



# Indiana Department of Education

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## **Section 1.0: Purpose/Background**

The purpose of this Request for Proposal (RFP) is to secure a vendor to create and administer Indiana's statewide alternate assessment for accountability beginning school year 2025-2026.

Indiana administers statewide assessments to students per the Every Student Succeeds Act ([ESSA](#)). Students with significant cognitive disabilities as defined under the Individuals with Disabilities Education Act ([IDEA](#)) participate in Indiana's Alternate Measure (I AM) assessment. I AM measures student achievement as defined in Indiana's alternate academic standards, called "Content Connectors." I AM is administered at the following grade levels and content areas:

- Grades 3-8 and 10 for English/language arts
- Grades 3-8 and 10 for mathematics
- Grades 4, 6, and high school (Biology) for science
- Grade 5 for social studies

Under the contract awarded through this RFP, the I AM assessments will be redesigned for English/language arts and mathematics. The assessments must be updated from their current model for three reasons:

1. Indiana's Content Connectors were rewritten in spring of 2024, and the assessments must be updated to measure these new expectations.
2. Indiana's general education assessment is moving to a through-year model, and the alternate assessment should also move to a through-year model.
3. Indiana wishes to increase the instructional utility and accessibility of the alternate assessment to best meet the needs of the student population.

Indiana partnered with a third-party vendor in 2023 to research and design a new through-year model for I AM. The successful bidder will be responsible to create the English/language arts and mathematics assessments based on this model (as defined throughout this RFP and specifically within *Appendix A: Implementation Report*), administer the new assessment, and provide scores and reporting for these assessments beginning in the 2025-2026 school year.

The successful respondent will also be responsible for developing summative test forms for science and social studies from provided test blueprints beginning in the 2025-2026 school year. New science and social studies content connectors were adopted by the Indiana State Board of Education (SBOE) in spring 2024 and will be assessed for the first time in school year 2025-2026. Science and social studies will not use a through-year model, but will be administered once at the end of the school year.

Annual I AM participation is approximately 900 students per grade level (grades 3-8 and 10), totaling approximately 6,300 students.

Grade	Content Areas	Approximate # of Students
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3	Math, ELA	900
4	Math, ELA, Science	900
5	Math, ELA, Social Studies	900
6	Math, ELA, Science	900
7	Math, ELA	900
8	Math, ELA	900
10	Math, ELA, Biology	900

## **Section 2.0: Contractor Responsibilities/Deliverables**

### **2.1 Incorporate Indiana's Legal Requirements and Overarching Principles.**

#### *Legal Requirements*

Indiana's I AM assessment must meet certain state and federal requirements outlined in law. Every proposal must meet the requirements in the following laws (which are also incorporated throughout this RFP):

- [Indiana Code 20-32-5.1-11](#)
- [Every Student Succeeds Act \(ESSA\)](#)
- [Individuals with Disabilities Act \(IDEA\)](#)

The respondent must also be prepared to address the potentiality of changes in statutes, verify that modifications to the contract will be permissible, and identify key personnel responsible for proposing and negotiating contract modifications, if necessary.

As Indiana's accountability assessment for students with significant cognitive disabilities, I AM must meet the requirements for [USED Peer Review](#) as required by the [Every Student Succeeds Act \(ESSA\)](#) in its Non-Regulatory Guidance for States (USED, 2018). The contractor must work with the Indiana Department of Education to identify, create, and provide the peer review documentation that is needed, and to respond to any questions or comments from USED or the peer review panel after the conclusion of peer review. The contractor must create any documentation necessary to support peer review submission and maintain records of test development to support this submission. Indiana plans to submit for peer review following the spring 2026 I AM administration.

#### *Overarching Principles*

Indiana believes that five key principles are essential for developing and delivering quality assessments for schools and students. Respondents should describe how these principles are integrated into the daily work and deliverables within the project. Evidence of principle integration should be included throughout the proposal as it applies.

1. Quality. Mature and documented policies and practices support the delivery of error-free products and services. Customer-facing defects rarely occur and are addressed immediately and with full transparency.
2. Management. Program schedules are created by program staff who have experience in state assessment. Dependencies across multiple programs are

clearly defined for customer review. Risks are mitigated alongside customer feedback well in advance of impact. Efficient processes are clearly defined and consistently applied to areas of work. Key deadlines are identified and successfully met.

3. Technical and Technological Precision. Psychometric and technology services and staff expertise are robust. Test forms are built by measurement experts, data are confirmed utilizing internal replication processes, and reporting is completed accurately in a timely manner. Technology interfaces are user-friendly, stable, and accessible to both educator and student users.
4. Customer Service Orientation. The needs of students and educators are the highest priority. All communication with these stakeholders is respectful, responsive, and professional, after approval by IDOE. All deliverables and design decisions consider the needs of these stakeholders and are designed to best meet those needs.
5. Innovation and Continual Improvement. Importance is placed on increasing the value of services and materials through continual improvement. Consideration is given to collecting feedback on successes and challenges and implementing lessons learned. New research and ideas for improvements are considered and discussed with the Indiana Department of Education (IDOE) on a regular basis.

## 2.2 Develop and Design the Assessment.

The successful respondent will partner with IDOE to develop and fully design the I AM assessment. This section describes important steps required for the design and the key required design elements. The *I AM Research Implementation Report*, found in Appendix A, provides additional context and research to support the design elements listed in these requirements. IDOE values innovation that supports the utility of assessment scores, so design improvements may be suggested and will be considered.

### *Developing Learning Progressions*

The I AM test design is built around learning progressions. Learning progressions are statements that describe steps of content/skill acquisition from beginning of learning to full mastery for a specific content connector.

This is an example of a learning progression for English/language arts.

Academic Standard: Retell folktales, fables, and tall tales.				
Precursor Skill		-----> Advanced Level of Progression		
Identify a key feature in folktale, fable, or tall tale.	Associate details with events in a folktale, fable, or tall tale.	Retell key details in a folktale, fable, or tall tale.	Retell key details sequentially in a folktale, fable, or tall tale.	Retell a folktale, fable, or tall tale.

The contractor will work with IDOE to develop learning progressions for the content connectors measured on all English/language arts and mathematics assessments. There are 11 content connectors measured at each grade level and content area, totaling 154 content connectors across the program where learning progressions are needed. (No learning progressions will be developed for science or social studies under this contract.) This fine-grained detail will be used to support item development, test form development, and instructional response (or “next steps”) on the student feedback report.

- Each content connector must have at least five learning progressions (or targets) identified but may have more than five if the content requires it.
- The first learning progression can be a precursor skill.
- If there are more than five learning progressions, then either five key targets should be identified as the focus for the assessment or smaller targets can be grouped together so that five discrete steps are defined.

An overview of the process for developing the learning progressions is included below. This process can be adjusted and/or refined as agreed-on by the IDOE and the contractor.

- IDOE provides vendor with Indiana’s Academic Frameworks, which provide learning trajectories for general education students. IDOE also provides content connectors which refine academic standards expectations for students with significant cognitive disabilities.
- The vendor uses these frameworks and other resources to identify learning trajectories that are appropriate for students who participate in I AM.
- The vendor and IDOE engage in iterative discussions and feedback to refine the drafted learning progressions.
- IDOE recruits a small group of special education teachers and content experts to review the drafted learning progressions asynchronously. No honoraria will be provided to the educators. IDOE will provide them with Professional Growth Points as appreciation for their review.
- The vendor provides the educators with access to a copy of the drafted learning progressions and collects educator feedback/suggestions.
- The vendor works with IDOE to review educator feedback and determine any changes needed to the learning progressions.

### *Developing Items*

The contractor will develop all items needed to create the mathematics and English/language arts I AM test forms. Indiana will not repurpose any pre-existing items for form development within these three content areas; all items will be newly authored. All items developed through this contract will belong to the State of Indiana.

The contractor will develop all items needed to create the science I AM test forms. Indiana will not repurpose any pre-existing items for form development. All items developed through this contract will belong to the State of Indiana.

IDOE owns approximately 95 operational items and 11 released items for social studies. The contractor will develop 10 additional items to supplement the current social studies item bank.

### Style Guide

IDOE will provide the vendor with a style guide to support item development. This style guide can be iterative; content may be added to the style guide by both IDOE and the vendor as questions come up during item development.

### Item and Passage Specifications

The contractor will work with IDOE to develop item specifications for each content connector for mathematics, English/language arts, and science. IDOE will provide and continue to use existing item specifications for social studies. The specifications will include (but do not have to be limited to) the following fields:

- Domain
- Grade-level standard
- Content connector
- Content limits
- Learning targets from the learning progressions that items will be written to (mathematics and English/language arts only)
- Model and/or example items
- Standardized instructions for test administrators to administer specific items, as appropriate (mathematics and English/language arts only)

Sample item specifications are found in *Appendix A: I AM Research Implementation Report*. Item specifications are expected to be iterative; content may be added throughout the course of the contract as additional knowledge is gained through item development and considering item performance.

The contractor will also work with IDOE to develop passage specifications for grades or grade bands for English/language arts. These specifications must include passage length, quantitative measures of text complexity, qualitative measures of text complexity, scaffolding and supports to provide access for all students, and information about the use of images within passages.

### Item Development

To support form development for school year 2025-2026, a minimum of 63 items per grade level must be created and finalized for mathematics and English/language arts. In addition, a minimum of 11 passages (to support items that measure reading and reading comprehension skills) must be developed for each grade level for English/language arts. A minimum of 44 items must be created for science. A minimum of 10 items must be created for social studies. This sums to a total of 1,024 items and 77 passages at a minimum. The contractor is responsible for creating content that

passes educator review according to established criteria, so it is recommended that the contractor incorporate at least 10% overage within their plans.

- All items will be multiple choice items.
- For mathematics and English/language arts:
  - Five items must be developed for each content connector. One of the items will be a true/false or two-option multiple choice item. The other four items will be three-option multiple choice items.
  - For the two content connectors selected to be assessed on each form (see additional details about test forms in *Section 2.2: Developing Test Forms: Mathematics and English/Language Arts*), four additional three-option multiple choice items must be developed.
  - The contractor must consider test blueprint characteristics when creating the item development plan, which will be subject to approval by IDOE.

***Operational Items that Must be Finalized for Year One***

<b>Content Area</b>	<b>Grade Level</b>	<b>Minimum Number of Items to Develop</b>	<b>Minimum Number of Passages to Develop</b>	<b>Total Item Development (Including 10% Overage)</b>
ELA	3	63	11	70
	4	63	11	70
	5	63	11	70
	6	63	11	70
	7	63	11	70
	8	63	11	70
	10	63	11	70
Math	3	63	0	70
	4	63	0	70
	5	63	0	70
	6	63	0	70
	7	63	0	70
	8	63	0	70
	10	63	0	70
Science	4	44	0	49
	6	44	0	49
	Biology	44	0	49
Social Studies	5	10	0	11

In addition, the contractor will develop comparable non-operational items that will be used for practice tests and publicly accessible example tests which IDOE refers to as released items. These items will go through all quality assurance steps, IDOE review,



and content and fairness committee review, but will not be field tested or operationalized.

For mathematics, English/language arts, and science, the contractor will develop 2 items per content area which will be used across grade levels as practice items prior to students testing. The contractor will use 2 items that are already developed and owned by IDOE for social studies practice tests.

For mathematics, English language arts, and science, the contractor will develop 5 non-operational items per grade level which will be released items (see additional information in *Section 2.5: Practice Tests and Released Items*).

The contractor will use 5 items that are already developed and owned by IDOE for social studies released items. The table below provides a summary of the non-operational items that must be developed for the program.

***Non-Operational Items that Must be Developed***

<b>Content Area</b>	<b>Grade Level</b>	<b>Number of Items to Develop</b>	<b>Number of Passages to Develop</b>
ELA	3	5	1
	4	5	1
	5	5	1
	6	5	1
	7	5	1
	8	5	1
	10	5	1
Math	3	5	0
	4	5	0
	5	5	0
	6	5	0
	7	5	0
	8	5	0
	10	5	0
Science	4	5	0
	6	5	0
	Biology	5	0
Social Studies	5	0	0

Beginning school year 2026-2027 (year two of the contract), the contractor will develop 25 items per grade level and content area for a total of 450 items per school year. These items will be used to improve and refresh test forms as needed.

All items must meet the following requirements in order to be accepted by IDOE:

- They must be developed by a team of content experts who are familiar with this population of students with significant cognitive disabilities.
  - The contractor must provide qualifications of these developers to IDOE, and the developers are subject to IDOE approval.
- They must be written as simply as possible using the principles of Universal Design.
- They must use fewer words and include symbols and illustrations (photographs) whenever possible.
- They must use context (if context is required such as with passages or story problems) that is appropriate for this population in Indiana. Items should depict scenes the student is likely to encounter in general instruction or familiar objects. Other appropriate context could be based on state geography. For example, Indiana has lakes but not an ocean, so any item about underwater wildlife might be more appropriately set in a lake. Previous grade(s) science and social studies standards can serve as resources for topic generation.
- For mathematics, teachers will be permitted to provide tactile objects for students to use to display the answer to an item. Therefore, the objects referenced in the items need to be common to a classroom. For example, a bar graph could be created with crayons rather than colored racecars.
- For ELA, teachers will be permitted to print (or access provided printed materials) the passages and accompanying visuals in a chunked format to support reading to students and focusing their attention on small portions of the passage. Items should consider this support level in their design.
- Images or illustrations used in items should be real-life photographs (rather than line drawings) for most items. For English/language arts, test developers should evaluate whether photos versus realistic line drawings work best if original stories are accompanied by illustrations.

In order to design for the variability in this student population, items must be designed for two distinct support levels.

- Support level 1 includes photographs and pictures (or sounds for reading foundations items) as well as words or numbers to assist the student with interpretation. Support level 1 assumes that students may be concrete thinkers and may require representations beyond words and symbols to access the content.
- Support Level 2 assumes students are symbolic, can work with letters and numbers, and only need minimal amounts of visual cues.

To incorporate these supports into test design, item developers will begin by creating an item at support level 1, which incorporates visual aids and supports for students. Each item will then be cloned (or copied) and visual supports reduced to create the items for

support level 2. (See examples of items featuring the two support levels in *Appendix A: I AM Research Implementation Report*, page 16.) These cloned items for support level 2 are not included in the count of items in the table above as they are copies of the original items with slight modifications. The respondent should clearly identify the cost structure for the two types of items and if there are any cost and process efficiencies based on the shared item content.

The respondent may provide a plan to consider incorporating item cloning using AI for some initial or future item development. Cloned items may reduce the need for equating, ensure consistent rigor over time, and allow more items to be created in shorter amounts of time. The respondent may propose considering AI item cloning for mathematics only based on the availability of research for different content areas. Preference is given to responses that consider the future of cloning within this contract.

Content and Fairness Review: The contractor will hold an educator content and fairness review meeting once items are written and approved by IDOE. This meeting should be virtual but must be structured so that educators securely review the items and provide feedback. The contractor will:

- Plan and facilitate the content and fairness review
- Create materials (slide presentation, training guides, etc.) for the educator meeting which must be reviewed and approved by IDOE
- Provide accessibility features to include a diverse group of educator reviewers, including teachers who are blind and deaf or hard of hearing (DHH)
- Provide items to educators via a secure method
- Use established criteria agreed-on by IDOE and the contractor to guide the review with the educators
- Track educator feedback
- Resolve educator feedback as needed with IDOE following the meeting
- Provide educators with an honorarium of \$100 per day (or \$50 per half day)

IDOE will:

- Recruit the educators needed for the review
- Collect non-disclosure agreements from each educator
- Provide content and program-level support for the meetings

#### *Developing Test Forms: Mathematics and English/Language Arts*

The contractor is responsible for developing the test forms for each assessed grade level and content area using these design elements.

The I AM mathematics and English/language arts assessments are through-year assessments. Students will participate in three smaller assessments throughout the year. Each assessment will be a fixed form. Students will receive scores at the time of

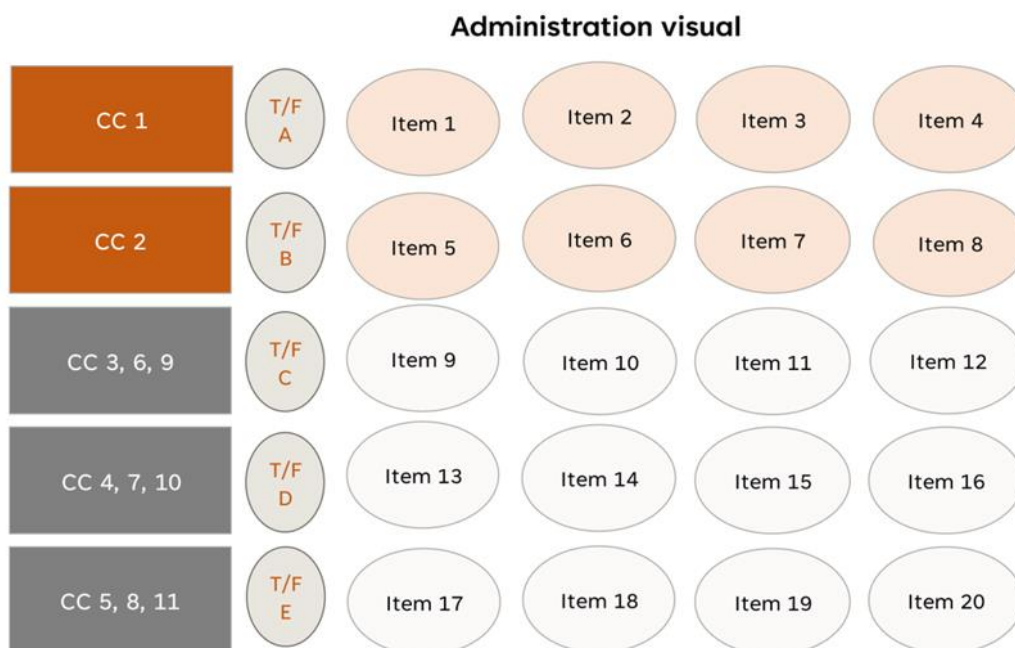
each assessment, and accountability scores will be produced as an aggregation of all three assessments at the end of the year.

Each administration (fall, winter, spring) will assess only five content connectors per grade/content area. Within each grade level, two content connectors will be selected to repeat during all three test administrations. This allows teachers to focus deeply on those concepts. The remaining three content connectors per administration will ensure the students are being assessed on the breadth of the standards. The test blueprint for each grade will identify the content connectors which will be assessed in each window. IDOE will provide the test blueprint to the vendor prior to the start of item development. The figure below illustrates the high-level form structure.



Within each discrete form (fall, winter, and spring), each content connector will be measured by five items. The first item is a true/false or two-option multiple choice item. This item is designed to build student confidence and will be used for educator and family feedback but will not be incorporated into the accountability score (see additional details in *Section 2.6 Score the Assessment and Report the Results*). The next four items are three-option multiple choice items. These four items must be ordered in sequence based on the learning progressions established for each content connector.

The figure below illustrates this test design.



### *Developing Test Forms: Science and Social Studies*

The contractor is responsible for developing the summative test forms for each assessed grade level and content area using these design elements.

The I AM science and social studies assessments are end-of-year assessments administered in the spring. Each assessment has two parts. A single fixed form is developed for Part 1, which all students participate in. Then, two fixed forms (Form A and Form B) are developed for Part 2. Student outcomes on the Student Placement Form (see additional details in *Section 2.5: Student Placement Form*) will determine whether they are routed to Form A (more visual supports) or Form B (fewer visual supports) for Part 2. The test blueprint for each grade will identify the content connectors that will be assessed. IDOE will provide the test blueprint to the vendor prior to the start of item development. The full form design is described in the table below.

Part 1	Contains about 20 operational items which are the same for all students.
Part 2	Two separate forms exist. Each form contains about 12 operational items. Support Level 1 items include additional graphic support. Support Level 2 items do not require graphic support.

### *Pilot Testing (Field Testing) Items*

The test design and scoring rules for mathematics and English/language arts vary from those for science and social studies. Because of these differences in design and scoring, there are differences in field test requirements.

- Mathematics and English/language arts: These assessments will be scored based on raw data from the items as they align to natural learning progressions. Items are not required to be field tested prior to use or calibration. However, item data should be collected during operational testing for the first two years and studied to see if data are stable enough to support the use of a Rasch scoring model (see *Appendix A: I AM Implementation Report* for more details).
- Science and Social Studies: Scores on these assessments will be obtained using the one-parameter IRT model. All items for these assessments must be field tested and calibrated. For school year 2025-2026, new items needed to meet blueprint may be field tested in an operational field test. For all subsequent years, items will be field tested through embedded field test slots and go through data review prior to being used operationally, unless otherwise agreed on by both IDOE and the contractor.

#### *Yearly Form Refresh*

Beginning school year 2026-2027, each online fixed form must be updated annually by refreshing at least 10% of the items.

### **2.3 Provide Universal Design, Supports, and Accommodations**

The respondent must document how I AM will be accessible for all students, specifically students with significant cognitive disabilities, English learners, students with visual impairments, and students with hearing impairments.

#### *Universal Design*

The contractor must incorporate these key universal design principles into both item design and testing systems design so that all users (students, educators, and families) can access content and materials as appropriate. The respondent should provide examples of how these key elements of universal design (taken from the [Center for Excellence in Universal Design](#)) will be considered across systems and materials.

- Equitable Use. The design is useful and accessible to people with diverse abilities.
  - Provides the same (or equivalent) means of use for all users
  - Avoids segregating or stigmatizing any users
  - Is appealing for all users
- Flexible Use. The design accommodates a wide range of individual preferences and abilities.
  - Provides choice in methods of use
  - Facilitates users accuracy and precision
  - Provides adaptability to the user's pace
- Simple and Intuitive. The use of the design is easy to understand, regardless of the user's experience, knowledge, or language skills.
  - Eliminate unnecessary complexity.
  - Be consistent with user expectations and intuition.

- Accommodate a wide range of literacy and language skills.
- Arrange information consistent with its importance.
- Provide effective prompting and feedback during and after task completion.
- Perceptible Information. The design communicates necessary information effectively to the user, regardless of the user's sensory abilities.
  - Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.
  - Maximize "legibility" of essential information.
  - Provide compatibility with a variety of techniques or devices used by people with sensory limitations.
- Tolerance for Error. The design minimizes hazards and adverse consequences of accidental or unintended actions.
  - Arrange elements to minimize hazards and errors.
  - Provides warnings of hazards and errors.
  - Provide fail safe features.
- Size and Space for Approach and Use. Appropriate size and space are provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

The respondent must also explain how its systems are compliant with the following accessibility standards and guidelines:

- [Plug and Play \(PNP\) Standards](#)
- [U.S. Rehabilitation Act Section 508](#). This requires that all website content be equally accessible to individuals with disabilities.
- [Web Content Accessibility Guidelines 2.1](#). These standards make content accessible to a wider range of individuals with disabilities, including blindness, low vision, deafness and hearing loss, learning disabilities, cognitive limitations, limited movement, speech disabilities, photosensitivity, and combinations of these.

### *Supports and Accommodations*

The contractor is responsible for providing the following supports and accommodations through their online test delivery system at a minimum. The respondent should describe each tool and its current functionality in their proposal. The respondent must clarify whether test tools can be provided based on the item, user, and/or test session (e.g., the level of granularity with which accommodations are designated). Inclusion of screenshots or sample systems (e.g., access to a public-facing sample website) is encouraged.

- An online calculator (four-function and/or simplified scientific). [Desmos](#) is preferred.

- Text-to-Speech. The user must be able to adjust the speed of the voice pack at a minimum. Availability to use a variety of voice packs or to adjust rate and frequency (pitch) of the voice is preferred.
- Accommodated Paper Forms. These include regular print and large print forms. All paper forms must be comparable to the online forms.
- Printed Braille Forms. All braille forms will be contracted braille with Nemeth code for mathematics symbols. Braille forms should be accompanied by any necessary braille notes which the test administrator may need to support student access to graphics or other materials. All braille forms must be comparable to the online forms. The respondent should describe how it will assure comparability of the Braille forms.
- Reduced Security (or Permissive Mode). Assistive technology devices used during instructional programming (such as LAMP devices or switches) should be available for students to use during their online assessment if needed.

The respondent must describe the process for collaborating with IDOE on which tools, supports, and accommodations will be utilized in the online platform. The respondent should describe its systems capabilities to track and monitor student use of accommodations, tools, and features. Preference is given to vendors that can track activity at the item level.

#### *Setting Up Accommodations in the Testing Systems*

The respondent must describe the process for collecting, displaying, and reporting accommodations data in their testing systems. The testing systems must allow for the following:

- Accommodations data to be provided by IDOE through API connections or similar data exchange system (see additional details in *Section 2.4 Provide Systems for Test Registration, Test Delivery, and Reporting*).
- Restrictions to be placed on manual adjustments to accommodations setting based on user role (e.g., test administrator versus school test coordinator versus state user).
- Tracking of non-embedded accommodations (accommodations provided by the test administrator rather than the testing system) along with the embedded accommodations.

## **2.4 Provide Systems for Test Registration, Test Delivery, and Reporting**

The respondent must provide an online system that supports the test administration cycle. The test administration cycle includes creation of test forms, delivery of test forms to students, and reporting of test scores. The solution must include a test registration (or test administration) platform, a test delivery platform, and a reporting platform. The respondent must provide training, user manual, and support for the installation/testing of the online platform. The respondent must also provide a comprehensive plan for timely support of schools and corporations who encounter issues with the testing solution.



### *User Authentication and User Role Configurations*

The platform must require user authentication to maintain security. The proposed solution may integrate with Access Indiana. The [IN.gov Program](#) is tasked with implementing a single sign-on authentication mechanism and Identity Provider for online applications for the State of Indiana, referred to as Access Indiana. The benefits of a standard authentication solution, integration strategy, integration process, and more can be found at [Access Indiana Authentication](#). If the proposed solution does not integrate with Access Indiana, the respondent must provide evidence of Single Sign On services for all systems related to test administration and score reporting. User roles must be available that allow different levels of access to the system, including at a minimum:

- State-level access
- Corporation-level access
- School-level access
- Test Administrator-level access

The respondent should define its user role configuration capabilities, including the degree to which the vendor and IDOE could work together to modify user role capabilities.

### *Test Registration (or Test Administration) Platform*

The test registration platform is a system that supports testing coordinators and test administrators as they plan for testing, administer tests, and complete activities after testing. The test administration platform must:

- Be intuitive and easy for non-technical users to manage assessments
- Provide full audit trace capabilities
- Provide varying levels of user access to protect student data (e.g., lock certain fields from editing for school-level users, but allow editing by state-level users)
- Load and maintain student data (including accommodations data) through automated real-time connections to the state's databases (use of Application Programming Interface (API) is preferred). Interfaces with state solutions must use Mulesoft API Management or GoAnywhere Managed File Transfer technologies.
- Support flexible grouping and regrouping of students for test administration sessions
- Provide an intuitive and flexible process for managing and monitoring assessment administrations
- Provide IDOE with access to data from test administration cycles throughout the contract (e.g., the previous year's test administration cycles if needed to investigate test security incidents)
- Allow school users to access, filter, and search by student accommodations
- Provide schools users with access to pull student accommodation reports

- Allow corporations and schools to complete an online registration for all assessments
- Allow IDOE to deliver necessary electronic and paper communications to corporations and schools for purposes of online and paper-and-pencil tests

### *Test Delivery Platform*

The test delivery platform is the online system which delivers the assessment to the student and collects and saves student responses. The test delivery platform must:

- Deliver content in secure test sessions
- Support seamless testing experiences for students, including during periods of technical interruptions
- Provide the variety of embedded tools and supports needed for the assessment (as described in *Section 2.3 Provide Universal Design, Supports, and Accommodations*)
- Capture and save each student response upon response selection or when the student navigates to another page
- Perform without any requirement for local pre-caching
- Save student responses directly to a server or cloud and not to a local testing device. The respondent must provide information on where they are planning to host the solution and if they have any concerns about hosting in Indiana-owned cloud tenant.
- Pause student testing in the event of a network disruption and allow student to resume testing at the same place once system is restored
- Recover from network or testing disruptions without any loss of student responses
  - Recovery from interruption must provide quick, simple, and secure reentry to the test at the last point of interaction
- Report any errors in plain English with clear directions outlining next steps for both students and test administrators
- Leverage the use of computer-based accessibility tools, supported by an item-tagging system that will control and ensure appropriate application of the tools
- Allow items to be read aloud by the system
- Achieve system response times which meet current industry standards
- Refrain from updating testing system software during normal school/testing hours, except in cases of emergencies. Provide 7 business days' notice to IDOE prior to system updates.

The respondent must provide documentation detailing the system's capacity as well as network requirements for schools.

- System capacity
  - The respondent must demonstrate the capacity to support at least 150% of the maximum number of concurrent Indiana students testing.

- The respondent must provide documentation outlining the number of outages experienced in the previous 5 school year test administration cycles for all state assessment clients, the duration of each outage, and a brief overview of the impact to students. The respondent may include a description of how internal processes were amended to decrease or avoid similar issues.
- The respondent must demonstrate prior experience in online, large-scale summative assessments. The documentation should include the names of any states served along with the approximate number of students assessed and the type of assessment (e.g., summative, alternate, general education, accountability).
- The respondent must meet any/all system stress and readiness requirements no less than three months prior to delivering the online assessment to schools.
- Network requirements for schools: The respondent must provide details about system requirements for schools and students. System requirements that must be listed include testing device requirements (such as supported devices and operating systems), bandwidth requirements, and any requirements for software downloads to support online testing.

#### *Data Reporting System*

The respondent's data reporting system must be an online application which reports student scores to school corporations and schools. It must allow permissioned users to view and access different score reports for the students who are linked to that user by organization or classroom enrollment. The respondent should describe how their data system meets the following requirements:

- Provides an online reporting system for student, classroom, school, school corporation, and state level reports as defined in *Section 2.6 Score the Assessment and Report the Results*.
- Provides a cumulative repository of historical student scores for the duration of the contract (i.e., in year 2, schools can access year 1 data along with year 2 data).
- Allows individual student reports (ISRs) to be downloaded and saved or printed individually or through bulk download actions.
- Allows addenda (such as a letter from IDOE or a one-page interpretive guide) to be added to the ISRs upon download or print. The contractor will provide cover letter in multiple languages (See *Section 2.6 Score the Assessment and Report the Results* for additional details).
- Provides permissioned users with access to the variety of aggregated reports defined in *Section 2.6 Score the Assessment and Report the Results* (preference is given to solutions which provide interactive reporting options).

#### *Local Setup*

The respondent must describe how they will provide guides and supports for schools with setup for online systems. The successful respondent will meet each of these requirements:

- Publish technology guides which provide step-by-step instructions for users to prepare devices and networks for online testing.
- Provide a tool that allows schools to test their network bandwidth.
- Provide a way for schools to simulate the testing experience prior to the test date. Preference is given to systems which allow schools to test the test delivery system along with different accommodations without requiring student involvement. IDOE welcomes the use of sample test forms or similar which could be used in this process.

### *Supported Hardware and Software*

All functions of the online system must operate consistently across all supported devices and operating systems. The test delivery system must faithfully render content across supported devices and browsers, must be capable of running completely within a browser or application window, must not require third-party add-ons, and must correctly render and function on any display of resolution 1024x268 or higher (including devices 8.9" or larger).

## **2.5 Administer the Assessment**

### *Test Windows*

All Indiana testing windows are established by IDOE each year and must be approved by the Indiana State Board of Education before being considered "final."

There will be three testing windows for the alternate assessment.

- September 16, 2025 – November 28, 2025 (ELA and Mathematics)
- December 1, 2025 – February 20, 2026 (ELA and Mathematics)
- February 23, 2026 – May 15, 2026 (ELA, Mathematics, Science and Social Studies)

Testing windows for subsequent years will be similar timeframes and will be agreed-on by IDOE and the contractor prior to recommendation to the State Board of Education.

### *Test Administration Modes*

I AM is an online assessment. However, standard print, large print, and braille paper forms must be available for students who require these supports as accommodations. See *Section 2.3: Supports and Accommodations* for additional details about these paper accommodations.

The anticipated paper estimates are:

- Standard print: 30 per grade level

- Large print: 20 per grade level
- Braille: 3 per grade level

### *Practice Tests and Released Items*

The contractor will provide a practice test for each content area. There will be four total practice tests: one for mathematics, one for English/language arts, one for science, and one for social studies. Each practice test will:

- Contain two items that can be accessed at all grade levels.
- Be a standalone assessment separate from the operational assessment.
- Be accessible to students at least five weeks before the operational testing window opens.
- Provide students with practice on the test delivery system, online tools, and accommodations.

The contractor will set up a publicly accessible item repository for student practice and educator/family familiarity with the assessment. These items/sample test forms will be available to educators and students to become familiar with the tools and question formats. The released items must:

- Be available a minimum of six weeks prior to the first testing window.
- Be accessible by the general public.
- Mirror the operational testing platform to the greatest extent possible.
- Provide the same embedded accommodations and accessibility features as are provided in the operational assessment.
- Begin with five items per grade and content area (as described in *Section 2.2: Developing Items*)
- Include scoring information (whether within the online system through real-time feedback or in static scoring guides published for the general public).

Following the first year of administration, IDOE and the contractor will review current operational items and determine which items are suitable for release to add to this item repository. IDOE has a goal of adding 4-5 items to the repository each subsequent year of the contract (following year one) but will only do so if the operational item bank is ready to support such a release following item development.

### *Test Administrator Training*

All Test Administrators (TA) administering I AM will complete a training and pass the accompanying quizzes prior to the opening of the first administration window. Content will include the purpose of the assessment, administration timelines, accommodations, mode determination for students, support levels, manipulative guidelines, assigning the assessment, student monitoring, marking students as having no mode of communication, and accessing assessment results. This assessment will be on demand for teachers, tracked for completion and allow or prevent teachers from administering the assessment based on successful completion.

### *Student Placement Form*

To assist teachers in classifying their students into a support level, the contractor must provide educators with an online tool, checklist, or decision tree to determine the best support level for the assessment. The teacher should be expected to work with the student in a single support level throughout each assessment window but can change support levels between windows as appropriate.

The placement form will place the students into one of the three following support levels:

- Support Level 1 Plus Manipulatives: The test form includes photographs and pictures or sounds, as well as words or numbers to assist the student with interpretation. This support level may also allow test administrators to provide students with manipulatives to show their thinking and see a problem in a more concrete fashion. The test form is the same as Support Level 1.
- Support Level 1: The test form includes photographs and pictures or sounds, as well as words or numbers to assist the student with interpretation.
- Support Level 2: The test form assumes students are fully symbolic, can work with letters and numbers, and only need minimal amounts of visual cues.

IDOE worked with a third-party vendor to develop a standard placement form, which is provided on pages 14-16 of *Appendix A: I AM Research Implementation Report*. Changes may be made to the form if agreed on by both IDOE and the contractor. The respondent should describe their plan for dissemination of the form, supporting educators in scoring the form, collecting information about each student's support level prior to test administration, and assigning students with the appropriate test form in the online test delivery system.

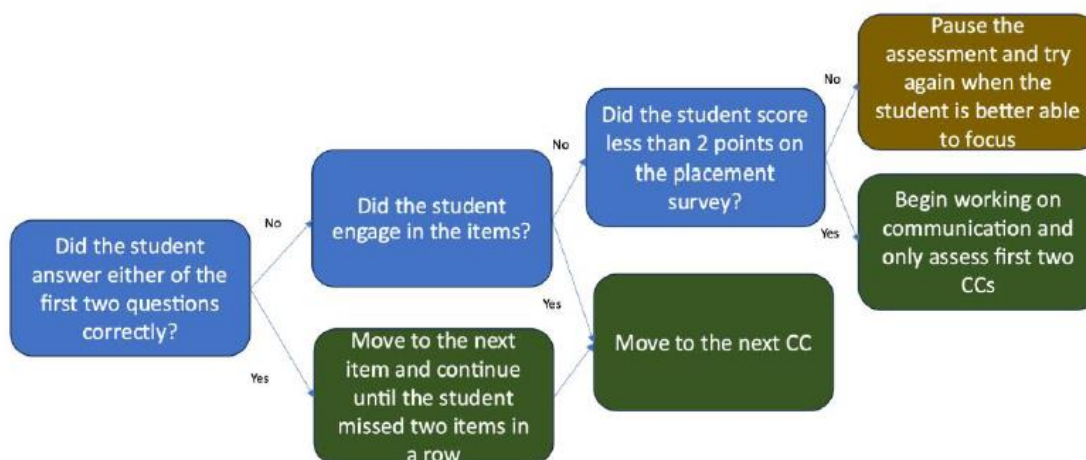
### *Stopping Rules*

The test delivery system, ancillary materials, and scoring methods must support the implementation of stopping rules. Stopping rules are in place to reduce student testing time by identifying when students have already demonstrated their current level of mastery in the learning progression and do not benefit from receiving items later on in the learning progression. These rules are different for different content areas. For scoring purposes, all unanswered items are counted as incorrect.

For mathematics and English/language arts all students will attempt the first two items within a learning progression. If the student both engages in the items and answers them correctly, they will continue on to the next items within that progression. If the student does not engage in the items and/or answers them both incorrectly, the student will stop engaging in items for that learning progression and will move to the next learning progression (content connector). The figure below is a visual representation of

the decisions the system and/or test administrator will make during the student's testing experience.

**Figure: Decision Tree for Mathematics and English/Language Arts Stopping Rules**



The higher performing students will be presented with additional items to determine their degree of mastery of a content connector (CC). The lower performing students will be allowed to move to the next CC when they have confirmed that they've reached the extent of their knowledge. Thus, the length of the test will differ by student, but no predetermination will be made about a subsequent CC based on the interaction with a previous CC. This format allows teachers to see more deeply into their student's understanding of each academic content standard. At the same time, it prevents the continual assessment of students in content they do not understand.

The respondent must describe their plan for implementing this stopping rule and must clearly confirm when the testing system is able to implement the rule and when the test administrator must implement the rule. For example, if a student answers two items in a row incorrectly, the system may be able to automatically move the student on to the next learning progression. Preference is given to responses where the stopping rule can be automated rather than fully relying on the test administrator.

For science and social studies assessments, all students will attempt the first four items in Part 1. If the student shows no engagement, the system must allow the student's test to stop and be marked for communication track.

### *Communication Track*

Some students in this testing population will not have attained a way to communicate. For these students, the most important aspect of their learning is developing a means of

communication. This assessment will support that goal by asking teachers to work through levels of communication to assist the student in accessing the academic content. If the student shows no engagement with the items, the teachers will focus only on the two through-year content connectors and will work with the student to move from physical support for interacting with the items to verbal cues to independence. The contractor and IDOE will work with Indiana educators to develop a separate rubric for this population that will focus on the level of assistance needed to work with the two through-year content connectors. The contractor will also work with IDOE to develop professional development to train teachers on how to use this rubric to track student progression towards communication. Any student on the communication track will not receive a mathematics, English/language arts, science, or social studies score. They will be reported as “communication track.”

### *Manuals and Scripts to Support Test Administration*

Some ancillary materials are required to support test administration. The contractor is responsible for developing and publishing error free manuals and scripts which follow IDOE’s established style guides to support the administration of I AM each year. Before the initial ancillary document is shared with IDOE for review, the contractor must first present an ancillary review process for IDOE’s approval. The review process must reflect efficient and user-friendly protocols and allow for multiple stakeholders to simultaneously access and modify files during each review round. The IDOE requires a minimum of five business days for initial document reviews, followed by additional review rounds to confirm requested updates. The contractor will apply quality control measures prior to posting the file for IDOE’s review, and before publication to ensure the final document is error-free. The respondent’s proposal must describe the specific quality control measures that will be implemented to ensure manuals are accurate and error-free.

- Test Administration Manual (TAM). The contractor must annually develop and publish a TAM to provide information that testing coordinators and test administrators need to prepare for and conduct successful online testing. Examples of information to include are (1) policies about testing, (2) required training, (3) timelines and dates, (4) test security reminders, (5) contacts for support, (6) stopping rules. This list is not exhaustive; any information that is needed for test administrators to successfully administer the assessment per the contractor’s systems should be included in this manual. TAMs contain no secure information and will be published electronically for easy access by test administrators. They will not be printed or shipped to corporations. The respondent must provide a plan for the electronic publication of this document at least six weeks in advance of the test administration each school year.
- Directions for Test Administrators. This ancillary provides step-by-step scripts and guides for the test administrator to administer the test to students. The contractor should consider the best way to provide this information to teachers: it could be embedded in the test delivery system, or it could be a separate



document provided to the test administrator. The contractor should describe their plan to provide this to test administrators.

- Low Vision Notes. This ancillary provides descriptions of images embedded in test items for students who have low vision.
- Braille Notes. This ancillary provides specific instructions for test administrators administering the assessment to students in braille.

### *Help Desk*

The respondent must provide a help desk to assist school (and state as applicable) users with all facets of technology issues, online testing, student registration, and reporting. The help desk must also be prepared to assist with any logistical issues related to accommodated paper testing. The respondent must describe how the help desk can meet the following requirements. Example documentation and reports are encouraged when available.

- Be available between 07:00 and 19:00 EST/EDT year-round.
- Be available via email and phone at a minimum. Preference is given to systems that also provide an online chat feature.
- Utilize protocols and training materials (approved by IDOE) to provide standardized, quality assistance to schools.
- Collect novel questions and answers provided to continually enhance the protocols for responding to issues raised.
- Utilize tiered escalation protocols which include the respondent's program team and IDOE as appropriate.
- Incorporate strong customer service principles, including fast response times, professional and polite communication, conflict resolution, and empathy.
- Share a report that summarizes all issues and highlights common issues with IDOE each month.
- Share a report that summarizes average daily call volumes, customer wait times, and calls lost/not answered at the end of each test administration window.

## **2.6 Score the Assessment and Report the Results**

The I AM assessments must have the validity, reliability, and technical quality required for use in the state's accountability system. The assessments must be of such caliber that they can be used to validly inform (1) program effectiveness and improvement and (2) individual student gains and performance.

The respondent must submit a scoring and reporting plan which details the approaches for scoring and reporting for each content area assessment. Each student's assessment score should be reported separately by content area. The results of the assessment must be tracked by an individual student's Student Test Number (STN) so that results are both portable over geography (as the student moves from school to school or corporation to corporation) and available over time (as the student advances through

grades K-12 to graduation). Because mathematics and English/language arts have very different test designs than science and social studies, reporting for these content areas will be handled separately.

Two types of reporting will be provided for I AM mathematics and English/language arts: feedback reporting and accountability reporting. The feedback report primarily serves the teachers and families while the accountability report serves to meet state and federal accountability reporting requirements.

### *Mathematics and English/Language Arts Feedback Report*

The feedback report is based on raw data. It connects learning progressions with student responses on the items which measure those learning progressions. The report displays all learning progressions for the content connectors measured on the assessment. As students demonstrate the skills within each progression, the report changes color for that progression. The figure below shows an example feedback report. In this figure, the five content connectors which were assessed are displayed in column 1. The learning targets (from the learning progression) that make up each content connector are displayed in the rows. Each learning target represents a single item that a student answered. The green boxes show the targets that the student answered correctly. The gray boxes show that the student either answered incorrectly or encountered the stopping rule. The final column recommends a skill for the teacher to work on with the student that falls between the last target answered correctly and the first one answered incorrectly.

CC	LT1	LT2	LT3	LT4	LT5	What to work on next
3.RF.4.2 Understand the six major syllable patterns to aid in decoding unknown words.	Students can identify short vowel sounds in single-syllable CVC pattern words.	Students can identify open vowel sounds in single-syllable V pattern words.	Students can identify long vowel sounds in single-syllable VCe pattern words.			Long vowel sounds in single-syllable words
3.RL.2.2 Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works	Students can identify a folktale, fable, and tall tale.	Students can identify a key detail in folktales, fables, and tall tales from diverse cultures.				Discuss details in a story from a folktale, fable, or tall tale.
3.RN.2.1 Ask & answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers.	Students can identify answers to what and/or who questions in nonfiction texts.	Students can identify answers to where questions in nonfiction texts.	Students can identify answers to when questions in nonfiction texts when elements of time are explicitly stated.	Students can identify answers to simple why questions in nonfiction texts.		Continue to work on asking students questions about nonfiction texts, focusing specifically on why something occurred.
3.W.6.2 Demonstrate command of capitalization, punctuation, and spelling	Students can correctly use capitalization.	Students can correctly use apostrophes to form contractions.				Work on recognizing and using apostrophes to both form a contraction and a possessive noun.
3.CC.4	Students can identify details in a text read aloud or information presented orally or through other media.	Students can distinguish between important ideas and unimportant ideas.	Students can determine the main ideas in a text read aloud or information presented orally through other media.	Students can identify key details that support the main ideas of text read aloud or information presented orally through other media.		Focus on details in a text, asking how important they are and whether and how they support the main idea.

At the end of the year, a comprehensive feedback report must be provided which summarizes performance across all three test windows. The highest learning target a student reached is displayed for each test window. Then, the number of learning targets answered correctly within each progression is summed and displayed. For the through-year content connectors, the highest number is displayed regardless of which window that target was mastered in. These feedback reports are intended to be instructionally useful, but the evidence from the I AM supports claims regarding mastery of the full content connector, not any one point on a learning progression. Thus, a reliability calculation would be made on the full content connector, not on a single item. The contractor will work with IDOE and the Technical Advisory Committee to define a reliability approach this is feasible and appropriate for this measurement tool. Shading and reporting language can be considered to communicate this in the feedback report.

CC	Fall	Winter	Spring	Total LTs Satisfied
3.RF.4.2	LT1: Students can identify short vowel sounds in single-syllable CVC pattern words.	LT2: Students can identify long vowel sounds in single-syllable VCe pattern words.	LT3: Students can identify long vowel sounds in single-syllable VCe pattern words.	3
3.RL.2.2	LT1: Students can identify answers to what and/or who questions in nonfiction texts.	LT1: Students can identify answers to what and/or who questions in nonfiction texts.	LT2: Students can identify answers to where questions in nonfiction texts.	2
3.RN.2.1	LT2: Students can identify a key detail in folktales, fables, and tall tales from diverse cultures.	Not Administered	Not Administered	2
3.W.6.2	LT3: Students can use quotation marks to indicate direct speech.	Not Administered	Not Administered	3
3.CC.4	LT1: Students can identify details in a text read aloud or information presented orally or through other media.	Not Administered	Not Administered	1
CC6	Not Administered	LT3 w/ Description	Not Administered	3
CC7	Not Administered	LT7 w/ Description	Not Administered	1
CC8	Not Administered	LT3 w/ Description	Not Administered	3
CC9	Not Administered	Not Administered	LT3 w/ Description	3
CC10	Not Administered	Not Administered	LT4 w/ Description	4
CC11	Not Administered	Not Administered	LT3 w/ Description	3

The through-year content connectors could be further highlighted by showing results from each administration, as shown in the figure below.

CC	Grade 3	Grade 4	Grade 5
3.RF.1	LT1: Students can identify short vowel sounds in single-syllable CVC pattern words.	LT3: Students can identify long vowel sounds in single-syllable VCe pattern words.	LT3: Students can identify long vowel sounds in single-syllable VCe pattern words.
3.RC.1	LT1: Students can identify answers to what and/or who questions in nonfiction texts.	LT1: Students can identify answers to what and/or who questions in nonfiction texts.	LT2: Students can identify answers to where questions in nonfiction texts.
3.RC.2	LT2: Students can identify a key detail in folktales, fables, and tall tales from diverse cultures.	LT3: Students can associate details with events in folktales, fables, and tall tales from diverse cultures.	LT4: Students can relate key details in folktales, fables, and tall tales from diverse cultures.
3.W.8	LT3: Students can use quotations marks to indicate direct speech.	LT3: Students can use quotations marks to indicate direct speech.	LT3: Students can use quotations marks to indicate direct speech.
3.CC.4	LT1: Students can identify details in a text read aloud or information presented orally or through other media.	LT2: Students can distinguish between important ideas and unimportant ideas.	LT4: Students can identify key details that support the main ideas of text read aloud or information presented orally through other media.

Reports should also display the support level which the student received while testing (i.e., support level 1 with manipulatives, support level 1, or support level 2) along with a brief description of the supports provided at that level.

### *Mathematics and English/Language Arts Accountability Report*

The accountability report will include the information from the feedback reports provided across all three through-year administrations as well as the total score and achievement level from aggregating the three scores. The summative score will be the sum of the total learning targets satisfied. The process of setting cut scores is described in the next subsection, *Standard Setting*. Once cut scores are defined, a lookup table will be created to translate the raw score into one of three performance categories: Below Proficiency, Approaching Proficiency, or At Proficiency.

The Expert Panel which consulted on research work for this I AM test design recommends leaving the accountability scores in the raw metric and using classical test theory to analyze the data. The raw score includes the number of learning targets satisfied or the number of items answered correctly. This is because the data must support any assumptions prior to moving to the item response theory. Given the scaffolding of the content within a content connector, the items will build on each other and may not be fully independent. If research studies can validate the assumptions of increasing difficulty along the learning progression and test for local item independence, then a Rasch model would allow for easier item bank enhancements and annual equating. Additional research and details to support this design are included in *Appendix A: I AM Research Implementation Report*.

Because some students will have the opportunity to receive additional items in the through-year content connectors, they will have more chances to receive points. This difference must be accounted for during standard setting to examine profiles of students answering more than five items correctly for the first two connectors.

The accountability report will also provide normative data to show how an individual student performed compared to other students taking the I AM in the same school (if possible, based on participation), corporation (if possible, based on participation), and statewide. The respondent should describe their proposed approach for providing normative data, including rules for protecting confidentiality of data in this report.

#### *Mathematics and English/Language Arts Aggregate Reports*

Aggregate reports will be created and made available to schools, corporations, and the state from both the feedback reports and the accountability data. The figure below shows an example of how these reports could be aggregated. The numbers in this report represent the number of items that a student responded to correctly for that content connector's learning progression. The color coding represents the degree of confidence that a student has achieved the content required within that content connector. This is a sample report; the contractor and IDOE will work together to determine the exact specifications for reporting upon contract award. The respondent must clearly define their plan for aggregate reporting in the proposal.

CC	LT1	LT2	LT3	LT4
3.RF.4.2	4	2	0	1
3.RL.2.2	3	3	1	0
3.RN.2.1	1	6	0	0
3.W.6.2	4	2	1	0
3.CC.4	3	3	0	1

#### *Mathematics and English/Language Arts State Data File*

The contractor must provide a state data file to IDOE at the end of each assessment window (fall, winter, spring) with feedback data and at the end of the year (following the spring administration) with accountability data. The state data file must include student-level scores for each assessment within the window. The following fields are a minimum requirement. Other fields may be included following discussion and agreement between the contractor and IDOE.

- Student Test Number provided by IDOE (unique identification number)
- Student full name
- Student birth date
- Number of correct items per content connector (feedback report)
- Number of correct items overall (feedback report)
- Proficiency level
- Overall accountability score and proficiency level (accountability report)

The state data file must be secured as described in *Section 2.7: Test and Data Security*.

#### *Science and Social Studies Individual Student Report*

The contractor will provide an individual student report (ISR) for science and social studies following each spring test window. The ISR will combine feedback and accountability information for the science and social studies assessment. It must include a scale score, proficiency level, and domain scores for each assessment. It must also include some form of normative (or comparative) data such as a school and state average or similar. The ISR should be intuitive to interpret and should include information about next steps for educators and families. The respondent should describe ways that the ISR might be customized for Indiana within their proposal.

#### *Science and Social Studies Aggregate Reports*

The contractor will create aggregate reports from the individual student results and make them available to schools, corporations, and the state. Aggregate results should provide information on the distribution of students across different proficiency levels for scale scores and domain scores. Aggregate results should also be filterable by student demographic characteristics. The respondent must describe their plan for the science and social studies aggregate reports as well as any ways that the proposed solution can be customized for Indiana within their proposal.

#### *Science and Social Studies State Data File*

The contractor must provide a state data file to IDOE at the end of the spring assessment window with accountability data. The state data file must include student-level scores data and proficiency. The following fields are a minimum requirement. Other fields may be included following discussion and agreement between the contractor and IDOE.

- Student Test Number provided by IDOE (unique identification number)
- Student full name
- Student birth date
- Overall proficiency level
- Overall accountability score and proficiency level (accountability report)
- Domain proficiency levels

The state data file must be secured as described in *Section 2.7: Test and Data Security*.

#### *Standard Setting*

The contractor must oversee and facilitate standard setting work for mathematics, English/language arts, science, and social studies. A standard setting method that is appropriate for each assessment must be designed and implemented. However, all four assessments will use the same three policy performance level descriptors:

- Level 1: Below proficiency. Indiana students below proficiency have not met current grade level content connectors. Students may require significant support to develop the knowledge, application, and skills to be on track for post-secondary education or competitive integrated employment.



- Level 2: Approaching proficiency. Indiana students approaching proficiency have nearly met current grade level content connectors by demonstrating some basic knowledge, application, and skills. Students may require support to be on track for post-secondary education or competitive integrated employment.
- Level 3: At proficiency. Indiana students at proficiency have met current grade level content connectors by demonstrating essential knowledge, application, and skills to be on track for post-secondary education or competitive integrated employment.

### Mathematics and English/Language Arts Standard Setting

The contractor must work with IDOE to develop range proficiency level descriptors (PLDs) for each content connector. The range PLDs should be created by organizing the learning progressions (or learning targets) into each of the three policy PLD categories. The draft range PLDs will be modified or confirmed by educators during standard setting activities. These range PLDs based on the learning progression will be used in the place of threshold (or “just barely”) PLDs for the standard setting approach for this test design.

The contractor will plan and facilitate a standard setting committee with educators. This meeting should be onsite at a location near Indianapolis, Indiana. The contractor will:

- Plan and facilitate the standard setting activities
- Collect non-disclosure agreements from each educator
- Provide ordered item booklets and other test materials to educators in a secure manner
- Provide either paper materials or devices for onsite panelists to use to access materials.
- Track educator feedback and decisions
- Provide educators with a stipend of \$500. This assumes that standard setting meetings will last two days. No additional payments (such as travel) are required.
- A minimum of 8 educators per breakout room within standard setting are required. Respondents may propose other numbers (above the minimum) based on their standard setting recommendation.

IDOE will:

- Recruit the educators needed for the review
- Provide content and program-level support for the meetings
- Provide the conference space

The research for this test model recommends the use of an ordered profile method, possibly combined with a modified Angoff approach, for standard setting. This model is clearly defined on page 25 of *Appendix A: I AM Research Implementation Report*. The respondent should confirm their ability to use this general approach within their proposal; however, modifications can be discussed and agreed-on between the

contractor and IDOE. The final standard setting plan will be discussed with the Indiana Technical Advisory Committee prior to final approval by IDOE.

### Science and Social Studies Standard Setting

The contractor must work with IDOE to develop threshold (or “just barely”) proficiency level descriptors (PLDs) for science and social studies assessments. The contractor will plan and facilitate a standard setting committee with educators. This meeting should be onsite at a location near Indianapolis, Indiana. The contractor will:

- Plan and facilitate the standard setting activities
- Collect non-disclosure agreements from each educator
- Provide ordered item booklets and other test materials to educators in a secure manner
- Provide either paper materials or devices for onsite panelists to use to access materials.
- Track educator feedback and decisions
- Provide educators with an honorarium of \$500. This assumes that standard-setting meetings will last two days. No additional payments (such as travel) are required.

IDOE will:

- Recruit the educators needed for the review
- Provide content and program-level support for the meetings
- Provide the conference space

The contractor should recommend a research-based standard setting method to set cut scores for these assessments and should describe why the recommended approach is appropriate. Modifications to the standard approach or a different research-based approach may be suggested and discussed based on the student population participating and potential instability in data from this population.

### *Timeline*

Feedback reports should be available to schools and families within 24 hours of student test completion. IDOE and the contractor may agree to hold results following the first administration for a few business days to ensure the integrity of the data prior to publication. Final results for accountability are required by state law no later than July 1 each year. For school year 2025-2026 standard setting will occur; therefore, additional time is needed for accountability results. Accountability results for this year must be provided by September 1.

### *Test Deck*

IDOE submits test cases through a process called “test deck” to ensure accurate scoring occurs. The contractor must:



- Ensure online systems are set up to support IDOE submission of test cases into the student test delivery system.
- Work with IDOE to confirm a process for submission and process of those test cases.
- Score test cases in time for data user acceptance testing tasks.
- Allow IDOE access to view test case scores and reports prior to publishing all data to schools and corporations.
- Collaborate with IDOE to resolve any scoring questions based on the test case results.

#### *Data (Score) Replication*

IDOE works with a third-party vendor to replicate all data for state accountability assessments prior to publishing accountability data. The contractor must provide algorithms and/or necessary literature along with all relevant data files necessary to support third-party data replications and development of technical report documentation. The contractor will support data replication efforts by:

- Delivering data files to IDOE and the identified third-party vendor for each administration in a manner that meets security requirements for data in transit.
- Providing assumptions and process information to the third-party vendor as needed to support score replication.
- Meeting virtually with IDOE and the third-party vendor to resolve any identified differences.

#### *Data Literacy Training for Educators*

The contractor must provide training for educators (classroom teachers and building administrators) to ensure they can access, understand, and use the data from the assessment. The training must:

- Demonstrate how data are accessed using demo data in the live reporting portal.
- Discuss the information provided and explain its meaning and implications to classroom supports.
- Be accessible on-demand
- Be available at least six weeks prior to the first operational test window
- Be refreshed/updated as needed each school year

The contractor will draft the training, gather feedback from IDOE, implement any necessary changes, and receive approval from IDOE prior to releasing the training for public use.

#### *Dynamic Reporting System for Educators*

The contractor must provide a dynamic reporting system for educators. This system must be role-based and allow teachers, schools, and corporation-level staff to view assigned student reports, aggregate reports, and accountability reports. The system must also meet all requirements for systems listed in *Section 2.4 Provide Systems for*

*Test Registration, Test Delivery, and Reporting.* Preference is given to proposals which also provide solutions for connecting scores to existing instructional programming and supports. The respondent must describe their solution for dynamic reporting systems, including:

- Innovative reporting structures.
- Immediate electronic accessibility of reports.
- Aggregate data at the classroom, school, corporation, and state levels
- Report security and control of access.
- Ability to export data in CSV or similar for use importing to corporations' school information systems.
- Ability to export reports (especially individual student reports) as pdfs or similar for distribution to stakeholders.
- Ability to archive and report multi-year student-level data.
- Extent of customization (e.g., headers, external data sets, format).
- Access to communication supports for educators and families (e.g., parent letters).
- User guides/interpretation information to assist users in understanding, using, and interpreting the reports.
- Capability for translations in Spanish, Burmese (Hakha Chin), Vietnamese, Simplified Chinese, and Arabic.

#### *Dynamic Reporting System for Families*

The contractor must provide a dynamic reporting system for families. This system must allow families to securely access student scores via an internet-connected device. The system must also meet all requirements for systems listed in *Section 2.4 Provide Systems for Test Registration, Test Delivery, and Reporting*. Preference is given to proposals which also provide solutions for connecting scores to existing family supports for home activities. The respondent must describe their solution for dynamic reporting systems, including:

- Innovative reporting structures.
- Immediate electronic accessibility of reports.
- Report security and control of access.
- Ability to export individual student reports as pdf's or similar.
- Ability to archive and report multi-year student-level data.
- Extent of customization (e.g., headers, external data sets, format).
- Access to communication supports for families (e.g., parent letters).
- User guides/interpretation information to assist users in understanding, using, and interpreting the reports.
- Capability for translations of parent letters and other interpretive materials designed for parents in Spanish, Burmese (Hakha Chin), Vietnamese, Simplified Chinese, and Arabic.

- Ability to provide score reports in an alternative format in accordance with the Americans with Disabilities Act (ADA) upon request by parents with an ADA-defined disability.

## **2.7 Protect the Integrity of the Assessment and Associated Data through Security Protocols**

IDOE places great importance on test confidentiality, integrity, and security. The respondent must provide their plan to ensure the assessment and all associated data are secure.

The State has robust and comprehensive security standards that permeate all levels of the organization. The Indiana Office of Technology (IOT) has been tasked with establishing and maintaining these security standards. The security standards include assessing security risks, developing, and implementing effective security procedures, and monitoring the effectiveness of those procedures. If the proposed solution involves information technology-related products or services, all such products or services are to be compatible with any of the technology standards found in the [Information Security Framework](https://www.in.gov/iot/iot-vendor-engagement/) (<https://www.in.gov/iot/iot-vendor-engagement/>) that are applicable, including the assistive technology standard. Respondents will be required to sign a Non-Disclosure Agreement (NDA) to access the IOT Information Security Framework; Respondent's should review the IOT Information Security Framework, and ensure their proposed solution meets all standards therein.

### *Test and Data Security*

The respondent must propose specific security measures considered appropriate for operational administration of I AM. These measures must include:

- The respondent's procedures for reducing security threats and risks (e.g., hacking, distributed denial of service, and other threats) and protecting test materials, Personally Identifiable Information (PII), and related data during item development, test construction, materials production, distribution, test administration, and scoring.
- The respondent's security features for storage of test materials and related data such as items and student responses.
- The respondent's business practices and protocols aimed at data security and protecting privacy including third party audits, staff training, and role-based access.
- The respondent's protocols to address potential or actual data breaches (e.g., client reporting, escalation, response, and mitigation).
- The respondent's rules and procedures for secure transfer of student-level assessment data in and out of the state's data management and reporting systems between authorized users (e.g., state, schools, and respondent).
- The respondent's plan to adapt to individual corporations' technology environment while maintaining testing security and integrity.

- The respondent's confirmation that all student results and PII information are stored on domestic servers.

Test security violations and other breaches of test security can impact the fairness of testing. To ensure fairness of the administration of statewide assessments, the respondent must describe in detail the processes it plans to use to secure items during test development, to secure its online assessment systems before, during, and after testing, and assist the state and its test security staff during any material breaches of test security.

A material test security breach is anything that may compromise the integrity or validity of the test and/or its results. Security breaches have external implications for the state and may result in a decision by the state to remove the affected test item(s) from the available secure item bank and/or invalidate test scores materially impacted by the breach. The respondent must agree to report all security breaches, as well as to investigate the implications for IDOE's assessments, to IDOE within 24 hours of receiving information about them.

A data or PII breach is anything that compromises the security of student data or PII. The respondent must agree to report all student data or PII breaches, as well as investigate the implications for IDOE, to the state within 24 hours of receiving information such a breach has occurred.

The State has robust and comprehensive data transmission standards that operate enterprise wide. The Indiana Office of Technology (IOT) established and maintains these standards, which support IOT's data exchange and API-led strategies for the State. The respondent's solution must support the State's standard API and file transfer methods to facilitate secure data transmission. The State's standardized data transmission technologies are the MuleSoft API Management and GoAnywhere Managed File Transfer (MFT) services. See <https://www.in.gov/iot/policies-procedures-and-standards/applications-standards/>.

### *Cloud Questionnaire*

Respondents are required to review and respond to the questions included in Attachment L, Cloud Questionnaire if the proposed solution is not hosted on the State's infrastructure or managed cloud solutions. In addition to completing the Cloud Questionnaire, a respondent may be requested to provide the following documentation:

- **A SOC 2 Type II audit report.** SOC (Systems and Organizations Controls) 2 is a security framework that specifies how organizations should protect customer data from unauthorized access, security incidents, and other vulnerabilities. SOC 2 Type I reports evaluate a company's controls at a single point in time. SOC 2 Type II reports assess how those controls function over a period, generally 3-12 months. We would request the Type II report.

- **Applicable security policies, procedures, or runbooks.** A security policy (also called an information security policy or IT security policy) is a document that spells out the rules, expectations, and overall approach that an organization uses to maintain the confidentiality, integrity, and availability of its data. It clearly spells out how compliance is monitored and enforced. We would like samples or snippets of what things a vendor does to protect our State of Indiana data. Could be referred to as an ISF (Information Security Framework)
- **A penetration test report.** Penetration testing is security testing in which assessors mimic real-world attacks to identify methods for circumventing the security features of an application, system, or network.
- **Static code testing results.** This is an application testing method in which an application's source code is examined to detect potential security vulnerabilities.
- **Dynamic code testing results.** Dynamic testing is the method of debugging an application's source code in a run-time environment, i.e., when the application is running. It is used to identify security vulnerabilities while the program is running.
- **Infrastructure as code scan testing results.** Infrastructure as code, also known as software-defined infrastructure, allows the configuration and deployment of infrastructure components faster with consistency by allowing them to be defined as a code and enables repeatable deployments across environments. It is used to identify security vulnerabilities in the deployment process.
- **An application or systems diagram.** Describes the solution's architecture, dataflows, and/or topology. As a high-level diagram that shows the information system's basic structure, software components, relationships to other important services, and their properties. We are seeking clarity on the relationships the vendor solution has with external (cloud) components such as users, databases, and services.
- Please note that the awarded Respondent must coordinate and cooperate with IOT to help ensure up-to-date system security is in place.

Within the Technical Proposal response area, please indicate, that the Cloud Questionnaire is complete.

#### *Missing Materials Auditing, Tracking, and Follow-up*

Upon the completion of the return of paper-and-pencil materials, the respondent will keep a log of all materials received and follow up with CTCs if there appear to be any missing materials. A Missing Materials Report (MMR) with content agreed upon between IDOE and the Respondent in an MMR Specification document will be delivered to IDOE for review by mutually agreed upon timeframes. This report will be provided at no additional cost to IDOE. Materials received after a predetermined cutoff date will not

be scored. The Respondent will provide IDOE with a master list of missing secure materials at agreed upon dates after each test administration window.

## **2.8 Complete Technical Analyses and Ensure Technical Quality**

### *Technical Advisory Committee (TAC)*

The contractor must attend three virtual TAC meetings annually and be prepared to present technical topics and/or questions as agreed-on by IDOE and the contractor. The contractor must provide clearly stated written questions for the TAC along with supporting background materials to IDOE for review three weeks prior to each TAC meeting. Psychometric processes, including test design, scaling, equating, and validation procedures as well as technical reports are usually presented to the TAC for review and must receive IDOE approval. The contractor must provide any additional support or follow-up, as required by the TAC and/or IDOE.

### *Technical Reports*

The contractor will prepare a technical report after each year's test administration. The report must:

- Provide an overview of the test design, include evidence of the validity and reliability of the assessment, report on results and student characteristics from each test administration, and include any special studies performed.
- Provide evidence to demonstrate the quality of the instrument as defined by the *Standards for Educational and Psychological Testing* (AERA, APA, and NCME, 2014).
- Include the technical documentation needed to demonstrate adherence to the U.S. Department of Education's *Peer Review of States' Systems of Standards and Assessments* (USED, 2015).
- Include the results from annual and ongoing bias, reliability, validity, and usefulness studies. (If Peer Review feedback requires any special studies, those studies will be managed through contractual amendments and advised by Indiana's TAC.)

The final report will be subject to review of the Indiana TAC and approval by IDOE. The respondent should provide a technical report outline as part of the proposal.

### *Technical Quality of Assessments*

The contractor must ensure the reliability and validity of individual student scores. All technical analyses conducted must meet nationally recognized professional and technical standards as established by the *Standards for Educational and Psychological Testing* (AERA, APA, and NCME, 2014). The respondent must include a section in their proposal showing which technical analyses they plan to perform for each assessment and why the proposed analyses are appropriate and sufficient for establishing technical quality. The contractor may include the below, as appropriate:

- Conduct annual appropriate analyses using a combination of classical test theory and IRT or Rasch models to generate initial parameters for any field test items, item fit statistics, and differential item functioning (DIF).
- Engage in annual psychometric analyses of all assessment data, including as appropriate: data cleaning, classical test theory and item analyses (e.g., p-values, point biserials, reliability analyses, classification analyses, raw score to scaled score frequency distributions), IRT analyses for calibrating and scaling the assessment data, analyses to support the use of a unidimensional IRT mode (e.g., the Rasch model), form equating across years, analyses of cross-year scale drift, fairness analyses and differential (DIF).
- Evidence that students are being placed in the correct stage of the assessment.
- Establish and document evidence of classification consistency and test score reliability, including internal consistency of total scores and standards error of measurement/conditional standard error of measurement where applicable.
- Establish and document evidence of validity of testing scores including (but not limited to)
  - Evidence that subject matter experts have determined that items and test forms represent an adequate sample of the content frameworks.
  - Evidence that items sufficiently align with the test blueprint.
  - Evidence that the assessments were administered in a sound manner so that scores represent the achievement of students.
  - Evidence that alternate forms of each test assess the same content (just with different support levels).
  - Evidence of the interrelationship among “standard” scores.
- Conduct appropriate annual analyses to verify item functioning and scoring and to monitor for drift within the item bank. These analyses may be adjusted from typical models due to the alternate population needs.
- Provide IDOE with all appropriate test statistics and information including test information functions, differential test function information, and validity and reliability measures from any field test which occurs.
- Use appropriate pre-equating methods to ensure the quick delivery of student reports.
- Report model fit and individual score reliability for the selected scaling procedure(s).
- Employ appropriate statistical procedures to accurately equate the tests and produce raw score-to-scale score conversion tables.
- Conduct annual and ongoing bias, reliability, validity, and usefulness studies (as referenced under subsection *Technical Reports*).

IDOE acknowledges that the mathematics and English/Language arts assessment models will be further developed with the contractor, and that this additional development will impact the technical analyses which will be completed. The contractor and IDOE will work with the Technical Advisory Committee to establish the best

analyses for these assessment models as development progresses. Additional analyses may be discussed as change requests to the contract if defined by the contractor/TAC and approved by IDOE.

### *Alignment Study*

Per federal peer review requirements, IDOE will work with a third party to perform an independent alignment study following the first administration of I AM's new test design (school year 2025-2026). The contractor must provide needed support for this alignment study including:

- Vendor access to the selected items and associated metadata
- Educator panel access to the selected items and any defined metadata
- Support understanding test design and item bank for defining the item sample set

## **Section 3.0: Project Management**

### **3.1 Creating the Project Team**

The respondent must identify their project manager. The project manager must:

- Have at least five years of experience successfully managing high-stakes assessment programs (managing alternate assessments preferred).
- Have at least three years of experience working with students (or programs for students) who have significant cognitive disabilities.
- Be fully dedicated to this project (i.e, 1.0 FTE)
- Have and maintain PMP certification (preferred).
- Serve as the primary point of contact for IDOE for the project.
- Assemble, oversee, and coordinate the project team and all related subcontractors.

The contractor must provide a cohesive, dedicated, and skilled core team, which is critical to the success of this alternate assessment project. The core team are those assigned more than 20% FTE to the project. The respondent must identify the core team, describe their roles/responsibilities for the project, and provide their resumes within the proposal. Examples of key staff include (but are not limited to) the roles within the table below. The description of duties in the table is not comprehensive, but representative.

<b>Role</b>	<b>Description of Duties</b>	<b>Additional Requirements</b>
Content Lead	Oversee item development, test form construction, item tagging, and monitoring of item bank status.	Minimum of a master's degree in assigned content area.
Psychometrician	Assists with technical aspects of compiling item statistics, completing test form selection, conducting validity studies, performing quality control,	Experience with analysis and reporting of alternate assessment data



	providing data for alignment studies and other research efforts, and developing annual technical reports for each program.	
Accessibility Specialist	Collaborates with IDOE to ensure availability and appropriate implementation of universal design, tools, supports, and accommodations.	Experience in delivery of accommodations and alternate assessments.
Ancillary Specialist(s)	Develops ancillaries to support test administration (e.g., manuals, scripts), maintains accuracy and consistency across all materials, and applies internal quality assurance procedures to materials.	
Information Technology Specialist	Oversees the test administration, delivery, and reporting systems and provides necessary solutions to technical issues.	Evidence of successful support of online assessment programs
Customer Service Supervisor	Oversees the respondent's customer support network (e.g., help desk) and ensures all customers receive quality and timely responses to questions. Ensure resolution of all reported issues and establishes protocols to escalate issues as needed.	

Except in the case of illness, death, or leave of absence, and so long as the personnel remain partners, principals, or employees of Respondent, no re-deployment of any member of the core team as required by the work plan may be made without prior written consent of IDOE's Office of Student Assessment, which shall not be withheld without good cause. Replacement of such personnel, if approved, shall be with personnel of equal or greater ability and qualifications within 30 days of notification.

### 3.2 Planning and Facilitating Project Meetings

#### *Kickoff Meeting*

A kickoff meeting is required for project initiation. The purpose of the kickoff meeting is to introduce key stakeholders, points of contact for the project, address vendor or IDOE questions/concerns, provide an update on the contract status, and discuss next steps for project implementation.

- The contractor shall schedule and facilitate one project kickoff meeting.
- The kickoff meeting will be virtual (Microsoft Teams is preferred, but not required; if the vendor opts for another platform, it must be available via web browser at no additional cost and with no additional software or plugins required).

- The contractor will draft a meeting agenda and provide it to the IDOE at least 72 hours in advance of the meeting. The contractor must provide meeting minutes for IDOE's review and approval within 24 hours of the meeting completion.

#### *Planning Meetings*

The contractor must facilitate (and support all associated contractor costs for) a minimum of four dedicated planning meetings between IDOE and the contractor's project management teams during year one (2025-2026). These meetings will be held virtually (Microsoft Teams platform is preferred but not required) and should last 3-4 hours for planning purposes. The contractor shall deliver a proposed agenda at least 72 hours in advance of each planning meeting and shall deliver meeting notes (include action items, decisions made, decisions pending) within 48 hours of each planning meeting.

For school year 2026-2027 and school year 2027-2028, the contractor must facilitate (and support all associated contractor costs for) one dedicated planning meeting per year as described in the paragraph above.

#### *Status Meetings*

Project status meetings are critical for monitoring progress on project deliverables and ensuring the project remains on time and track to completion. The contractor must plan and facilitate weekly status meetings with IDOE to address all aspects of the program.

- The weekly meetings should typically be 60 minutes in duration but may vary based on each weekly agenda.
- The weekly meetings will be virtual. The contractor will host the meetings using virtual conferencing software. Microsoft Teams is preferred, but the respondent may propose other communication technology for IDOE's consideration and approval.
- The contractor will deliver an agenda of proposed topics to IDOE for review at least 24 hours in advance of each scheduled call. IDOE may also propose agenda topics.
- The contractor will deliver weekly status reports (e.g., written notes, action items, decisions made and decision pending, status of ongoing deliverables, program risks, and other applicable documentation) within 24 hours of each meeting using a format agreed on by both parties.

#### *Technical Advisory Committee Meetings*

The contractor must attend and present at Technical Advisory Committee meetings as described in *Section 2.8 Complete Technical Analyses and Ensure Technical Quality: Technical Advisory Committee*.

### **3.3 Creating and Maintaining Project Plans and Schedules**

The contractor is responsible for creating, monitoring, updating, and maintaining a detailed project plan and schedule for all components of the project. The contractor will:

- Deliver a draft project schedule to IDOE for discussion and review within 60 days of contract execution. This schedule must delineate agreed-on durations, associated tasks, and responsible parties for completing each deliverable or process step. Preference is given to respondents who are willing to use Smartsheet for the project schedule to integrate into IDOE's current project management system.
- Continuously monitor the ongoing operations of the summative assessments using a detailed project plan and schedule.
- Provide an annual updated project plan and schedule for joint use by IDOE and the contractor in monitoring all program activities by July 1 of each year.
- Provide appropriate, frequent, direct real-time access to the project schedule
- Update the project schedule as needed to maintain workflow and address any identified risks.
  - Changes to key milestones in the master schedule will require a contract amendment.

The respondent must provide a master schedule highlighting the key milestones on the critical path for 2025-2026 within the proposal.

The respondent must disclose any missed deadlines, litigation or breaches of contract due to missed deadlines resulting in compromises of an assessment program from the last five years as part of their proposal.

### **3.4 Working with Subcontractors**

The respondent may use subcontractors to address portions of the required services.

Any respondent that intends to use subcontractors must:

- Identify all subcontractors which will be used.
- Describe the work each subcontractor will complete.
  - If a subcontractor will provide services related to key elements of test administration, scoring, or reporting, the respondent must also include relevant education background, professional experience, and resumes for subcontractor staff who would serve in primary roles.
- Describe the anticipated supervisory structure (e.g., organizational chart) and a detailed plan for regularly overseeing the quality of each subcontractor's work.
- Ensure all deliverables are completed in accordance with the requirements of the contract. The respondent is responsible for the successful completion of all work assigned to a subcontractor.
- Provide a detailed plan for ensuring test security and confidentiality are adhered to, as applicable.

All subcontractors must be approved by IDOE. The contractor will serve as the sole point of contact for all contractual matters, including those that may impact or involve a subcontractor. Deficiencies in work performed by any subcontractor are the

responsibility of the primary contractor. The respondent must indicate acknowledgement of this in the proposal.

### **3.5 Managing Risk and Quality Assurance**

#### *High Quality Products and Services*

The contractor is responsible for delivering and maintaining high quality products and services, including (but not limited to) assessment items, data processing, and scoring. Key personnel must be assigned to manage and oversee quality assurance practices. The respondent must define current quality control and assurance methodologies currently in use as well as copies of quality assurance protocols as appropriate. Key processes which require quality assurance protocols include, but are not limited to, test production, manual development, scoring and reporting, data analysis, and test delivery.

The fundamental purpose of the I AM assessment is to provide accurate information on student performance. The contractor must use every means required to ensure that information created for the project is correct. The contractor is responsible for correcting (at the contractor's expense) any errors arising from activities that are the responsibility of the contractor. This may involve activities such as conducting analyses to identify the cause and extent of errors; reprinting or reproducing flawed products or other materials; replacing erroneous files; reproducing inaccurate reports; shipping lost or damaged replacement products or reports to the state or corporations using expedited shipping services; and communicating directly with school corporations as to the nature and extent of the error, upon approval from the state.

The contractor must plan and prepare schedules that will allow work to flow alongside quality assurance processes in a timely, effective manner to maintain high quality deliverables. The respondent should describe how quality assurance will impact the building of the annual project schedule.

#### *Risk Management*

The contractor must specifically address timeline issues, risks, and mitigation and contingency plans for all aspects of the project. The respondent must describe their protocols for managing risk and preparing contingency plans. These plans should refer to more than just "communication."

The respondent should describe its proven ability (and that of any proposed subcontractors) to document and enact risk management strategies – especially as they relate to the development, production, shipping and receipt, administration (online assessments), scoring, data processing, reporting, and psychometric activities for high-stakes assessments.

The contractor is required to complete risk assessment activities and to manage any risk to the project should it arise. The respondent should submit sample risk

assessment documentation to demonstrate the comprehensiveness of its ability to conduct contingency planning for a variety of conditions. This risk assessment documentation may be submitted as an attachment to the proposal. This documentation should also highlight internal procedures and protocols for quality assurance in all aspects of delivering large-scale, statewide assessments.

#### *Quality Assurance in Scoring and Data*

The contractor must ensure that all data operations are subject to multiple independent quality assurance checks for accuracy before results are released. The respondent should include in the proposal a full and complete description of its quality assurance procedures specific to score reporting for IDOE review.

The respondent must describe how their systems, processes, and protocols will prevent data loss.

The contractor will retain student response files for possible rescoring for a designated period agreed upon by the contractor and IDOE (usually three years).

The contractor will immediately notify IDOE when an item error, scoring error, or reporting error is discovered. The contractor and IDOE will develop a plan for correcting the error. The plan will include a detailed description of how timely and forthright information will be communicated to all affected stakeholders. The respondent must agree to these processes within their proposal.

#### *Quality Assurance in Program Transition*

The contractor is responsible for quality assurance throughout program transition. The respondent must:

- Provide details regarding transitions they have conducted with other contractors and states.
- Share what is needed from IDOE and the previous vendor to be successful
- Describe their ability to collaborate well with IDOE on transition initiatives.
- Provide a strategy and data migration plan which includes the most substantial risks and associated mitigation strategies identified for activities around transitioning from the previous vendor.
- Describe their data migration plan and strategies including how the data migration results will be tested to confirm success.

### **Section 4.0: Timeline for Project**

The respondent must submit a timeline of key deliverables based on the requirements stated in Section 2.0 and their proposed solution. The list should include tentative dates for anticipated start and anticipated completion based on a school year 2025-2026 start date. The first assessment window to begin September 2025. The respondent should use a table similar to the example below to submit these key deliverables.

<i>Task</i>	<i>Deliverable</i>	<i>Anticipated Start</i>	<i>Anticipated Completion</i>
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