

REQUEST FOR INFORMATION #26-2005

Civics Assessment



IDAHO DEPARTMENT OF EDUCATION
ASSESSMENT AND ACCOUNTABILITY

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1. ADMINISTRATIVE INFORMATION

Request for Information (RFI) Title	Idaho Standards Achievement Test and/or Idaho Alternate Assessment
RFI Lead	Ayaka Nukui anukui@sde.idaho.gov 650 W State St, 2 nd Floor Boise, Idaho 83702 208-332-6926
Deadline to receive questions:	Friday, August 29, 2025, 4:00 pm MT Use this official form to submit questions.
Submit Responses: <i>Responses 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	Monday, September 15, 2025, 4:00 pm MT

2. OVERVIEW

2.1 Purpose

[Idaho Code 33-1602](#) was amended as of July 1, 2025 based on [House Bill 397](#). The Idaho Department of Education (the Department) is required to develop an assessment that reflects the [American government content standards in grades 9-12](#), adopted by the State Board of Education (the Board). The students will participate in the civics assessment developed by the Department to fulfill the graduation requirement outlined in [IDAPA Rule 08.02.03.105.06](#).

The Department seeks information from potential vendors regarding possible solutions for the content and test delivery services of the state-required civics assessment. 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 civics; and
- Alternate assessment in civics.

The Department recognizes that potential vendors may offer content and/or delivery services, 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 Civics Assessment Background

The high school civics assessment serves as the required assessment of Idaho’s content standards for all Idaho public school students in civics for grades 9-12.

Under [Idaho Code 33-1602](#), a secondary school civics assessment became a graduation requirement in 2017. Until amended in the 2025 legislative session, the law required students to complete the 100-question naturalization exam to fulfill this requirement.

“... Assessment of standards shall be included as part of the course at the secondary level. ...The school district or governing body of the charter school may determine the method and manner in which to administer the civics test. A pupil may take the civics test at any time after enrolling in grade 9 and may repeat the test as often as necessary to pass the test. The applicability of this subsection to a pupil who receives special education services shall be governed by such pupil’s individualized education plan.”

The Department must develop the civics assessment “that includes but is not limited to the following components from the Idaho content standards in American government:

- a) The influence of the history of Western civilization on the founding of the American republic, including Greek democracy, Roman republicanism, and the English political and legal tradition;
- b) The arguments presented in the declaration of independence;
- c) The governing principles at the foundation of the United States constitution, including popular sovereignty, rule of law, federalism, separation of powers, checks and balances, judicial review, and majority rule and protection of minority rights;
- d) The role of the bill of rights in limiting the powers of government and protecting individual rights;
- e) The enumerated powers of the United States congress, including appropriations, declarations of war, commerce, confirmations, necessary and proper clauses, and oversight and impeachment;
- f) The legislative process of how a bill becomes law;
- g) Article II of the United States constitution as it relates to the executive branch and the powers of the president, along with the development and growth of administrative agencies;
- h) The function and development of the electoral college;
- i) The power of the judiciary as conferred by article III of the United States constitution and legal precedents that developed these powers;
- j) The functions, powers, interactions, and dynamic relationships among federal, state, local, and tribal governments, including the tenth amendment to the United States constitution and legal precedent; and
- k) The organization and powers of state and local government as described in the constitution of the state of Idaho, including the legislative, executive, and judicial branches.”

2.4 Civics Assessment Basic Requirements

The civics assessment must provide information regarding students' grade level proficiency or show the mastery of civics assessment standards, along with aggregate and comparative performance data at the roster, school, district, and state levels.

The civics assessment 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 successfully complete the civics assessment to fulfill the graduation requirement.

2.5 Information Sought from Respondents

Please answer the following questions as applicable. 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 high school civics assessment.
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 civics 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 describe how you involve local educators and educational partners in the development of items. The Department currently does not own any civics assessment items.
6. 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.

7. Please outline the components of a balanced assessment system that you offer, including formative, interim, and summative assessments, along with instructional support and materials.

2.6 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 4:00 PM MT, August 29, 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 September 3, 2025.

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_Civics_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_Civics_Form-1-of-3.pdf"

"CompanyName_RFI_Civics_Form-2-of-3.pdf"

"CompanyName_RFI_Civics_Form-3-of-3.pdf"

3.2 Submit Responses Electronically

Send all documents to assessments@sde.idaho.gov by 4:00 pm MST on September 15, 2025.

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 September 15, 2025.

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 high school civics assessment.
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 civics 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 describe how you involve local educators and educational partners in the development of items. The Department currently does not own any civics assessment items.
6. 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.
7. 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