

Exhibit 2 – Non-Mandatory Requirements Scope of Work

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.

1. Assessment Administration
 - 1.1. Identify the average amount of time each student should spend taking the assessment.
 - 1.2. Identify the setting for the assessment (e.g., individually with teacher, group with teacher, online with multiple students testing at once).
2. Accommodations
 - 2.1. Identifies appropriate accommodations for special populations, including, but not limited to, students with disabilities and English learners.
3. Support for Languages Other than English
 - 3.1. The assessment may be administered in languages other than English when appropriate. Clear guidance on when to provide this and considerations for valid scores must also be provided.
 - 3.2. Family communication (letters, reports, etc.) may be provided in languages other than English.
4. Assessment Support
 - 4.1. Includes Technical Manual that includes clear directions for administration, including discontinue rules; support for data analysis; and support for setting goals for monitoring.
 - 4.2. Professional development to ensure proper administration of the assessment is available. Professional development may include in person training, online training with a live facilitator, asynchronous online training, or written guidance.
 - 4.3. Professional development to support data interpretation is available. Professional development may include in person training, online training with a live facilitator, asynchronous online training, or written guidance.
 - 4.4. Professional development to support goal setting for progress monitoring is available. Professional development may include in person training, online training with a live facilitator, asynchronous online training, or written guidance.
 - 4.5. Letters or reports are available explaining the results of the screening assessment, including risk for characteristics of dyslexia, to the family and aligned to the Reading Sufficiency Act (RSA).
 - 4.6. Letters or reports are available explaining the results of progress monitoring to the family.
5. Intervention Support
 - 5.1. The assessment system provides guidance for instructional and intervention practices based on assessment results. The practices may be teacher-directed or online activities.
6. Character Education
 - 6.1. The assessment and/or intervention incorporates character education principles into student materials.
7. Assessment of Other Content Areas
 - 7.1. The assessment system provides for screening in other contents areas, such as math or writing.