English Language Proficiency Assessment

IDAHO DEPARTMENT OF EDUCATION

ASSESSMENT AND ACCOUNTABILITY | ELPA

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1. Request for Information: Administrative Information

RFI Title:	ELPA Request for Information
RFI Lead:	Andrew Bennett 650 W. State Street, 2nd Floor Boise, ID 83702 208-332-6909 abennett@sde.idaho.gov
RFI Submission Window	May 5, 2025 (8:00 AM MT) – May 30, 2025 (5:00 PM MT)
Deadline To Receive Questions:	May 16, 2025
RFI Date and Closing Time:	May 30, 2025, 5:00 PM MT

2. Request for Information: Overview

2.1.　　Purpose

The Idaho Department of Education (the Department) is seeking information from potential contractors for a comprehensive K-12 general and alternate English Language Proficiency (ELP) assessment system. The system supports the identification of English learners (ELs) and measures their English language proficiency by providing the following components:

- English Language Proficiency Standards: Provide research-based English language proficiency (ELP) standards and demonstrate how the standards meet the federal requirements under ESSA Section 1111(b)(1)(F).
- K-12 ELP Screener: Identify newly enrolled students who qualify for placement into a LEA's Language Instruction Educational Program (LIEP).
- Summative ELP Assessment: Evaluate ELs progress in attaining English language proficiency. Demonstrate how the assessment meets ESSA Section 1111(b)(2)(G)(i)-(ii). for state and federal accountability mandates.
- Interim Assessments / Resources: Monitor and inform instructional decisions regarding EL English language proficiency throughout the school year.

2.2.　　RFI – For Information Only

This RFI is intended solely for the Idaho Department of Education's informational and planning purposes. No contract will be awarded as a result of this RFI process. Any response to the RFI or lack thereof will have no impact on the evaluation of responses to any subsequent Request for Proposals (RFP) or Invitation to Bid (ITB) initiative. Responses will be used exclusively for the Department's internal informational and planning purposes.

2.3.　　English Language Proficiency Assessment (ELPA) Background

2.3.1. English Language Development Standards Requirement

Under the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), Section 1111(b)(1)(F)(i)-(iii), State Educational Agencies (SEAs) must ensure that the ELP standards meet the following requirements:

- Proficiency Domains: The standards must be derived from the four recognized domains of English language proficiency: speaking, listening, reading, and writing. These domains must be clearly articulated in the assessment framework and

effectively integrated into the assessment design to ensure a comprehensive evaluation of students' English language skills.

- Proficiency Levels: The standards must address the different proficiency levels of ELs, from the initial stages of language acquisition to proficiency. SEAs must provide a clear delineation of proficiency levels, ensuring that the standards are suitable for all levels of ELs and that they accurately reflect incremental language development.
- Correspondence with Academic Standards: The standards must be fully aligned with the challenging Idaho state academic standards as required by ESSA. SEAs must ensure that the standards and assessment integrate seamlessly with academic expectations, enabling meaningful participation of ELs in the broader curriculum. The correspondence must be demonstrated through a clear mapping between ELP standards and academic content standards.

2.3.2. English Language Proficiency Assessment Requirement

In accordance with ESEA Section 1111(b)(2)(G) and ESEA Section 3113(b)(2), SEAs are required to identify ELs and assess their English language proficiency annually in the domains of listening, speaking, reading, and writing. The SEA must adopt an English Language Proficiency (ELP) assessment system that evaluates skills upon entry and annual progress in these four domains, ensuring that ELs can attain English proficiency and meet the State's challenging academic standards.

The ELP assessment system also fulfills provisions outlined in Idaho Code § (33-1617; 33-1618) and Idaho Administrative Rule (08.02.03.111.; 08.02.03.112.02.(iv)(v)).

2.4.   Information Sought from Respondents

The Department is requesting submissions that provide answers to the topic areas and questions outlined in section 2.4.1. If the answer to one question is the same as another, simply refer to the earlier response instead of repeating it. Bulleted lists are acceptable.

2.4.1. RFI Topic Areas and Questions

Respondent Overview

- Provide a brief overview of your organization.

English Language Proficiency Standards

- Provide an outline of the organization's ELP standards.
- Describe how the standards correspond to math, ELA, and science standards.

English Language Proficiency Assessment

- Explain the design and underlying philosophy of your ELP assessment system. Include what makes your assessment(s) unique.
- Outline the components of a balanced assessment system that you offer, including formative, interim, screener, and summative assessments forms, along with instructional support and materials.
- Illustrate the differentiation of English language proficiency levels.
- Describe how the ELP assessment system ensures that it measures language proficiency across diverse student populations, including those with disabilities and different linguistic backgrounds.
- Describe how the ELP assessment system supports learners who are deaf/hard of hearing and who are blind or have low vision.
- Describe the item bank(s) you offer, including which Test Delivery System(s) your bank is compatible with. Provide an overview of how states are involved in the item development process. Clarify whether the item bank allows for item sharing with other states or vendors through a consortium or memorandum of understanding.

Reporting, Analytics, and Data Utilization

- Define the types of reports the organization's system generates, the time needed to report performance data once an assessment is completed and clarify whether the reports can be customized for state and local needs.

Innovation and Future Readiness

- Explain how your assessment leverages emerging technologies, such as machine learning for scoring and item development.

2.5. Respondent Questions

Questions to the Idaho Department of Education must be submitted in writing using the official form. If it becomes necessary to revise any part of this RFI, addenda will be posted on the Department's Contracting Opportunities website. It is the responsibility of parties interested in this RFI to monitor the Department's Contracting Opportunities website for any updates or amendments as it relates to this RFI.

NOTE: QUESTIONS MUST BE RECEIVED IN WRITING BY 5:00 PM MT, May 16, 2025

Early inquiries are encouraged and will be answered as quickly as possible. Official answers to all questions will be posted on the Department's Contracting Opportunities website as an amendment to this RFI by May 20, 2025.

3. Submission Instructions

3.1.   Preparing the RFI Submission

Use Appendix A of this document as a template for your submission. Responses must be submitted in both PDF and Word formats. Before submitting, please save the submission as:

"ContractorName_RFI_ELPA_TopicAreas&Questions-1-of-1.pdf"

"ContractorName_RFI_ELPA_TopicAreas&Questions-1-of-1.word"

Additional documents that support the Contractor's responses to Section 2.4.1 may be submitted. Please save each document as a separate file using the following naming convention (additional materials are not required to be provided in Microsoft Word format).

- "ContractorName_RFI_ELPA_DocumentName-1-of-3.pdf"
- "ContractorName_RFI_ELPA_DocumentName-2-of-3.pdf"
- "ContractorName_RFI_ELPA_DocumentName-3-of-3.pdf"

3.2.   Submitting Responses Electronically

Send all documents to assessments@sde.idaho.gov by 5:00 PM MT on May 30, 2025.

The Idaho Department of Education is not responsible for delays in electronic transmission that may occur between the respondent and the Department. Submissions will be considered on time if they arrive at the email address listed above by 5:00 PM MT on May 30, 2025.

4. Idaho Public Record Law

Pursuant to the Idaho Public Records Act, Idaho Code Title 74, Chapter 1, records, including documents in all forms, received from respondents may be open to public inspection and copying unless exempt from disclosure.

Do not submit confidential information or trade secrets in your response submission.

Appendix A: RFI Response Form

Respondent's Contact Information

Company/Organization Name:

Primary Contact Name:

Primary Contact Email Address:

Primary Contact Phone Number:

Information Sought from Respondents

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Innovation and Future Readiness

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Appendix B: Amendments, Questions, and Responses

This section contains any amendments to the RFI, including all questions and responses.

Question	Answer