

Indiana I AM Alternate Assessment Research

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Cost Assumptions, Conditions, and
Constraints

Submitted To:

Stephanie Nelson
Senior Account Manager
Indiana Department of Administration
Procurement Division
402 W. Washington St, Room W468
Indianapolis, IN 46204
Email: stenelson@idoa.in.gov

Submitted By:

Marianne Perie and Jose Blackorby
WestEd
730 Harrison Street
San Francisco, CA 94107
415-565-3000
Email: mperie@wested.org

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Cost Assumptions, Conditions, and Constraints

WestEd's cost assumptions are included in the Cost Proposal Narrative, as directed in the RFP. There are several assumptions that impact pricing which we draw to IDOE's attention here.

1. Expert and practitioner engagement

As described Technical Proposal, we believe significant engagement with relevant stakeholders will be critical to the success of the project. As noted in the Cost Proposal Narrative, we assume four expert panel meetings, three practitioner panel meetings, an in-person item review meeting focused on bias, sensitivity and accessibility, and two virtual focus groups to gather feedback at various stages of the project. Holding fewer meetings would result in fewer opportunities for feedback but would decrease the budget. Alternatively, replacing meetings with more opportunities for written feedback could also decrease costs.

2. Exemplar form development

Because we know IDOE would like to pursue a through-course design, we assume that exemplar forms should include sufficient items/tasks to show what a through-course assessment would look like for an entire year for one grade level in ELA and one in math. For cost purposes, we have assumed that we will need to create 32 new items in ELA and mathematics so that they could be grouped into 3-4 forms to exemplify a through-course model. If IDOE prefers that only tasks that would be administered early in the school year be developed (based on teacher survey feedback about content sequencing), fewer items might need to be developed. Additionally, information gathered through the project (literature review, policy scan, feedback from experts and practitioners) will influence the design, which could also result in fewer new items being needed.

3. Data collection

In order to test out exemplar forms representing a full year's worth of material for each grade and subject, we anticipate needing approximately 40 students in total (20 per grade/subject). If we are testing out a smaller number of forms, we could include fewer students in data collection and therefore carry out fewer cognitive lab observations. Additionally, if data collection is clustered in fewer schools or corporations, we can hold fewer focus groups with teachers/test administrators to gather their feedback. We have assumed up to 8 focus groups may be needed, but this number could be reduced if teachers are grouped in fewer locations. We believe in-person focus groups will be the best way to gather information on test administration, but these focus groups could also be conducted online to reduce travel costs.