



October 15, 2021

Ms. Emily Cranfill, Senior Account Manager
Indiana Department of Administration
Procurement Division
402 W. Washington Street, Room W468
Indianapolis, IN 46204

RE: RFP 22-68274 – ILEARN, IREAD-3, and I AM Assessments

Dear Ms. Cranfill,

Cambium Assessment, Inc. (CAI), is pleased to submit this proposal to provide a comprehensive and robust online solution for the development, administration, scoring, reporting, and other services related to the Indiana Learning Evaluation Assessment Readiness Network (ILEARN), the Indiana Reading Evaluation and Determination, Grade 3 (IREAD-3) Assessment, and Indiana’s Alternate Measure (I AM).

CAI reaches beyond state-of-the-art practices to deliver innovative models, materials, and strategies that advance the field of measurement and improve the validity of student scores. CAI delivers the core grades 3–8 English/Language Arts (ELA) and Mathematics testing in 20 states and territories, serving 38% of students nationwide. We also deliver statewide alternate assessments, end-of-course assessments, Science and Social Studies assessments, and English Language Proficiency (ELP) testing programs.

In the following sections, we address the RFP requirements covered in Section 2.2, Executive Summary.

2.2.2 Summary of Ability and Desire to Supply the Required Products or Services

Introduction

CAI is committed to using the best measurement technologies to support state accountability systems and inform school and district instruction. We believe that accountability focuses educators on a common mission to help students master state-adopted learning standards. This focus guides educators, especially as they support those students who are most in need.

In this proposal, we outline our plans to continue supporting the Indiana Department of Education (IDOE) in the development and implementation of the ILEARN, IREAD-3, and I AM assessments.

IDOE and all Indiana educators have the firsthand experience needed to interpret and evaluate the claims and statements in our proposal. CAI already works with IDOE to deliver Indiana’s current statewide tests in ELA, Mathematics, Science, and Social Studies, as well as Indiana’s alternate assessments.

In this executive summary, we emphasize the following key points and themes from our presentation:

- Our experience delivering comparable state assessment programs
- Our industry-leading technologies in the areas of test development
- Our proven ability to score online assessments accurately and report the results immediately
- Our psychometric expertise and capabilities

Related Experience

Even though Spring 2020 testing was disrupted on a national scale due to the COVID-19 pandemic, CAI successfully delivered more than 40 million tests in the 2020–2021 school year; in the 2018–2019 school

year, we delivered more than 60.7 million tests with near-perfect uptime across all clients. CAI delivers online testing in 26 U.S. states and jurisdictions. For 23 of those clients, we deliver customized adaptive assessments, including tests in ELA and Mathematics. We currently deliver statewide assessments in a number of large states, including California, where more than 99.99% of that state's 3.2 million grade-eligible students take online adaptive tests. States as varied as Connecticut, Ohio, Oregon, and Washington, among many others, test most of their students using our online platform. Indiana has successfully deployed our system since 2019.

CAI is the only organization to have delivered statewide adaptive assessments at scale in ELA, Mathematics, and Science for over a decade. CAI has supported more than a half-dozen states as they transitioned almost instantly from a paper-and-pencil testing system to a virtually all-online assessment; these clients included rural states (e.g., New Hampshire, Vermont), isolated states (e.g., Hawaii), and very large states (e.g., California).

Industry-Leading Test Development

The first generation of online tests simply placed paper-and-pencil tests online. The next generation incorporated some technology-enhanced features, such as machine-scored graphic-response items, machine-scored equation items, a variety of selected-response input types, and some level of automated scoring of both essays and shorter written responses. CAI clients are now benefiting from third-generation technologies that make greater use of sophisticated digital capabilities.

Third-generation assessment tasks perform the following critical functions:

- They engage students in meaningful, real-world tasks similar to those used in effective instruction.
- They require sustained attention to, and engagement with, the task to achieve the goal.
- They are scored intelligently by the computer, incorporating information about early mistakes into the evaluation of later responses.
- They create and use many opportunities to discern what students know and can do as they work through the tasks.
- They clearly define not only the features of the response that are thought to provide relevant evidence of targeted skills and knowledge but also the inference that the evidence is meant to support.

The way in which items are scored creates a direct link between *what the student does* and the *skills and knowledge* that the student's response demonstrates. This approach provides a physical embodiment of *evidence-centered design*, Mislevy and Haertel's well-regarded approach to cognitive measurement (Mislevy & Haertel, 2006). This approach provides a framework for ensuring and reviewing alignment during test development and, when tests are scored and reported, a clear explanation of what was measured, how it was measured, and why it was measured.

Accurate and Reliable Scoring and Reporting

With all of our state testing programs, CAI has proven our ability to develop and deliver easily understood reports based on accurate and reliable data. Student results are reported immediately in our Centralized Reporting System (CRS) so that educators can act quickly on assessment results. The system is intuitive and user-friendly, and educators can use the CRS to find and interpret data for multiple assessments.

The process used to produce individual student reports gives us nearly unlimited flexibility in designing variable text and data reports. This flexibility enables our designers and psychometricians to experiment with different ways to visualize the data and, ultimately, to propose designs that can be accurately interpreted by parents. Over the years, we have tested and refined a variety of data displays and communication techniques in focus groups and cognitive interviews. This research has helped us to

design reports that not only provide valid data but which also guide users to valid interpretations and inferences derived from that data.

Psychometric Activities

CAI psychometricians provide comprehensive psychometric support for 12 custom state general-education assessments in ELA, Mathematics, and/or Science as well as psychometric support services for an additional 10 states, plus the U.S. Virgin Islands, which participates in the Smarter Balanced assessments. Our psychometricians also support 10 state alternate assessments and nine state ELP assessments.

CAI psychometricians exhaustively document the technical quality of our state assessment systems in annual client reports, and we have successfully supported our state clients through peer review. CAI is widely recognized as the industry leader in assessment psychometrics. In nearly every state where CAI has implemented an online or adaptive testing system—including the adaptive system we designed and built for the Smarter Balanced Assessment Consortium—our superior technical support has resulted in a *Substantially Meets Requirements* rating from the U.S. Department of Education. We aim to consistently apply and develop the most rigorous and technically sound scientific methods and to document these methods for a broad audience that includes educational stakeholders, policymakers, researchers, and practitioners.

Proposed Test Design

We propose to continue our collaboration with IDOE to successfully develop and implement the ILEARN, IREAD-3, and I AM assessments. The ILEARN test design process followed a rigorous blueprint creation procedure in which Indiana educators developed ILEARN blueprints that specified how achievement of the Indiana Academic Standards (IAS) for ELA, Mathematics, Science, and Social Studies would be assessed across grades. Blueprint elements included the total number of test items, the range of items administered for each assessed IAS, the organization of standards into reporting categories, and the range of items administered for each reporting category.

Indiana educators were further able to prioritize some of the IAS in their specification of item ranges for each standard. The ILEARN assessments in ELA, Mathematics, and Science are administered adaptively, while the Social Studies assessments are fixed-form due to limited numbers of bank items. IDOE also offers fixed-form paper-and-pencil tests as an accommodation. All fixed-form tests are constructed following the same ILEARN blueprint used to administer tests adaptively. The advantage of item-adaptive assessments is that by targeting test information to student ability, they achieve more precise test scores for low- and high-ability students than would be possible with fixed forms.

The ILEARN assessments in ELA and Mathematics are deployed primarily using the Smarter Balanced item pools, but the ELA and Mathematics item pools are also augmented with Indiana-developed items and CAI's Independent College and Career Readiness (ICCR) item pools. The elementary and middle school Science and Social Studies assessments are deployed using Indiana-developed items, with the Science assessments augmented with ICCR items. The high school Biology assessment is deployed using Hawaii's statewide assessment item pools.

I AM is currently a stage-adaptive assessment with operational items administered in two parts. In Part 1, all students take the same assessment across a range of complexities. Performance on this first set of items determines the next set of items delivered to the student in one of three Part 2 forms, comprising items of either low, medium, or high complexity. The final summative scale scores combine performance on items from both parts of the assessment. The overall scale scores for Indiana students align with three proficiency levels: Below Proficiency, Approaching Proficiency, and At Proficiency.

We recognize that IDOE may be interested in modifying the I AM test design, and CAI will work closely with IDOE to develop and implement a redesigned alternate assessment system. As the I AM pools increase, IDOE may also wish to consider adopting an item-adaptive test design for I AM, which provides greater measurement precision across the range of student abilities. CAI will work with IDOE and other stakeholders to adjust the test design in a manner that will still meet all blueprint specifications.

IREAD-3 was first administered to students during Spring 2012 in accordance with House Enrolled Act 1367. The IREAD-3 assessment was constructed to measure foundational reading standards through grade 3. In 2014, the new IAS in ELA were adopted for IREAD-3. Rather than measuring all of the IAS in ELA, IREAD-3 assessments now focus on the standards most relevant to foundational reading proficiency. All IREAD-3 test forms were developed under a prior contract and are scored using pre-equated item parameters.

Conclusion

CAI hopes to continue working with IDOE to build on the success of Indiana's assessments and to collaborate with the State on the design and implementation of its new assessments. As one of the nation's largest providers of statewide online tests, we bring robust experience to this ongoing endeavor.

We hope that this proposal demonstrates ways in which CAI can help IDOE contribute to continuously improving education for Indiana's students.

2.2.3 Signature of Authorized Representative

As president of Cambium Assessment, Inc., I, Steve Kromer, am authorized to make the offer described in this proposal on behalf of CAI. Attached is the warrant delegation.

Principal Contact: Snehal Pathak
Address: 1000 Thomas Jefferson Street, NW
Washington, DC 20007
Telephone (Jabber): 202-926-2729
Email Address: Snehal.Pathak@cambiumassessment.com

2.2.4 Respondent Notification

CAI acknowledges that unless otherwise indicated in the transmittal letter, we will be notified via email. We will notify the Procurement Division of any changes in any address that may have occurred since the origination of this solicitation.

2.2.5 Secretary of State

CAI is registered to conduct business with the State of Indiana.
CAI's Business ID is 201910281354203.
CAI's Business Registration Information can be found in Appendix E of our business proposal.
CAI's Delaware Certificate of Authority is provided in Appendix A of our business proposal.

2.2.6 Other Information

CAI's Company Bidder ID: #0000051959
EIN: 84-3272684
Type of Business: Corporation
North American Industry Classification System (NAICS) Code: 61 Educational Services

Ms. Cranfill
October 15, 2021

Page 5 of 5

Subcontractors

CAI will partner with Data Recognition Corporation for printing, distribution, retrieval, and processing of paper-based materials, as well as scanning and performance assessment services for human scoring; and with Caveon for web monitoring services. We believe our teams' collective efforts provide all the capabilities that Indiana will need to successfully deliver its assessments.

Should you have any questions or require any clarification, please contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Kromer". The signature is fluid and cursive, with a long horizontal stroke at the end.

Steve Kromer
President, Cambium Assessment, Inc.
Telephone: 202-926-2227
Email: Steve.Kromer@cambiumassessment.com

Cambium Learning Group

Contract Office Warrant Delegation

As Chief Executive Officer of Cambium Learning Group, I hereby delegate to Steve Kromer, President, Cambium Assessment, Inc. ("CAI") authority to sign on behalf of CAI, any commercial or government grant, contract, subcontract or modification of awards made to the programs of CAI. For this delegation to be effective, Steve Kromer agrees to solemnly affirm the responsibility to uphold and protect CAI's fiduciary interests in its business affairs in full compliance with established corporate policies and procedures and applicable statutory rules and regulations.

This warrant shall remain in effect until written notice of its amendment or rescission.



John Campbell, CEO, Cambium Learning Group

10/16/2020

Date

I hereby solemnly affirm the delegated responsibility to uphold and protect CAI's fiduciary interest in its business affairs in full compliance with established corporate policies and procedures and applicable statutory rules and regulations.



Steve Kromer, President, Cambium Assessment Inc.

10/16/2020

Date