Date of Issuance: March 1, 2021   **Solicitation No.** 250000384

Requisition No. 2650009784   **Amendment No.** 1

Hour and date specified for receipt of offers is changed: ☒ No ☐ Yes, to: _____ ____ ____ CST

Pursuant to OAC 260:115-7-30(d), this document shall serve as official notice of amendment to the solicitation identified above. Such notice is being provided to all suppliers to which the original solicitation was sent.

Suppliers submitting bids or quotations shall acknowledge receipt of this solicitation amendment <u>prior</u> to the hour and date specified in the solicitation as follows:

Sign and return a copy of this amendment with the solicitation response being submitted; or,

If the supplier has already submitted a response, this acknowledgement must be signed and returned prior to the solicitation deadline. All amendment acknowledgements submitted separately shall have the solicitation number and bid opening date in the subject line of the email.

ISSUED FROM:

Rebecca Thompson   405-521-2682   rebecca.thompson@sde.ok.gov
Contracting Officer   Phone Number   E-Mail Address

RETURN TO: SDEPurchasingBID@sde.ok.gov

Description of Amendment: Solicitation Section B.2. and E.3.2. language amended and Questions and Answers.

 a. This is to incorporate the following:

> **Section B.2 is amended to read as follows:** Suppliers selected from the RFI shall remain on the qualified vendor's list until terminated by the SBE. Reasons for termination would include additional requirements added to the screening assessments through new legislation. At this time, there are not new requirements for the Universal screener since the last review, so assessments currently on the approved list will remain and do not need to be evaluated.
>
> **Section E.3.2. Correction of email address for response submittal to SDEPurchasingBID@sde.ok.gov**
>
> Question1.   For K-3 screening, one of the skills required is oral language. This area may include phonological awareness, listening comprehension, vocabulary, object naming, and many other skills.   Is it possible to get some specifics about which skills fall into the oral language category?
>
>> Answer1. Oral language skills may include phonological awareness, listening comprehension, and/or expressive and receptive vocabulary. The vendor may indicate which of these skills are included to address oral language.
>
> Q2.   For Dyslexia screening, developmental language is required. This area may include assessment of phonological processing, working memory, and various other language skills. Is it possible to get some specifics about which skills fall into the developmental language category?
>
>> A2. Developmental language is the process of developing language that includes oral language comprehension and expression.
>
> Q3.   For C.2.2, given the cancellation of spring 2020 testing and hence no spring 2020 data available, can you clarify expectations for conducting a predictability study? Would OK DOE engage in data sharing of OSTP test scores from spring 2021 in order for vendors to conduct predictability studies after OSTP spring 2021 scores are available? Or accept predictability studies from other states?

A3. Reliability and validity studies do not need to be completed with Oklahoma scores. These should be studies completed by an independent party to verify the reliability and validity of the assessment tool. For further explanation on reliability, see this document from the National Center on Intensive Intervention:

https://intensiveintervention.org/sites/default/files/Reliability_508.pdf. For further explanation on validity, see this document from the National Center on Intensive Intervention: https://intensiveintervention.org/sites/default/files/Validity_508.pdf.

Q4.   For C.2.2 regarding classification consistency, is this needed only for grade 3 (as predictive to grade 3 OSTP scores)? If something is needed in grades K-2, what assessment is expected to be used as the criterion measure?

A4. The universal and dyslexia screeners are assessing risk factors for reading difficulties in general and characteristics of dyslexia. Reliability and validity should address the entire scope of the assessment tool. These should be studies completed by an independent party. For further explanation on reliability, see this document from the National Center on Intensive Intervention:

https://intensiveintervention.org/sites/default/files/Reliability_508.pdf. For further explanation on validity, see this document from the National Center on Intensive Intervention: https://intensiveintervention.org/sites/default/files/Validity_508.pdf.

Q5.   For C.2.4, it is indicated that predictive, content, and construct validity must be at least .70. Can you elaborate on what method you are expecting for content and construct validity that produces a quantitative metric?

A5. Validity studies should be completed by an independent party to verify the validity of the assessment tool. For further explanation on validity, see this document from the National Center on Intensive Intervention: https://intensiveintervention.org/sites/default/files/Validity_508.pdf.

Q6.   For C.2.5, what will the evaluation criteria be?

A6. Skills should be assessed within the range of K-3. This does not mean that every skill is addressed in each grade level, but every skill must be addressed within the 4-year range. The OAS should align with which skills are assessed in each grade. Alignment will primarily focus on the following Oklahoma Academic Standards for English Language Arts:

Standard 2: Reading Foundations

Standard 2: Reading and Writing Process

Standard 4: Vocabulary.

Q7.   For C.2.5, Is the expectation that we use the 2016 standards or the draft 2020 standards?

A7. The 2020 standards will not complete the approval process by the due date of this RFI. Alignment should be with the official standards at this time, which are from 2016.

Q8.   For C.2.6, can we have a clarification of what 'oral language skills' encompasses?

A8. Oral language skills may include phonological awareness, listening comprehension, and/or expressive and receptive vocabulary. The vendor may indicate which of these skills are included to address oral language.

Q9.   For C.2.7, is a direct assessment of oral reading fluency needed, or will OK continue to accept assessments that are currently on the list without a direct assessment, but are highly-correlated to an ORF measure?

A9. Screening assessments that were previously approved by the Board as a universal screening continue to meet the requirements since they have not changed. High correlation to an ORF measure that demonstrates proficiency or need in the area of fluency will be acceptable.

Q10.   Is there a current list of qualified vendors, or would this requirement be considered a brand new contracting opportunity?

A10. Screening assessments that were previously approved by the Board as a universal screening continue to meet the requirements since they have not changed. These assessments do not need to be submitted for review. This RFI provides an opportunity for new vendors to submit their product for review and possible addition to the current list for universal screeners. If a vendor is approved as a universal screener and wishes to be considered as a dyslexia screener as well, materials to meet the additional requirements need to be submitted.

Q11. Has funding been secured for this project as of yet?

A11. This solicitation is a Request for Information (RFI) only. No award will be made for this solicitation, so no funding by the OSDE is necessary.

Q12. Will the department require state level reporting or data extracts from vendors?

A12. The department will require that vendors identify general scoring information that will assist in alignment of grade-level target information for districts. The state will not collect student-, school-, or district-level data directly from the vendor.

Q13. Can you please define advanced phonemic awareness?

A13. Advanced phonemic awareness skills involve the addition, deletion, substitution, and/or reversal of phonemes within a word.

- Phoneme addition: Say "rim." Add /t/ to the beginning. (trim)

- Phoneme deletion: Say "glaze" without the /l/. (gaze)

- Phoneme substitution: Say "free." Instead of /r/ say /l/. (flee)

- Phoneme reversal: Say "tell." Now say it backwards. (let)

Q14. What is your definition of developmental language?

A14. Developmental language is the process of developing language that includes oral language comprehension and expression.

Q15. If a bidder submits for both Universal Screener and Dyslexia Screener (C.4.1) and is not approved for one (either C.2 or C.3), can they still be added to the list for the other?

A15. Yes. Assessments will be submitted to the Board as meeting the requirements of either the universal screener, the dyslexia screener, or both. Districts can determine if they would prefer to work with two screeners or one screener to fulfill this requirement based on their needs and resources.

Q16. Please provide more information / clarification regarding how the State defines "developmental language" and the assessment of developmental language (C.3.5).

A16. Developmental language is the process of developing language that includes oral language comprehension and expression.

Q17. According to IDA "…measures of phonological awareness, memory, and rapid naming are typically included in Kindergarten and beginning of first grade" (IDA Dyslexia Handbook 5-28-19). Are you looking for an assessment that can measure all these skills for students in grade K-3 or an assessment that measures the identified skills, as developmentally appropriate by the IDA?

A17. Skills should be assessed within the K-3rd grade range. This does not mean that every skill is addressed in each grade level, but every skill must be addressed within the 4-year range.

Q18. Is Form 076 referring to pages 1-4 of the RFP? If not, please advise where bidders may find this form online.

A18. The Responding Bidder Form begins at the bottom of page 1 and continues through the top of page 3 of the solicitation document. The Responding Bidder Form and Certification for Competitive Bid and Contract (Non-Collusion Certification) are also included here with the Amendment.

Q19. NWEA MAP Growth was approved as a K-3 screening Instrument by OSDE beginning school year 2019-2020. Is NWEA MAP Growth presently an approved vendor? If so, what is the expiration date of that approval?

A19. Screening assessments that were previously approved by the Board as a universal screening continue to meet the requirements since they have not changed. These assessments do not need to be submitted for review for the universal screener. If a vendor is approved as a universal screener and wishes to be considered as a dyslexia screener as well, materials to meet the additional requirements need to be submitted.

Q20. Will the list resulting from this RFI replace the RSA approval list?

A20. Screening assessments that were previously approved by the Board as a universal screening continue to meet the requirements since they have not changed. These assessments do not need to be submitted for review. This RFI provides an opportunity for new vendors to submit their product for review and to make possible additions to the current list. If a vendor is approved as a universal screener and

wishes to be considered as a dyslexia screener as well, materials to meet the additional requirements need to be submitted.

Q21.   If we are already on the RSA list, do we need to reapply as a universal screener through the RFI?

A21. Screening assessments that were previously approved by the Board as a universal screening continue to meet the requirements since they have not changed. These assessments do not need to be submitted for review. If a vendor is approved as a universal screener and wishes to be considered as a dyslexia screener as well, materials to meet the additional requirements need to be submitted.

Q22.   Illuminate's FastBridge is an approved assessment on the Reading Sufficiency Act (RSA) K-3 State Approved Screening Instruments list. Is the new list going to replace this one or will this be a new list in addition to the one we are already on?

A22. Screening assessments that were previously approved by the Board as a universal screening continue to meet the requirements since they have not changed. These assessments do not need to be submitted for review. This RFI provides an opportunity for new vendors to submit their product for review and possible addition to the current list for universal screeners. If a vendor is approved as a universal screener and wishes to be considered as a dyslexia screener as well, materials to meet the additional requirements need to be submitted.

Q23.   Under the Dyslexia Screening requirements, question C.3.5 on pages 10-11 lists the skills that must be assessed. Can you please clarify your definition of developmental language?

A23. Developmental language is the process of developing language that includes oral language comprehension and expression.

Q24.   Regarding submitting for the combined universal screener and dyslexia screener, Section C.4 (specifically C.4.1) on page 11 indicates that the universal screening and dyslexia screening must be able to be administered independently of one another. Does this mean that they have to be two different assessments that are entirely exclusive of one another? Or, can one assessment serve both purposes as long as it can be administered for either purpose as desired/required?

A24. One assessment may serve both purposes as long as it can be administered and scored for either purpose as required. The screeners must work independently of each other because all students in these grades will take the universal screener. However, only a subset of students will take the dyslexia screener. Students who only need to take the universal screener should not be required to take the dyslexia screener in order to receive a complete scoring report.

Q25.   Can we get access to the criterion weighting / scoring rubric?

A25.   The evaluation rubric is not available. However, the Selection Criteria are listed in Section D.4 of the RFI.

Q26.   C.2.2; Are we able to get access to summative data requirements for the state of OK and predictive measurement requirements?

A26. Reliability and validity studies do not need to be completed with Oklahoma scores. These should be studies completed by an independent party to verify the reliability and validity of the assessment tool. For further explanation on reliability, see this document from the National Center on Intensive Intervention: In https://intensiveintervention.org/sites/default/files/Reliability_508.pdf. For further explanation on validity, see this document from the National Center on Intensive Intervention:

https://intensiveintervention.org/sites/default/files/Validity_508.pdf

Q27.   C.2.9; Our program is primarily a digital instrument, we do have paper forms available through our partnership with TPRI and Tejas LEE. Do you require automatic score tracking for paper forms. i.e. Digital Record Forms on Paper Tests for teachers to fill out on administration?

A27. The universal screener must be accompanied by a data management system that can be used by the LEA, regardless of whether the assessment is administered virtually or on paper.

Q28.   C.2.12.; Can you provide additional information on the data points you are looking to keep in the student profile?

A28. Data points for the student profile must identify a student's instructional point of need and reading achievement. Districts should be able to use these data points to determine risk for reading difficulty, achievement in comparison to peers, and growth.

Q29.   C.2.14.; Will the state / district be willing to share subgroup information as part of the data agreements between the entities?

   A29. All data agreements will be with the local education agency (LEA), and would need to be determined at the time a contract is written with the LEA.

Q30.   C.3.5.; Can we get access to the states definition of Developmental Language?

   A30. Developmental language is the process of developing language that includes oral language comprehension and expression.

b. All other terms and conditions remain unchanged.

_____   _____
Supplier Company Name (**PRINT**)   Date

_____   _____
Authorized Representative Name (**PRINT**)   Title   Authorized Representative Signature