

REQUEST FOR PROPOSALS

ADDENDUM # 1

ISSUED: 09/01/15

**RFP NUMBER: CSP903416
INDEX NUMBER: EDU084**

The State of Ohio, through the Department of Administrative Services, Office of Procurement Services, for the Ohio Department of Education is requesting proposals for:

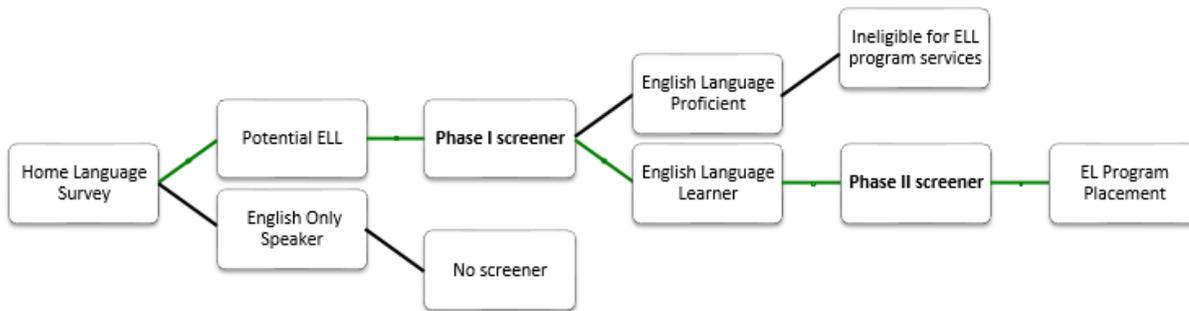
ELPA21 Summative Assessment and Screener Production, Administration, Scoring and Reporting

Attached is page 12 to this Request for Proposal (RFP). Remove the corresponding page from the existing RFP and replace with the attached.

Reason for Addendum. This addendum is issued to provide a recent change to the link on page 12.

PROPOSAL DUE DATE:	September 9, 2015
OPENING LOCATION:	Department of Administrative Services General Services Bid Desk 4200 Surface Road Columbus, Ohio 43228-1395

Two-Phase Screener



- 1.5.4.7.1*Summative assessment. Fixed forms of the ELPA21 computer-based summative assessment must be produced for the first year of this contract. It is an aspirational goal that staged adaptive tests will be developed for use at all grade bands, replacing the fixed form orientation for standard forms and for lv/b forms in the second and following years. The contractor is encouraged to address both fixed forms and staged adaptive test forms in the proposal, with the number of stages and testlets to be jointly determined by the contractor and Ohio Department of Education. (See Multistage Adaptive Tests, Hendrickson. An NCME Instructional Module on Multistage Testing, Educational Measurement: Issues and Practice [College Board], <http://www.ncme.org/ncme/NCME/Publication/Items/NCME/Publication/ITEMS.aspx?hkey=2e36be6e-79cd-420f-bce3-51ded8d8ab68>)
- 1.5.4.8 Assessment Framework. The ELPA21 consortium will provide an assessment framework including the basic test design, test blueprint, minimum numbers of items for each ELP standard, specifications for various types of test items, content parameters for each domain test, accessibility principles, etc. to the contractor. The assessment framework will be used to guide operational test form construction and ongoing item development. This document will also be expanded to become the Assessment Guide that teachers can use to prepare their instruction.
- 1.5.4.9 Assessment Guide. The contractor shall review and revise the Assessment Guide for each grade band. The document will describe the overall design of the test and provide detailed test specifications and basic accessibility principles. In addition, the document may include sample test questions for each test item format and for each PLD, sample scoring rubrics, and key concepts of each ELP standard. The users of the Assessment Guide will be teachers and other test administrators. The contractor should work with the Ohio Department of Education to produce the final version of the Assessment Guide.
- 1.5.4.10 Field Test New Items. The contractor is responsible for developing a plan for new item try-outs, including embedding new test items in the operational summative test, and a plan for assigning those items to participating students using a stratified random method to ensure a minimum number of students with relevant background characteristics (e.g., disability, proficiency level, SES, language of origin, etc.) try out new items. The test functions should reflect best practices in accessibility for all students, accommodations needs, and compliance with the APIP (Accessible Portable Item Protocol) Standard. It is estimated that 100 items per grade band will need to be field tested annually.
- 1.5.4.11 Accessibility Features and Accommodations. ELPA21 is committed to maximum accessibility for all ELLs including those with disabilities. To ensure that students with different levels of English language proficiency and ELLs with disabilities are able to demonstrate their ELP knowledge and skills on the ELPA21 assessments, the tests must be designed to eliminate or minimize any factors that are irrelevant to measuring the constructs represented in the ELP standards and test specifications. Toward this end, ELPA21 has carefully determined its criteria for participation (via the definition of English language learners) and the desired accessibility features and accommodations. These are to be included to the full extent in the tests. The current Access and Accommodations Manual is located at Appendix A.

The access features and accommodations are likely to include text-to-speech, magnification and amplification capabilities, color contrast, and compatibility with assistive technology devices, among others. The test delivery platform should also be responsive to students' need to take breaks during the assessment. Features that reflect universal design also will likely need to be built into the system; these include features such as highlighting, mark

*Indicates revised link