



Solicitation Information
31 March 11

RFP # 7448460

Title: ARRA - Online Modules for Training on Formative Assessment – Dept. of Education

Submission Deadline: 28 April 11 @ 9:30 AM (Eastern Time)

Pre-Bid Meeting: No

Questions concerning this solicitation must be received by the Division of Purchases at questions@purchasing.ri.gov no later than **14 April 11 at 12:00 Noon (ET)**. Questions should be submitted in a *Microsoft Word attachment*. Please reference the RFP / LOI # on all correspondence. Questions received, if any, will be posted on the Internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information.

SURETY REQUIRED: No

BOND REQUIRED: No

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Vendors must register on-line at the State Purchasing Website at
www.purchasing.ri.gov

Note to Vendors:

Offers received without the entire completed three-page RIVP Generated Bidder Certification Form attached may result in disqualification.

THIS PAGE IS NOT A BIDDER CERTIFICATION FORM

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The Rhode Island Department of Administration, Office of Purchases, on behalf of the Rhode Island Department of Education (RIDE) is requesting Proposals from qualified vendors to provide “**Online Modules for Training on Formative Assessment**”, in accordance with the terms of this solicitation, and the State General Conditions of Purchase (available at www.purchasing.ri.gov).

2. INSTRUCTIONS AND NOTIFICATIONS TO BIDDERS

Potential offerors are advised to review all sections of this solicitation carefully and to follow instructions completely, as failure to make a complete submission as described elsewhere herein may result in rejection of the proposal.

Alternative approaches and/or methodologies to accomplish the desired or intended results of this procurement are solicited. However, proposals which depart from or materially alter the terms, requirements, or scope of work defined by this Request will be rejected as being non-responsive.

All costs associated with developing or submitting a proposal in response to this Request, or to provide oral or written clarification of its content, shall be borne by the offeror. The State assumes no responsibility for these costs.

Proposals are considered to be irrevocable for a period of not less than sixty (60) days following the opening date, and may not be withdrawn, except with the express written permission of the State Purchasing Agent.

All pricing submitted will be considered to be firm and fixed unless otherwise indicated herein.

Proposals misdirected to other State locations or which are otherwise not present in the Division of Purchases at the time of opening for any cause will be determined to be late and may not be considered. The “Official” time clock is in the reception area of the Division of Purchases.

In accordance with Title 7, Chapter 1.1 of the General Laws of Rhode Island, no foreign corporation shall have the right to transact business in the state until it shall have procured a Certificate of Authority to do so from the Rhode Island Secretary of State (401-222-3040). *This will be a requirement only of the successful bidder (s).*

Offerors are advised that all materials submitted to the State of Rhode Island for consideration in response to this Request for Proposals will be considered to be public records, as defined in Title 38 Chapter 2 of the Rhode Island General Laws.

Also, Submitters should be aware of the State’s MBE requirements, which addresses the State's goal of ten per cent (10%) participation by MBE's in all State procurements. For further information, contact the State MBE Administrator at (401) 574-8253 or cnewton@gw.doa.state.ri.us Visit the website <http://www.mbe.ri.gov>

Interested parties are instructed to peruse the Division of Purchases web site on a regular basis, as additional information relating to this solicitation may be released in the form of an addendum to this LOI.

Equal Employment Opportunity (RIGL 28-5.1)

§ 28-5.1-1 Declaration of policy. – (a) Equal opportunity and affirmative action toward its achievement is the policy of all units of Rhode Island state government, including all public and quasi-public agencies, commissions, boards and authorities, and in the classified, unclassified, and non-classified services of state employment. This policy applies in all areas where the state dollar is spent, in employment, public service, grants and financial assistance, and in state licensing and regulation. For further information, contact the Rhode Island Equal Employment Opportunity Office, at 222-3090 or via email raymond1@gw.doa.state.ri.us

Subcontracts are permitted, provided that their use is clearly indicated in the offeror's proposal, and the subcontractor(s) proposed to be used are identified in the proposal.

RIGL 37-13-3.1 State public works contract apprenticeship requirements. * (a) Notwithstanding any laws to the contrary, all general contractors and subcontractors who perform work on any public works contract awarded by the state after passage of this act and valued at one million dollars (\$1,000,000) or more shall employ apprentices required for the performance of the awarded contract. The number of apprentices shall comply with the apprentice to journeyman ratio for each trade approved by the apprenticeship council of the department of labor and training.

ARRA SUPPLEMENTAL TERMS AND CONDITIONS

For contracts and sub-awards funded in whole or in part by the American Recovery and Reinvestment Act of 2009. Pub.L.No. 111-5 and any amendments thereto, such contracts and sub-awards shall be subject to the Supplemental Terms and Conditions for Contracts and Sub-awards Funded in Whole or in Part by the American Recovery and Reinvestment Act of 2009. Pub.L.No. 111-5 and any amendments thereto located on the Division of Purchases website at www.purchasing.ri.gov.

3. PROJECT BACKGROUND/OVERVIEW/PURPOSE

The Rhode Island Department of Education (RIDE) is seeking a partner (“the Vendor”) to design, develop, build and implement online modules for training educators on formative assessment.

This section provides information on the vision of RIDE and its partner Local Education Agencies (LEAs) for formative assessment, the development of online training modules for formative assessment, and the relationship of this project to Race to the Top (RTTT).

INTRODUCTION

As laid out in the strategic plan “Transforming Education in Rhode Island”, Rhode Island’s major goal is to ensure that all Rhode Island students are ready for success in college, careers, and life. It is proposed that, by 2015, at least 85 percent of all Rhode Island students will graduate with a Regents diploma, which will signify that they have demonstrated proficiency in their core academic subjects and that they are ready to succeed in postsecondary education and in a challenging career. By 2015 achievement gaps across all socio-demographic groups will be reduced by 50%.

In an effort to close the achievement gaps for Rhode Island students and improve education for all students, Rhode Island is committed to building a coherent and aligned system for instruction and assessment. The state department (RIDE’s) role is to help support the LEAs in this effort and provide systems with the capacity and resources to enable LEAs to meet student performance goals. RIDE and its Local Education Agency (LEA) partners believe (as also backed by research) that formative assessment in the classroom plays a crucial role in a comprehensive, balanced assessment system and has a direct impact on student achievement. A comprehensive, balanced assessment system includes formative assessment, interim assessments, and summative assessments that are aligned to state standards. Formative assessment is an essential component of this system because it forms the foundation of teaching and learning and should occur more often than any other assessment. In contrast to summative assessment, formative assessment is focused on collaboration in the classroom and identifying learning gaps during instruction that can be addressed before the summative assessment. Formative assessment refers to the process that teachers follow during instruction, and does NOT imply a series of discrete tests.

LEAs express the need to effectively support teachers to practice formative assessment in the classroom (e.g., questioning techniques, checking for understanding etc.) so that they have a good understanding of where each student is in their learning and are shifting their practices to a ‘showing of HOW’ rather than a ‘telling of WHAT’. Implementation of formative assessment leads to classrooms where authentic learning is happening, where the kids are engaged, and each student is making progress towards their learning goals. There are many teachers in the state who are already demonstrating effective formative assessment practices and whose classrooms showcase great instruction along with a record of strong student performance. Examples of the effectiveness of formative assessment are available for all groups of kids, including schools with high levels of poverty. However, as expressed by teachers and LEAs, it is clear that there is not enough support available to help demonstrate effective practices to all teachers.

The online professional development modules in this RFP are intended to be used by LEAs to serve as a primer for teachers to learn about the role of formative assessment, the impact it can have on their students, and provide teachers with a variety of strategies and practical advice on practicing formative assessment in their classrooms. Having these online modules available will empower

teachers and allow them to access training according to their schedule. The modules should be designed so that they do not have to be completed in one session and may be accessed 24/7, allowing teachers access to rich professional development at their convenience. LEAs play the lead role in training their teachers and each LEA will determine additional support and guidance on using the online modules (e.g., encourage teachers to complete them as teams, form professional learning communities around the modules, providing credit for completion of the modules etc.).

Hence, RIDE is issuing this RFP to build online modules on formative assessment to be used within the LEAs. RIDE and its LEA partners expect that completing the modules and implementing formative assessment in the classroom will lead to planning effective lessons, better methods for collecting and documenting evidence of learning, an increased ability to identify and close gaps, and additional strategies for involving students in the learning process.

RACE TO THE TOP

On August 24, 2010, Rhode Island was one of only 11 states and the District of Columbia to win a RTTT grant from the U.S. Department of Education. The Rhode Island RTTT application was developed based on Rhode Island's education strategic plan, [Transforming Education in Rhode Island](#), which describes how Rhode Island will improve education through the year 2015. Superintendents, school committees, teachers' unions, elected officials, business leaders, student groups, parent advocates, higher education leaders, and others worked with Commissioner Gist and her team to create Rhode Island's RTTT proposal. RIDE received more than 100 letters of support for our RTTT application from leaders across the state.

With funding from Race to the Top, RIDE is building the following support systems to drive student success:

Standards and Curriculum

- Fully adopt the internationally benchmarked Common Core State Standards and develop new state assessments based on those standards.
- Align curriculum with the Common Core standards and develop supports for students using information from the results of excellent formative and interim assessments.

Instructional Improvement

- Improve instructional systems so that all students have the necessary ramp-ups and personal support plans to prepare them for success in high school and beyond.
- Provide accessible information for teachers and families on student progress and achievement.

Educator Effectiveness

- Evaluate educators, providing them with feedback and support to help them improve.
- Use sound evaluation data to make decisions about educator placements, promotions, and retention.

Human-Capital Development

- Implement stronger induction programs for new teachers and school leaders, and develop a deeper applicant pool for subjects that are hard to staff.
- Use evaluation data to determine what professional development opportunities educators need most.

School Transformation and Innovation

- Provide increased supports for principals and teacher leaders, especially in persistently lowest-achieving schools.

- Provide students with innovative programs, including virtual course offerings, multiple pathways toward graduation, rigorous course work in grades 11 and 12, and early college-enrollment opportunities.

This Request for Proposals is part of the Instructional Improvement support system.

4. SCOPE OF WORK

This section describes RIDE's understanding of formative assessment, and the deliverables the vendor is expected to provide to create online modules for development and implementation of formative assessment.

SCOPE DETERMINATION PROCESS

Following the formal grant award, a project team was established within RIDE to begin formal planning for the formative assessment online modules. Requirements were developed through multiple interviews with RIDE staff, interviews with school district staff, and research on existing best practices and systems.

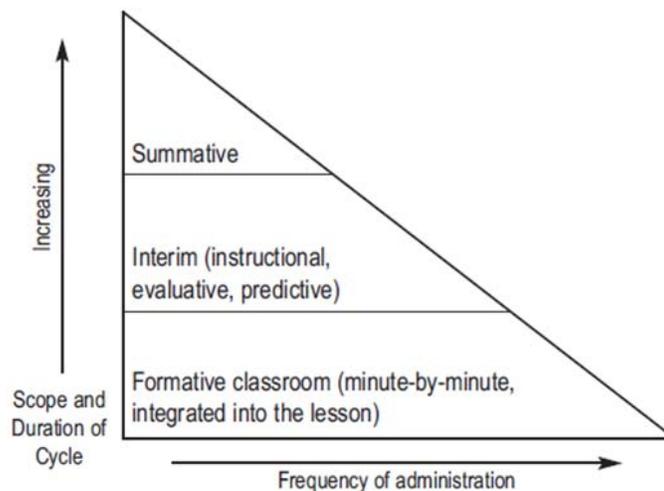
The vendor will be a contracted resource to the RIDE team. The RIDE assessment team also works closely with LEA representatives.

The vendor will be expected to coordinate with LEA representatives and other groups within RIDE (e.g., communication specialists, curriculum specialists, student community and academic support education specialists, etc.) to finalize the design. Vendor is also expected to receive, manage and communicate LEA feedback as part of the development phase. Vendor should describe mechanisms it would use to manage scope, including mechanisms to manage change requests.

TYPES OF ASSESSMENTS

RIDE defines three types of assessments: formative, interim, and summative. RIDE believes each of these has a role in a comprehensive assessment system. They are distinguished from another based on their intended purposes, audience, and use of the information, rather than simply based on the timing of when the assessment is given¹. Figure 1 below illustrates the three tiers of assessments and their characteristics as they relate to scope of duration and cycle and frequency of administration. Detailed definitions of each type of assessment are available in Appendix B.

Figure 1. Tiers of Assessment



Source: Policy brief by Aspen/Achieve/Center for Assessment

FORMATIVE ASSESSMENT DEFINITION

RIDE believes that formative assessment is an essential component to improving instruction, and that it is a 'process' not an additional test or tool. RIDE and the Rhode Island Board of Regents *Basic Education Program* (BEP) Regulations require LEAs to implement effective instructional strategies, including formative assessment practices. RIDE agrees with the following definition of formative assessment as developed by the Council of Chief State School Officers:

"Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes."

RIDE believes that formative assessment is:

- A process not a particular test
- Integrated into instruction, not a separate add-in
- Meant for the sole purpose of understanding how student learning is progressing to make necessary adjustments
- Short cycle or 'minute by minute'
- Involves both teachers *and* students

RIDE believes that formative assessment can take a variety of forms and teachers can use multiple strategies for formative assessment. In general, formative assessment should include the following five components presented by the Council of Chief State School Officers:

Learning Progressions: Learning progressions should clearly articulate the sub-goals of the ultimate learning goal.

Learning Goals and Criteria for Success: Learning goals and criteria for success should be clearly identified and communicated to students.

Descriptive Feedback: Students should be provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success.

Self- and Peer-Assessment: Both self- and peer-assessment are important for providing students an opportunity to think meta-cognitively about their learning.

Collaboration: A classroom culture in which teachers and students are partners in learning should be established.

ONLINE MODULES

RIDE expects the vendor to propose development of online modules that will enable training and support to educators in Rhode Island to implement formative assessment. These online modules will be housed in the new IMS system being developed at RIDE and will be accessed by educators across the state.

The vendor is expected to include details on the content of the online modules in its response. If such modules have been developed by the vendor in the past, RIDE encourages the vendor to provide details on past usage and adoption and the impact it had on teacher effectiveness. If these modules will be custom-developed for Rhode Island LEAs, the vendor is expected to detail out the process of development and outline the content and the proposed technology. The vendor is also expected to detail out its capabilities (internal or through partnerships) to demonstrate the technology, content, and communication expertise it will bring to the project.

SUGGESTED CONTENT

Suggested major areas for the online modules include the following; the vendor is encouraged to propose a detailed, recommended content outline incorporating these areas:

1. Overview of assessment literacy and concept and importance of formative assessment

This should include modules on assessment literacy and the framework of a comprehensive assessment system. Modules should discuss the role that formative assessment plays in a comprehensive assessment system. Content may include excerpts from established industry experts sharing research and explaining what formative assessment is and why it is important, brief messages from key people in Rhode Island (from the Commissioner's office to the teachers), examples of classrooms or districts that have widely used formative assessment and the difference it has made in their student learning, and interviews of students showing how students are better motivated and able to understand their progress better with formative assessment.

2. Training in formative assessment techniques

This should include modules on:

- Setting student learning objectives and criterion for success
- Collecting and documenting evidence
- Analyzing evidence and descriptive feedback
- Administrator's role in formative assessment

Content should include multiple examples of teachers demonstrating specific techniques and formative assessment strategies. The modules should be a mix of videos and interactive activities.

Modules should have elements to encourage active learning (e.g., having participants keep digital journals that can be maintained in the Instructional Management System that RIDE is also building).

Modules should also include self-assessments and activities designed to assist educators in evaluating his/her understanding of the content and revisit as appropriate.

Content should include rich illustrations of simple practical techniques that teachers can employ. Examples include:

- Mock interviews
- Think-pair-share
- Questioning techniques
- Student-generated diagrams
- Podcasting
- One-sentence summaries
- Class discussions
- Gallery walks
- Exit tickets
- Using “click” students to help “clunk” students (peer tutoring)
- Multiple choice cards
- Thumbs up/thumbs down
- red, yellow, green cards
- Muddiest point (asking students to identify what is least clear)

3. Specific materials that teachers can access

This should include any materials (e.g., writing exercises and guided activities) tied to the common core or other state standards (e.g., WIDA standards for English Language Learners) that teachers can use for formative assessment in their classrooms. Such materials may be provided by the vendor or by RIDE and the LEAs, and the vendor should be able to integrate them in the modules.

Use of videos:

Vendor proposals should include details on how it would create new videos as needed, and how the videos would include examples from Rhode Island. Our LEA partners have expressed strong interest in having examples that feature local schools as well as examples that feature effective practice in challenging, high poverty schools. A mix of both traditional public school and public charter school environments is desirable. Selection of teachers to feature in the videos would need to go through a vetting process with RIDE and partner LEAs.

While videos are desired and required, the online modules should NOT just be a collection of many videos. Vendor should propose other features and elements in the system to make it interactive and have activities built in the modules to engage teachers.

DESIRED CHARACTERISTICS

The online modules are expected to have the following features:

- Apply to both teachers and administrators. Our partner LEAs have requested that specific administrative modules also be developed to help principals and other administrators learn

how to monitor, support and supervise teachers doing this work. These administrator modules should not just be about the content, but also address aspects on change management and strategies for encouraging teachers to adopt innovative practices.

- Provide teachers with an engaging and interactive learning experience (including features that allow teachers to drag and drop, for example). While the modules will include videos of teachers, the modules should not be just about watching videos but should provide teachers with a very interactive experience.
- Leverage content from best practice resources available from other organizations (for example content available at www.TeachingasLeadership.org provided by Teach for America) as well as lessons learned from implementation in other states (e.g., the FALCON system in North Carolina)
- Provide action-oriented and practical techniques so that teachers can immediately apply the content learned
- Provide user friendly structure so that modules can be used for in-depth learning as well as allow teachers to link to specific parts of the modules for a quick refresher
- Build content over time so they can be used for continuous professional development. Several LEAs have/use professional learning communities and would like to have the ability to integrate these modules in their work.
- Provide mechanisms for LEAs to track the depth of learning of the participants and allow ability to provide professional credit to teachers if desired
- Link within the Instructional Management System (IMS) that RIDE is also building (see section below), allowing teachers to access the modules through the IMS

SYSTEM REQUIREMENTS

In its response, the Vendor should provide its approach to the following:

- Proposed technology (e.g., Flash) and format of content (XML, etc.) to build modules
- Technological features and design to ensure an interactive and engaging experience
- Ease of system modification for simple content changes as well as maintenance
- Mechanism of implementing single sign-on and associated technological integration to enable educators to access the modules through logging on to the IMS
- Design guidelines followed (e.g., adherence to the Web Content Accessibility Guidelines (WCAG) 2.0, being browser agnostic etc.)
- Approach to provide rich web analytics (usage, hits, etc.) to help track and ensure adoption

ENSURING ADOPTION

A key challenge is ensuring teacher adoption of formative assessment practice and encouraging administrators to participate as well so they understand what formative assessment is and how it should be used. The vendor is encouraged to submit ideas that can be built into the online modules to address this challenge. (e.g., a tiered access model which allows access to content based on completing specified interactive activities, certificates of completion, and means to engage participants).

LEA experience indicates that educators' initial experiences using the system are crucially important in getting educator buy-in. The modules should be effective in explaining concepts,

showing examples, and sharing practical techniques from the very start to encourage receptivity and adoption.

TRAINING

The vendor is expected to provide guidance to LEAs on helping develop an LEA and school formative assessment implementation plan. The vendor should also provide guidance on how LEAs can continue their study of formative assessment in professional learning communities.

LEAs have budgeted for teacher leaders to receive two days of professional development around the formative assessment modules. Non-urban LEAs shall receive 2 days of training for teams of four per building. Urban LEAs will receive 2 days of training for 70% of math, ELA, elementary, special education, and ESL teachers for the same training. The vendor would develop and conduct these 2 days of trainings at a schedule agreed upon during design (e.g., split between first day at launch and second day later in the year). The vendor is expected to develop and conduct these trainings for approximately 3,375 educators:

- While an overview of the modules is desired, training should NOT solely focus on the content of the modules (i.e. “this is what formative assessment is”) or how to use the modules (the modules should be intuitive enough for to require little support).
- Training should include how teacher leaders and school and district administrators can help facilitate the implementation and extension of the practices at their school sites.

INTEGRATION WITH INSTRUCTIONAL MANAGEMENT SYSTEM (IMS)

The IMS is not a part of this RFP, but it is important to understand the context of its simultaneous development by RIDE. The online modules provided by the vendor will need to be housed within the IMS and will be accessed by educators through the IMS portal, which will be the main source for assessments content, data analysis and curriculum resources statewide. The IMS will gather data from the districts and be the sole point of access for reporting and analysis of student data through a user-friendly point-and-click dashboard. The IMS will include not only data tools, but assessment modules, curriculum units, resources, and provide access to item banks, pre-constructed assessments, and teacher-constructed assessments.

Major elements of the IMS include:

- Importing, storing, categorizing and providing access to curriculum and instructional materials and assessment results;
- Providing rich visual reporting of assessment and other student data;
- Providing powerful querying functionality of assessment and other student data; and
- Tightly integrating curriculum, instruction and assessment, in order to allow users to diagnose student learning needs and take specific action.

RIDE expects that the online modules for training on formative assessment to be housed in and delivered through the IMS so that teachers only have to access one system for assessment and curriculum support. RIDE expects that educators will log on to the IMS to access formative assessment modules. Module completion should also be tracked through the IMS reporting functions.

OWNERSHIP AND SUSTAINABILITY PLAN

The vendor needs to demonstrate an understanding of RIDE's desire to own the online modules and supplemental content, given that the funding will be provided by RTTT funds which are for a limited time period (through 2014). In particular, the vendor needs to ensure modules are built so that LEAs can use the modules to continue to train teachers without the need for an ongoing contract with the vendor on a yearly basis.

PROJECT PHASES AND PROJECT MANAGEMENT

While the final work plan will be based on the submission from the successful vendor, the assumption is that the project will have five major phases, with the closing of each phase marked by signoff from RIDE's assessment team and LEA representatives:

Initiation phase: This phase will involve the review of all RIDE formative assessment materials and will result in a consensus about the exact project scope and approach. The output of this plan will be a detailed list of tasks (Work Breakdown Structure, etc.) and the development and approval of a final project plan.

Design phase: This phase will involve three main components –

1. Design of content to cover with teachers for training them on formative assessment, including specific strategies to cover as well as process for developing custom videos that includes some Rhode Island teachers
2. Design of the technology (e.g., using wireframes) to illustrate how the content will be interactively deployed in online modules for training teachers
3. Design of the communication elements (including video development) to ensure the materials are effective for the Rhode Island teachers

This phase may involve the development of a sample module to help clarify the requirements. In addition, this phase will involve a thorough risk assessment of the requirements, with risk mitigation and quality assurance strategies.

Development and testing phase: This phase will involve the following steps –

- Development of content and curriculum to cover with teachers for training them on formative assessment. Content would include free content available from other resources or established experts as well as content supplied by vendor
- Development of custom videos for Rhode Island (e.g., videos of classrooms)
- Review of content through agreed-upon external and internal experts
- Development of the online modules using appropriate technology to provide the content
- Review of modules by RIDE and LEA representatives, as well as selected Rhode Island teachers and administrators
- Review by communication specialists at RIDE to ensure modules adhere to communication guidelines and design
- Unit testing, integration testing and end-user acceptance testing of the online modules to resolve any issues as necessary and ensure the modules are according to the approved requirements.

Launch phase: This phase will involve the launch of the online modules and provide access to the modules from within the IMS. This phase will also involve the vendor training RIDE staff on how to use and maintain the modules. Vendor will also be responsible for training teacher leaders for 2 days on how they can help facilitate the implementation of the practices at their school sites. The vendor will not be required to provide ongoing training. In its approach, the vendor should also specify how user support issues will be addressed.

Maintenance phase: This phase will involve refining and making changes to the online modules based on the approach specified in the design phase. The modules should be built such that RIDE staff can easily make minor changes, and the vendor response should indicate suggested approach for making module revisions and the guidance that will be provided to support RIDE in doing so. The vendor should indicate in its proposal the estimated amount of resources required to maintain the modules.

PROJECT MILESTONES AND DELIVERABLES

The online modules are to be developed in 2011-12 school year and rolled out in 2012-13 school year. Table 1 (below) provides an outline of the anticipated timeline for major contract activities. This timeline is not exhaustive and is intended only to provide a sense of the workflow of major program activities.

During the contract negotiation period, RIDE will work with the recommended contractor to establish a specific project plan and schedule. The vendor's response should address any concerns with the proposed timeline and include suggestions for requirement modifications.

Table 1: Project Milestones and Deliverables

Date	Activities	Deliverables
Approx. June 2011	Evaluation and Negotiation	Contract Awarded
June 2011 – July 2011	Define detailed project plan, verify scope	Scope Document; Project Plan with Work Breakdown Structure
July 2011 - September 2011	Develop Design, Functional and System Requirements (including content, technology, communications)	Design, Functional and System Requirements
August 2011-September 2011	Develop training plan for teacher leaders and school and district administrators	Training Plan
September 2011	Develop risk assessment, quality assurance, testing and requirements management plans	Risk Assessment, Quality Assurance, Testing and Requirements Management Plans
October 2011-December 2011	Develop beta modules (including conducting interviews, videos, developing interactive content)	Beta Modules
November 2011-January 2012	Perform testing (load testing, unit testing, etc.) and collect district feedback	Quality Control Document, District Feedback Document
January 2012-March 2012	Develop final modules, facilitate RIDE sign-offs, and integrate within IMS	Final Modules integrated in IMS
March 2012 – April 2012	Train RIDE on System Maintenance and Transfer Knowledge of System	Training Sessions, Final Requirements Documents, Maintenance Guidance Documents, and System Code
May 2012– June 2014	Train teacher leaders and school and district administrators on implementing formative assessment	Training Sessions for approximately 3,375 educators (teacher leaders and school and district administrators)
June 2012 – June 2014	Update and maintain online modules as needed	Revised Modules

The vendor should provide detail on the project management approach it proposes for the project. The vendor should also detail in its response how it will ensure the following (regardless of the project management approach proposed by the vendor):

- Scope verification and control
- Schedule management
- Requirements documentation
- Risk assurance
- Quality assurance
- Requirements traceability
- Security and security administration
- RIDE staff training
- Knowledge transfer

ROLES AND RESPONSIBILITIES

The vendor is responsible for providing and maintaining sufficient numbers of qualified staff to meet the needs of this project and provide the services outlines in its response to this RFP. It is expected that the vendor would address how it would provide the following range of skills necessary for successful completion of the project:

- Content expertise in formative assessments
- Technology expertise in developing interactive modules
- Communications expertise (including video graphing)
- Project management expertise
- Training expertise

The vendor is also responsible for developing a detailed resource plan for both the vendor and RIDE staff, which defines the staffing and organizational chart for all team members, with detailed roles and responsibilities. The vendor is also responsible for developing a communication plan for the entire team, which details how project progress, issues and information requests will be handled throughout the project.

At a minimum, the following team members will be involved in the project:

- Director of Instruction, Assessment and Curriculum (1)
- Curriculum resource specialist (1)
- Formative assessment specialist (1)
- Interim assessment specialist (1) - To be hired
- Assessment development specialist (1) - To be hired
- LEA representatives

The vendor would also have access to curriculum, technology and communication resources at RIDE. None of the above-mentioned RIDE staff will be devoted 100% to this project. The vendor plan should include a table describing the necessary levels of RIDE and LEA staff involvement that would be required to ensure the successful completion of the project.

OUT OF SCOPE

The vendor is not expected to provide the following:

- Instructional Management System

5. REQUIRED VENDOR RESPONSE FORMAT

All vendor proposals must follow the format and include all relevant content described in the table below.

Section	Content
1	Vendor should state their understanding of the challenges facing RIDE in this particular project.
2	Vendor response should include a description of the project management approach, including descriptions of: project planning components to a develop acceptance criteria for project deliverables; development of project charter, project plan, and communications plan; risk mitigation; and weekly and monthly project reporting to the client.
3	Vendor must agree to work with the RIDE Data Governance Board around ensuring data systems connectivity, data definitions alignment, compliance with data standards and other data management issues, as needed.
4	Vendors must agree to be part of the EdStat performance management process being used by RIDE to manage the implementation of Race to the Top, as appropriate.
5	Proposals should include detailed responses for each deliverable indicated in the RFP scope of work, including: <ol style="list-style-type: none"> a. Statement describing proposed design/features for each proposed deliverable in detail b. Examples from prior work as applicable for each proposed deliverable c. Timeline for the work and date by which the deliverable will be completed d. Description of the method of implementation e. Internal and external staff to be involved and their number of hours or % of time period f. Statement of what is in scope and out of scope of the proposed project
6	Vendor should describe how they will capture requirements that are not sufficiently specified at the start of the project.
7	Vendor proposals should include detailed technical information in their responses (as applicable), including: <ol style="list-style-type: none"> a. Descriptions/diagrams of the tools and processes vendors propose to use to integrate the required source systems into their system. b. Describe the technical architecture of the proposed system, including the architectural model used (e.g., Web-Based, Client Server, etc.). Also specify the required client software, network protocol(s), and network bandwidth recommendations for the system. c. Describe how acceptance testing for functionality and performance will be conducted (does what it says it will do and at a sufficient level of performance to meet the user's need). d. Describe how system integration testing will be conducted (timely and accurate data migrations from source to operational system). e. Describe how regression testing will be conducted. The successful vendor must be willing to have their solution undergo routine testing to assure that as functionalities are added to the system, they meet RIDE's business requirements and do not degrade previously accepted capabilities. f. Vendors are required to provide systems with the ability to inter-operate with the state's operational data store and data warehouse. Vendor should describe how these connections can be made. g. Describe your policy on software releases including frequency, requirements for system software upgrades, and process for determining what enhancements are included in which release. Clearly outline "bug" reporting and resolution processes. h. High scoring vendors must provide a demo via a sandbox testing environment if they are invited for subsequent conversations with RIDE.

8	Proposal should include a section that describes the skills and processes that will need to be in place internal to RIDE for the project to be sustained once the project is complete. Vendor should describe how they intend to help ensure those processes and skills are developed and a training plan (including the number of users who will need to be trained) for ensuring the system realizes its intended goals among users.
9	Vendors must provide a Cost Proposal that breaks out cost for each deliverable, including: <ul style="list-style-type: none"> a. Number of hours and hourly rates for staff completing the work b. All hardware and software costs including licenses, maintenance agreements, and support agreements c. Travel and expenses budgets for that specific deliverable
10	Vendor should provide a detailed project plan as an appendix to their proposal.
11	Vendor should include detailed information about organizational and project staff, including: <ul style="list-style-type: none"> a. Organizational Chart b. Resumes of staff that will be working on the project. Show % of time the staff will be working on-site. Staff cannot be changed from those in the proposal without agreement by RIDE.
12	<p>Additional Contractor Requirements/Qualifications</p> <ul style="list-style-type: none"> • Bidders must submit a letter of transmittal signed by an owner, officer, or other authorized agent. • Bidders must submit relevant organizational information, a list of similar projects undertaken and/or clients served, agency expertise relative to the services requested, and a statement of existing workload as it impacts the performance of the project. • Bidders must provide an overview of key personnel assigned to the project including education and prior experience. • Bidders must disclose any work to be sub-contracted including the specific work to be performed and staffing, organizational structure, and business background of the sub-contractor.

6. TERMS OF THE CONTRACT

The contract will begin upon issuance of a state purchase order (on or about **June 1, 2011**) and end **June 30, 2014**. The scope of the work may be modified by RIDE prior to beginning work on a given task. RIDE retains the option of granting a time extension of up to **one year** with additional funding if available and if the level of work is expanded by mutual written consent. If necessary, deficiencies in performance of services and/or failure to supply deliverables in a complete and timely manner will be documented in writing by RIDE. Should a pattern of substantial dissatisfaction become apparent, RIDE reserves the right to terminate the contract.

COST PROPOSAL/TERMS OF PAYMENT

The contractor must prepare a cost proposal reflecting the hourly rate or other fee structure proposed for this scope of services using the Cost Proposal Forms contained in Appendix A. The total cost of the contract is not to exceed \$600,000. Please ensure the budget is presented by state fiscal year, which runs from July 1st through June 30th.

FY 2011	Costs to be incurred through June 30, 2011
FY 2012	July 1, 2011 through June 30, 2012
FY 2013	July 1, 2012 through June 30, 2013
FY 2014	July 1, 2013 through June 30, 2014

7. PRE-PROPOSAL QUESTIONS

Questions concerning this solicitation may be e-mailed to the Division of Purchases at questions@purchasing.ri.gov no later than the date & time listed on the cover sheet of this solicitation. **Send your questions in Microsoft Word format.** Please reference the RFP # on all correspondence. Questions received, if any, will be posted and answered on the Internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information. For computer technical assistance, call the helpdesk at 401-574-8100

8. PROPOSAL SUBMISSION

All document pages are to be numbered in consecutive order.

Combined TECHNICAL/COST PROPOSAL ("original" plus FOUR (4) copies) submissions are to be either mailed or hand-delivered in a sealed envelope marked: ***"RFP 7448460 –Formative Assessments Training Modules"*** by the date and time on the cover page of this solicitation.

RI DEPT OF ADMINISTRATION
Division of Purchases, 2nd Floor
One Capitol Hill
Providence, RI 02908

NOTE: Proposals misdirected to other State locations or which are otherwise not presented in the Division of Purchases by the scheduled due date and time will be determined to be late and will not be considered. The "official" time clock is located in the Division of Purchases Reception area. Proposals faxed, or emailed, to the Division of Purchases will not be accepted.

Proposals (an original plus 4 copies) should include the following:

1. A completed and signed three-page RIVIP Bidder Certification Cover Form, available at www.purchasing.ri.gov.

2. A Cost Proposal as described above.
3. A Technical Proposal (see below) describing the qualifications and background of the applicant and experience with similar programs, as well as the work plan or approach proposed for this requirement.
4. A completed and signed W-9 (taxpayer identification number and certification). Form is downloadable at www.purchasing.ri.gov.
5. In addition to the multiple hard copies of proposals required, Respondents are requested to provide their proposal in electronic format (CDRom , diskette, or flash drive). Microsoft Word / Excel OR PDF format is preferable. Only 1 electronic copy is requested and it should be placed in the proposal marked "original".

9. TECHNICAL PROPOSAL/REQUIRED ELEMENTS

- | | |
|---|-------------|
| 1. Contractor understanding of the Issues | (10 points) |
| 2. Work Plan | (30 points) |
| 3. Capacity of the Agency Effectively to | |
| 4. Administer the Project | (30 points) |
| 5. Quality of Key Personnel (including | |
| 6. Curriculum vitae) | (10 points) |
| 7. Cost Proposal | (20 points) |

The technical proposal should respond to each area of the required elements listed above, and contain a cost proposal using the forms in Appendix A and Appendix B. Supplemental information may be appended to the technical proposal.

A Selection Committee will evaluate submitted proposals on the basis of the above criteria items. Consultant Teams may be invited to appear before the Committee for in-person presentations. The Committee will then make a qualifications based recommendation for final selection to the Rhode Island State Purchasing Agent, or her designee, who will make the final award decision.

Notwithstanding the above, the State reserves the right not to award this contract or to award on the basis of cost alone, to accept or reject any or all responses, and to award in its best interest.

Responses found to be technically or substantially non-responsive at any point in the evaluation process will be rejected and not considered further. The State reserves the right to reject any or all responses submitted and to waive any informalities in any vendor's submission.

APPENDIX A

BUDGET MULTI-YEAR PROJECTS

The Contractor estimates that its budget for work to be performed under this Agreement is as follows:

<u>Expense Category</u>	<u>Estimated Expenditures</u>			
	Year 1	Year 2	Year 3	Year 4
1. Salary and Fringe Benefits	0	0	0	0
2. Consultant	0	0	0	0
3. In-State Travel	0	0	0	0
4. Out-of-State Travel	0	0	0	0
5. Printing	0	0	0	0
6. Office Expense	0	0	0	0
7. Telephone	0	0	0	0
8. Educational Materials	0	0	0	0
9. Equipment	0	0	0	0
10. Data Processing	0	0	0	0
11. Rental	0	0	0	0
12. Other	0	0	0	0
13.	0	0	0	0
14.	0	0	0	0
15.	0	0	0	0
16.	0	0	0	0
Subtotal	0	0	0	0
Indirect Cost	0	0	0	0
TOTAL	0	0	0	0

It is understood and agreed that the amounts indicated above for the several line items are estimates of expenditures to be incurred by the Contractor on behalf of this Agreement and to be claimed by the Contractor for reimbursement under this Agreement. It is further understood and agreed that actual expenditures may vary from the estimates set forth above and that such variations shall not in themselves be cause for disallowance of reimbursement by RIDE; provided, however, that the Contractor shall notify and obtain the approval of the contract officer, in writing, if expenditures to be claimed for reimbursement in any line item above shall begin to vary significantly from the estimate given above; and provided further that unless permission of the contract officer shall have been obtained in advance, no expenditure shall be claimed by the Contractor for reimbursement by RIDE under this Agreement if such expenditure shall have been incurred in a line item category not listed above. Transfer of funds is permitted between Expense Categories (1) (2) and (3) up to 10% or \$25,000, whichever is less; all other transfers require prior written approval by the Department of Education.

APPENDIX B

BUDGET DETAIL SHEET

FISCAL YEAR _____

SALARY AND FRINGE BENEFIT DETAIL

NAME	POSITION TITLE	HOURLY RATE \$	NUMBER OF HOURS	TOTAL SALARY \$	FRINGE BENEFITS \$	HOURLY RATE WITH FRINGE BENEFITS \$	SALARY & FRINGE TOTAL \$
TOTAL REQUEST							

DETAIL OF CONSULTANT

NAME	POSITION TITLE	HOURLY RATE \$	NUMBER OF HOURS	TOTAL COST \$
TOTAL REQUEST				\$

EXPLANATION OF OTHER EXPENSES (i.e. travel, printing, office supplies, educational materials, and equipment)

EXPENSE CATEGORY	DESCRIPTION	COST

APPENDIX C

ASSESSMENT DEFINITIONS

Term	Definition
Formative assessment	A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to achieve the intended instructional outcomes. They are performed by the teachers in the classroom for the purpose of diagnosing where students are in their learning, where gaps in understanding and knowledge exist, and how to help teachers and students improve student learning. The assessment is embedded in the learning activity and linked directly to the current unit of instruction. These assessments are small-scale (a few seconds or a few minutes), short-cycle, and not suited for aggregation beyond the specific classroom. They are used to provide corrective feedback, assist in modifying instruction to improve the students' understanding, or indicate areas where further instruction is needed.
Interim assessment	Assessments that fall between formative and summative assessment, including the medium-scale, medium-cycle assessments currently in wide use. Interim assessments: 1) evaluate students' knowledge and skills relative to a specific set of academic goals, typically within a limited time frame, and 2) are designed to inform decisions at both the classroom and beyond the classroom level, such as the school or district level. Thus, they may be given at the classroom level to provide information for the teacher, but unlike true formative assessments, the results of interim assessments can be meaningfully aggregated and reported at a broader level. As such, the timing of the administration is likely to be controlled by the school or district rather than by the teacher, which therefore makes these assessments less instructionally relevant than formative assessments. These assessments may serve a variety of purposes, including predicting a student's ability to succeed on a large-scale summative assessment, evaluating a particular educational program or pedagogy, or diagnosing gaps in a student's learning. Many of the assessments currently in use that are labeled "benchmark", "formative", "diagnostic", or "predictive" fall within our definition of interim assessments.
Summative assessment	The term summative assessment is used to describe the most formal and traditional assessments, which are given at the end of a unit, term, course, or academic year. These assessments are designed to judge the extent of student learning for the purpose of grading, certification, or even evaluating the effectiveness of a curriculum. They are retrospective assessments of what students have learned, know, or can do. Given that common purpose, summative assessments can take the form of anything from a persuasive essay to a geometry proof. Regardless of the form, if the assessment is administered after the learning has taken place, for the purpose of evaluating or measuring that learning, the assessment is summative.
NECAP assessment (summative)	The New England Common Assessment Program (NECAP) is the result of collaboration among New Hampshire, Rhode Island, Maine and Vermont to build a set of assessments for grades 3 through 8 and

	<p>high school to meet the requirements of the No Child Left Behind Act (NCLB 2001). One of the most important goals of this partnership was to make these assessments instructionally relevant by providing information to school administrators, teachers, and parents to help them make informed decisions about student instructional needs.</p>
<p>PARCC assessment (summative)</p>	<p>Partnership for the Assessment of Readiness in College and Careers (PARCC). Rhode Island is governing state in the PARCC, a state-led assessment consortium, with 13 governing states and 25 member states. The U.S. Department of Education awarded “Race to the Top” assessment funds to the PARCC for the development of a K-12 assessment system aligned to the Common Core State Standards in English language arts and mathematics.</p> <p>PARCC’s goal is to dramatically increase the number of students graduating from high school college-and-career-ready by creating a next generation assessment system to help meet that goal. PARCC states are committed to building an assessment system that is internationally benchmarked and anchored in what it takes to be college-and-career-ready.</p> <p>The first PARCC assessment will be administered in Rhode Island during the 2014-2015 school year.</p>