

REQUEST FOR INFORMATION #25-2400

Idaho Standards Achievement Test *and* Idaho Alternate Assessment



IDAHO DEPARTMENT OF EDUCATION
ASSESSMENT AND ACCOUNTABILITY | ISAT-IDAA

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1. ADMINISTRATIVE INFORMATION

Request for Information (RFI) Title	Idaho Standards Achievement Test and/or Idaho Alternate Assessment
RFI Lead	Kristiana Pierce kpierce@sde.idaho.gov 650 W State St, 2 nd Floor Boise, Idaho 83702 208-332-6903
Deadline to receive questions:	Thursday, November 28, 2024, 12:01 am MT Use this official form to submit questions.
Submit Responses: <i>Proposals must be received in the electronic inbox before closing date and time.</i>	See “3. Instructions for Submission of Responses” for submission instructions.
RFI Closing Time and Date	Thursday, December 12, 2024, 4:00 pm MT

2. OVERVIEW

2.1 Purpose

Federal and state laws require that all Idaho public school students in grades 3-8 and high school be assessed annually on their grade-level proficiency in the Idaho Content Standards in mathematics and English/Language Arts (ELA), and in grades 5, 8, and 11 for science. The Idaho Standards Achievement Test (ISAT) and the Idaho Alternate Assessment (IDAA) serve as the required statewide assessments.

The Idaho Department of Education (the Department) seeks information from potential vendors regarding possible solutions for the content and test delivery services of the ISAT and IDAA. For this RFI, “content” refers to interim and summative assessment item banks, along with all related item and form development. “Delivery services” include, but are not limited to, test administration, scoring, reporting, psychometrics, analysis, and student data management. The necessary services include the following:

- Regular standards achievement test (with and without accommodations) for mathematics and ELA;
- Regular standards achievement test for science (with and without accommodations); and
- Alternate assessment in mathematics, ELA, and science.

The Department recognizes that potential vendors may offer content and/or delivery services for one or more subject areas, whether for regular or alternate assessments. Vendors are encouraged to respond to the RFI for either or both types of assessments (regular or alternate) and may describe services related to content, test delivery, or both.

2.2 RFI- For Information Only

Please note that this RFI is for informational purposes only and no contract will be awarded as a result. A vendor’s response to the RFI - or lack thereof - will not affect the evaluation of responses to any subsequent Request for Proposals (RFP) or Invitation to Bid (ITB) issued by the Department. **Responses will be used solely for information and planning purposes.**

2.3 ISAT and IDAA Background

The ISAT and IDAA fulfill the requirements of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the [Every Student Succeeds Act](#) (ESSA), as well as the guidelines outlined in Idaho Code, [IDAPA 08.02.03.111](#). The ISAT is designed to measure Idaho

students' proficiency in mathematics, ELA, and science based on the [Idaho Content Standards](#). The Department is responsible for regularly evaluating and refining the ISAT to ensure its alignment with these standards. The IDAA is designed to measure proficiencies for Idaho students with the most significant cognitive disabilities in alignment with Idaho's Extended Content Standards in [mathematics](#), [ELA](#), and [science](#).

The ISAT and IDAA should also function as the summative component of a balanced assessment system, which includes both formative and interim assessments. Additionally, the ISAT must be used to measure student growth in accordance with growth models set by Idaho's State Board of Education and [IDAPA 08.02.03.112](#).

ISAT and IDAA Basic Requirements

The ISAT and IDAA must fulfill the following requirements:

The ISAT and IDAA serve as the required statewide summative assessments of Idaho's content standards for all Idaho public school students in the following subjects and grade level areas:

- Mathematics and ELA: Grades 3-8 and high school
- Science: Grades 5, 8, and high school

The ISAT and IDAA must provide information regarding students' grade level proficiency in each subject, reported as Level 4 (Advanced), Level 3 (Proficient), Level 2 (Basic), and Level 1 (Below Basic), along with aggregate and comparative performance data at the roster, school, district, and state levels.

The ISAT and IDAA will ensure comprehensive participation for all students including diverse populations. This includes students with disabilities, English language learners, students who are deaf and/or hard of hearing or blind/low vision, students with significant cognitive disabilities, and those who may require a paper/pencil assessment. Results from paper/pencil assessments will be comparable to those obtained through digital testing. All students enrolled in an Idaho public school must take either the ISAT or IDAA.

2.4 Information Sought from Respondents

Please answer the following questions as applicable. In some cases, it may be relevant to address questions related specifically to the ISAT or IDAA. Be sure to specify which assessment(s) you are referring to in your response. While it is not required to answer every question, please provide a brief explanation for any questions you choose not to answer. 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.

1. Please provide a brief overview of your organization, including any relevant background, previous experience, or products you offer that align with the needs of the ISAT and/or IDAA.
2. Please list the other state agencies with which you currently partner and briefly describe the services you offer them.
3. Explain the design and underlying philosophy of your summative assessment. Include what makes your assessment unique, how it evaluates different levels of knowledge and cognitive skills, and the suggested frequency for administering the assessment.
4. Please describe the item bank(s) you offer, including which Test Delivery System(s) your bank is compatible with. Provide an overview of your state-level item development process and clarify whether the item bank allows for item sharing with other states or vendors through a consortium or Memorandum of Understanding.
5. Please provide examples from states where you successfully implemented your assessment. Outline the timeline for implementation, including but not limited to the development of item, Achievement Level Descriptors, and blueprints, along with alignment and field training.
6. Please outline the components of a balanced assessment system that you offer, including formative, interim, and summative assessments, along with instructional support and materials.

2.5 Respondents' Inquiries

Questions or other correspondence 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. All changes to this RFI will be in writing and must be posted to the Department's Contracting Opportunities website to be valid.

QUESTIONS MUST BE RECEIVED IN WRITING BY 12:01 AM MST, November 28, 2024

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 December 3, 2024.

3. INSTRUCTIONS FOR SUBMISSION OF RESPONSES

3.1 Prepare the Submission

Use Appendix A of this document as a template for your submission. Responses are accepted in PDF format. Before submitting, please save the submission as:

"CompanyName_RFI_ISATIDAA_Form-1-of-1.pdf"

If you have additional information, save each document in a single, added file using the following naming convention.

"CompanyName_RFI_ISATIDAA_Form-1-of-3.pdf"

"CompanyName_RFI_ISATIDAA_Form-2-of-3.pdf"

"CompanyName_RFI_ISATIDAA_Form-3-of-3.pdf"

3.2 Submit Responses Electronically

Send all documents to assessments@sde.idaho.gov by 4:00 pm MST on December 12, 2024.

Idaho Department of Education is not responsible for delays in electronic transmission that may occur between the sender and recipient.

Submissions will be considered on time if they arrive at the email address above by 4:00 pm MST on December 12, 2024.

No hard-copy documents will be accepted.

4. IDAHO PUBLIC RECORDS 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.

Please do not submit confidential information or trade secrets in your response.

APPENDIX A- RFI RESPONSE FORM

Respondent's Contact Information

Company/Organization Name:

Contact Name:

Contact Email Address:

Contact Phone Number:

Information Sought from Respondents

1. Please provide a brief overview of your organization, including any relevant background, previous experience, or products you offer that align with the needs of the ISAT and/or IDAA.
2. Please list the other state agencies with which you currently partner and briefly describe the services you offer them.
3. Explain the design and underlying philosophy of your summative assessment. Include what makes your assessment unique, how it evaluates different levels of knowledge and cognitive skills, and the suggested frequency for administering the assessment.
4. Please describe the item bank(s) you offer, including which Test Delivery System(s) your bank is compatible with. Provide an overview of your state-level item development process and clarify whether the item bank allows for item sharing with other states or vendors through a consortium or Memorandum of Understanding.
5. Please provide examples from states where you successfully implemented your assessment. Outline the timeline for implementation, including but not limited to the development of item, Achievement Level Descriptors, and blueprints, along with alignment and field training.
6. Please outline the components of a balanced assessment system that you offer, including formative, interim, and summative assessments, along with instructional support and materials.

APPENDIX B- AMENDMENTS, QUESTIONS, AND RESPONSES

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

Question	Answer
Does the state have items that are owned by the state for use in future assessments? If so, can you provide an inventory?	Yes, Idaho owns some of its own items. The Department has not determined whether those items will be used on future assessments and an inventory will not be provided at this time.
Is there a previous/current related contract(s) for this requirement? If so, could you provide the details such as contract #, value, and expiration?	Yes. Current contract information may be obtained through a Public Records Request via the Public Records Request form available on the Idaho Department of Education’s website. Contact Kade Sanders at publicrecords@sde.idaho.gov for further questions.
Does the State have any statutes or expectations around development, provision, and/or scoring of content using artificial intelligence?	No, although federal and state law (FERPA and Idaho Code section 33-133) apply to the safeguarding of protected data such as PII and student data. That data must be sufficiently protected to prevent access by unauthorized individuals.
Does the State anticipate that the eventual RFP will be organized similar to the RFI to allow vendors to bid on only parts of the scope of work or do you expect a single vendor to fulfill all components?	We anticipate that, like the RFI, the RFP will allow vendors to submit bids for certain, specific parts of the Scope of Work.
Will the Department release RFI responses prior to the release of the anticipated RFP?	No. RFI responses will not be shared until after a new contract is awarded. RFI responses are considered part of the RFP process and are exempt under the public records law until that time.
Our understanding is that Idaho has two sets of standards: essential standards and broader set of content standards. Can the Department clarify which set of standards content should be aligned to? Does the Department have guidance on the measurement of standards at the classroom and district level?	The Idaho Standards Achievement Test assesses, and will continue to assess, the full Idaho Content Standards, not the Essential Standards, which are established as instructional guidance documents and not adopted standards.

