not bold the Offeror's questions or change the color of the font.
2. Enter the RFP section number that the question is for in the "RFP Section" field (column 2). If the question is a general question not related to a specific RFP section, enter "General" in column 2. If the question is in regard to a provision of the Idaho Department of Education General Terms and Conditions or any special terms and conditions, state the clause number in column 2. If the question is in regard to an attachment, enter the attachment identifier (example "Attachment A") in the "RFP Section" (column 2), and the attachment page number in the "RFP page" field (column 3).
3. Do not enter text into the "Response" field (column 5). This is for the Department's use only.
4. Once completed, this form is to be e-mailed to the RFP Lead at procurement@sde.idaho.gov. The e-mail subject line is to state the RFP number followed by "Offeror Questions – Offeror Name."

Question	RFP Section	RFP Page	Question	Response
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ATTACHMENT 2 – COVER FORM

(M) The Cover Form must be completed, signed, and submitted with the Offeror’s Proposal. Failure to complete and submit this form may result in the Proposal being deemed non-responsive.

Instructions: The Technical Proposal must include a signed copy of this cover form. Copy and paste this form onto the company letterhead, or include the following information: Offeror’s company name, mailing address, phone number, fax number, e-mail address, and name of Offeror’s authorized signer. The cover form must include the RFP Number and Title and must be signed by an individual authorized to commit the Offeror to the contents of the Proposal.

Requirement	Response
Offeror’s corporate or other legal entity status	<input type="checkbox"/> Corporation <input type="checkbox"/> Limited Liability Corporation (LLC) <input type="checkbox"/> Limited Liability Partnership <input type="checkbox"/> Sole Proprietorship <input type="checkbox"/> Other (specify)
Offeror’s Tax Identification Number	EIN:
Offeror’s DUNS Number	DUNS:
Is Offeror a legal entity with the legal right to contract?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other than modifications/exceptions identified on Attachment 2, does Offeror accept, and is Offeror willing to comply with, the requirements of this RFP and attachments, including but not limited to those identified in the Idaho Department of Education General and Special Terms and Conditions?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is Offeror in compliance with applicable equal employment regulations?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does Offeror affirm that it has not employed any company or person other than a bone fide employee working solely for the Offeror or a company regularly employed as its marketing agent, to solicit or secure the Contract, and that it has not paid or agreed to pay any company or person, other than a bone fide employee working solely for the Offeror or a company	<input type="checkbox"/> Yes <input type="checkbox"/> No

Requirement	Response
regularly employed by the Offeror as its marketing agent, any fee, commission, percentage, brokerage fee, gifts, or any other consideration contingent upon or resulting from the award of the Contract.?	
Does Offeror understand and agree that for breach or violation of the above term, the State has the right to annul the Contract without liability or, in its discretion, to deduct from the offered price the amount of any such fee, commission, percentage, brokerage fee, gifts, or contingencies.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Firm(s) and/or staff responsible for writing the Proposal	Names:
Does Offeror affirm that it is not currently suspended, debarred, or otherwise excluded from federal or state procurement and non-procurement programs? Note: vendor information is available at https://sam.gov/ .	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the Offeror affirm that the Proposal will be firm and binding for ninety (90) calendar days from the Proposal opening date?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does Offeror warrant that it does not knowingly and willfully employ persons who cannot legally work in this country; and that Offeror takes steps to verify that it does not hire persons who have entered our nation illegally or cannot legally work in the United States; and that any misrepresentation in this regard or any employment of persons who have entered our nation illegally or cannot legally work in the United States constitutes a material breach and will be cause for the imposition of monetary penalties up to five percent (5%) of the Contract price, per violation, and/or termination of the Contract?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Signed By: _____

Printed Name: _____

Date:

ATTACHMENT 3 – SIGNATURE PAGE

Signatures. Unless otherwise stated above, this Agreement is effective on the date of last signature:

Contractor's Legal Business Name		
Contractor's Authorized Representative's Printed Name	Title	
Signature		Date

Department of Education Authorized Representative's Printed Name	Title	
Signature		Date

ATTACHMENT 4 – COST PROPOSAL

The Offeror shall submit this Cost Proposal as a separate document labeled as "Cost Proposal – 25-2700 Idaho Reading Indicator." The Cost Proposal must be separate from the Technical Proposal and all other documents submitted with the response. Along with this Cost Proposal, please provide an itemized breakdown to support the Offeror’s cost.

DESCRIPTION	FULLY BURDENED COST
Year 1 Service	\$ _____
Year 2 Service*	\$ _____
Year 3 Service*	\$ _____
Year 4 Service*	\$ _____
Year 5 Service*	\$ _____
Total 5-Year Cost	\$ _____

*Optional renewal years

Optional Pricing: Provide the total price for optional functionalities identified in 8.5. Along with this Cost Proposal, please provide an itemized breakdown to support the Offeror’s cost.

DESCRIPTION	FULLY-BURDENED COST
Progress Monitoring	\$ _____
Psychometrics for Progress Monitoring	\$ _____
Paper/Pencil Assessment	\$ _____
Psychometrics for Paper/Pencil Assessment	\$ _____

Voice	\$
Adaptive Testing	\$
Growth Calculation	\$
Scale	\$

Contractor's Legal Business Name	
Phone:	Email:
Contractor's Authorized Representative's Printed Name	Title
Signature	Date