

ATTACHMENT A

This Solicitation is a Contract Document and is a request for proposal in connection with the Contract awarded by the Office of Management and Enterprise Services as more particularly described below. Any defined term used herein but not defined herein shall have the meaning ascribed in the General Terms or other Contract Document.

PURPOSE

The Contract is awarded on behalf of the Oklahoma State Department of Education (OSDE) to establish a partnership with a supplier to provide English Language Proficiency Assessments (ELPA) aligned with English language development standards that must be provided by the supplier. The ELP standards must contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State's academic content standards appropriate to each grade-level/grade-band in at least reading/language arts, mathematics, science, and social studies. The English language proficiency assessment must be valid, reliable, technically sound, and yield accurate evaluation of progress toward English language development and proficiency.

1. Contract Term and Renewal Options

The initial Contract term, Date of Award through June 30, 2024, with five (5) one-year options to renew beyond the initial contract term.

2. Contract Obligations (Mandatory Requirements)

- 2.1 Provide annual English language proficiency assessments that can assess students' English proficiency in grades K-12 for both the general population and English learners with the most significant cognitive disabilities that meet the requirements set forth by Title I and Title III of the Federal Elementary and Secondary Education Act (currently enacted as Every Student Succeeds Act of 2015 or "ESSA").
- 2.2 The Bidder must provide English language development standards that align with the English language proficiency assessment as well as alternative English language development standards that align with the alternative English language proficiency assessment.
- 2.3 Students should be tested in an online web-based testing platform; however, some students may require paper-based test due to the need of accommodations, infrastructure issues that prevent any online testing, or a lack of keyboarding skills.
- 2.4 The English language proficiency assessment will be administered annually online in the spring. The online assessment must work with a variety of devices, such as

PCs, Macs, iPads, Chromebooks, Windows tablets, or other online devices that may be available to schools in the future. The assessment platform must maintain updates throughout every contract year that allow continued access to school devices.

- 2.5 Results from the assessments will be included in the Oklahoma Statewide Accountability System; therefore, these assessments must be legally defensible, valid, reliable, and meet the needs of Federal Peer Review.
- 2.6 Digital student results and reports will be needed for districts, schools, teachers, parents, and other audiences. These reports will vary in grain size as appropriate for the target audience. The supplier will work with OSDE to determine report content and structure.
- 2.7 Bidder must demonstrate the ability to meet Oklahoma reporting requirements and timelines.
- 2.8 Technical Peer Review Requirements. The Bidder shall provide its plan for conducting the studies necessary to meet all technical requirements of the most current edition and subsequent version of the U.S. Department of Education's (ED's) Peer Review of State English Language Proficiency Assessment Systems, especially Sections 3 and 4, Technical Quality.

3. Additional Requirements

The supplier is to state in its response any experience it has with each requirement and exactly how it plans to comply with all requirements of this section, providing detailed information and stating affirmatively its understanding of the requirements.

- 3.1 The Bidder must include an English language proficiency assessment that aligns to English language development standards, which must be provided by the Bidder.
- 3.2 The Bidder must include web accessibility aligned to the most up-to-date Web Content Accessibility Guidelines (WCAG 2.1 or higher as updates are released) on all assessments. All items shall be brought up to date with accessibility guidelines specified in this document. This includes, but is not limited to, guidelines regarding color, contrast, image backgrounds, and text to speech capabilities (including in tables and images). If the revisions are significant enough to cause psychometric concerns of operational items, the SDE and the Bidder shall work to resolve the concerns. This may involve field-testing or validation studies. Examples include data tables, labels, and graphs that are text based and readable by a screen reader. Artwork shall be revised to be fully compliant. In cases where existing art or other assessment components, resources, and other documents, etc., are not compliant, the Bidder shall provide a timeline and process for bringing items up to compliance.

- 3.3 The Bidder will provide an English language proficiency screener assessment for grades K-12 offered in both online and paper formats as well as a score-reporting file and reporting mechanism to be utilized by the Oklahoma State Department of Education as part of its English learner identification process.
- 3.4 The Bidder will provide an alternate English language proficiency screener assessment for grades K-12 English learners with the most significant cognitive disabilities offered in both online and paper formats as well as a score-reporting file and reporting mechanism to be utilized by the Oklahoma State Department of Education as part of its English learner identification process.
- 3.5 A plan must be provided to conduct a 3rd party concordance study to demonstrate alignment of the English language proficiency assessment to the English language development standards (provided by supplier). A plan must be provided for the same alignment of the alternate English language proficiency assessment to the alternate English language development standards (provided by supplier). If alternate English language development standards and/or alternate English language proficiency assessment are not available, describe in detail the plan (with timeline) for its development and implementation. A plan must be provided to conduct a 3rd party concordance study to demonstrate alignment of the English language development standards to the Oklahoma Academic Standards for Peer Review purposes. In the instance where this is not doable, provide a list of potential alternatives for the state to pursue to meet this requirement.
- 3.6 Develop professional development offerings for family involvement in individualized education programs (IEPs) development, family rights in special education, and partnering with families. Deliver professional development on topics within the scope of work and expertise of assessing and instructing English learners. Professional development will be provided in face-to-face, synchronous virtual, and asynchronous delivery formats.
- 3.7 Develop permanent product resources and materials for technical assistance in Multi-Tiered Systems of Support, including a resource library for additional/supplemental professional development and instructional/intervention protocols for special education teachers.

4. Scope of Work

Certain Contract requirements and terms are attached hereto as Exhibit 1.