Department of Administration / Division of Purchases
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5 May 11

Addendum #5

RFP# 7448455

Title: ARRA Instructional Management System - RIDE

Submission Deadline: 16 May 11 @ 11:30 AM (EDT)

- **17 questions, submitted in a timely manner, are now answered and posted for all interested parties to see.**

- **No further questions shall be entertained.**

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1. Does a common taxonomy currently exist to align curriculum, instruction and assessments?
   a. If yes, have existing curriculum, instruction and assessment assets been tagged with attributes from this taxonomy?

RIDE will provide the vendor with aligned curriculum, instruction and assessments materials in a taxonomy, including taxonomy trees.

2. Does Rhode Island intend to crosswalk its state standards to the Common Core Framework or will IMS assets need to be categorized independently among these two curricular taxonomies?

The IMS will not include the content aligned to the GSEs for Mathematics, Reading, and Writing. All content will be aligned to the common core. Science will remain aligned to the GSEs.

3. In what format do existing curricular, instructional, professional development and student support materials exist?

Currently, RIDE stores its support materials in a variety of formats, i.e. HTML, PDF, Microsoft Word, video, etc.

4. Is the vendor expected to load, tag, and otherwise categorize existing materials into the IMS?

The vendor is expected to load and tag the existing materials in a close partnership with RIDE.

5. What item types are expected to be supported for administration and scoring through the IMS?

Multiple choice interim assessment items will be scored through the assessment engine and not the IMS. Open-ended items of all types and non-interim assessment multiple choice items will be scored by teachers who will input the results into the IMS. In the case of the interim assessment open-ended items, the results will be sent to the assessment engine, while scored user-created items will be stored in the IMS itself.

6. What type of workflow is expected to be supported for scoring open ended / constructed response items?

As part of the Instructional Management System, teachers will be provided with rubrics and student responses to develop the ability to score open-ended items. Scores will be entered through the Instructional Management System and passed to the assessment engine for storage. Any reports will be provided to the IMS in an agreed upon format.

7. Can you provide more information about the item types (e.g. item types: performance assessments, extended response, constructed response, etc.) and delivery formats of assessments (online, paper pencil, observational, etc.) the system needs to support?

Regarding the interim assessments, the Instructional Management System needs to allow users to obtain items from the assessment engine and allow for user scoring of open-ended items and submission of these items to the assessment engine. Other item types might include teacher-administrated items, paper-pencil, etc.. These items will be inputted directly into the IMS, either by hand or via a scanning function, for reporting to and sharing with students and other educators.

8. What legacy systems and database versions will serve as data sources for the IMS?
   a. Are the data models for these systems available for analysis?

RIDE is building its enterprise architecture framework. While no model currently exists, the eventual model will be a national model, such as National Educational Data Standard.

9. Are there any technical requirements regarding integration of reports generated from other systems?
The IMS does not receive reports, but generates them based on the data received from other systems.

10. What are the requirements regarding review and approval of content published by the community?
All content available statewide will be vetted by RIDE. All content available to specific LEAs will be vetted by the LEAs.

11. Does the department have a growth model that is currently used to measure student growth?
RIDE has a growth model under development.

a. If so, what is the lowest grain of information for which growth can be measured?
Student growth scores will eventually be reported for Mathematics and Reading/ELA.

b. What expectations exist for use of such a growth model by the IMS?
This information would be reported with other state assessment data (e.g., achievement levels and scale scores).

12. What measures and methodology does the department use to evaluate teacher effectiveness?

a. Does the department expect to use the same information for teacher effectiveness to drive prescriptive professional development?
Educator Evaluation will not be included in the IMS.

13. What type of legacy psychometric information is expected to be included in the import of assessments into the system?
Assessments and scoring will be done through the assessment engine and not the IMS.

14. What types of psychometrics should be tracked and available within the item bank?
The item bank is not part of the IMS.

15. How is publication and exchange of content within the educational organization hierarchy to occur?

a. Can a teacher publish an instructional resource that can be viewed and used by anyone within the system? If so, what steps/ reviews/ approvals must occur for this to happen?
All content available statewide will be vetted by RIDE. All content available to specific LEAs will be vetted by the LEAs.

16. How is the system expected to facilitate standardized sequences of study while also enabling the delivery of personalized learning pathways?
LEAs can load individual student learning plans/intervention plans on to the IMS.

17. Under System Requirements on page 20,

- Provide ongoing support (call center, technical support, etc.)

Q: Is the requirement for Tier 1 or Tier 2 support?
The difference is as follows: if a user calls with simple problems and general "how-to" questions, it's Tier 1. If a user calls with advanced features and possible bugs and system failures, then it's Tier 2. We expect that the majority of the questions will be Tier 1.