SCHOLASTIC

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION

James Monroe Building
Attn: Monique Robinson
1001 North 14th Street
21st Floor - Procurement Office
Richmond, VA 23219

RFP# DOE-SGA-2012-15

~ Student Growth Assessments ~

SUBMITTED BY:
SCHOLASTIC INC.

Cindy Lawrence
Account Executive
clawrence@scholastic.com

Original Due Date: Monday, October 29, 2012
2:00 p.m.

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TAB 1

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
REQUEST FOR PROPOSAL (RFP)

Issue Date: September 25, 2012 RFP# DOE-SGA-2012-15

Title: Student Growth Assessments

Commodity Code: 92420

Issuing Agency: Commonwealth of Virginia
Virginia Department of Education
101 North 14th Street, 21st Floor
Richmond, Virginia 23219

Using Agencies: Local Education Agencies including
Virginia Public School Divisions and
Virginia Public Schools

Work to be Performed: Offsite

Initial Period Of Contract: From Date of Award Through November 15, 2014; (Renewable).

Sealed Proposals Will Be Received Until 2:00 PM October 29, 2012, For Furnishing The Goods/Services Described Herein.

All Inquiries For Information Should Be Directed To: Marie Williams, Contract Officer, at (804) 225-2040.

PROPOSALS MUST BE DELIVERED TO THE JAMES MONROE BUILDING, 101 N. 14TH STREET, RICHMOND, VA, 23219, 21ST FLOOR, PROCUREMENT OFFICE, TO THE ATTENTION OF MONIQUE ROBINSON (See Section VIII, C. Identification of Proposal Envelope.) This is NOT a mailing address. It is recommended that proposals be hand delivered.

In compliance with this Request For Proposals (RFP) and all conditions imposed in this RFP, the undersigned firm hereby offers and agrees to furnish all goods and services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation, and the undersigned firm hereby certifies that all information provided below and in any schedule attached hereto is true, correct, and complete.

Name And Address Of Firm:
Scholastic Inc.
North Regional Office
301 South Gary Avenue, Unit B
Roselle, IL Zip Code: 60172
eVA Vendor ID or DUNS #: VS0000061868
Fax Number: (630)671-0654
E-mail Address: clawrence@scholastic.com

Date: Wednesday, October 24, 2012
By: _____
(Signature In Ink)
Name: Judy McKenzie
(Please Print)
Title: Vice President, Field Sales Marketing
Telephone Number: (800) 225-4625 Regional Office #

PREPROPOSAL CONFERENCE: An optional proposal conference will be held on Tuesday, October 9, 2012, at 10:00 am at 101 N. 14th Street, 25th Floor, Washington Conference Room (Reference Page 7, Section VII, herein). If special ADA accommodations are needed, please contact Marie Williams at 804 225-2040 by October 5, 2012.

Note: This public body does not discriminate against faith-based organizations in accordance with the *Code of Virginia*, § 2.2-4343.1 or against a bidder or offeror because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment.

State Corporation Commission Form

<u>Virginia State Corporation Commission (SCC) registration information</u>. The offeror:

☒ is a corporation or other business entity with the following SCC identification number: F1395682
-OR-

☐ is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust **-OR-**

☐ is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the offeror in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from offeror's out-of-state location) **-OR-**

☐ is an out-of-state business entity that is including with this proposal an opinion of legal counsel which accurately and completely discloses the undersigned offeror's current contacts with Virginia and describes why those contacts do not constitute the transaction of business in Virginia within the meaning of § 13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

****NOTE**** >> Check the following box if you have not completed any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for proposals (the Commonwealth reserves the right to determine in its sole discretion whether to allow such waiver): ☐

EXCEPTIONS & STATEMENT OF CONFIDENTIALITY

Per RFP requirements, Scholastic would like to note the following exceptions which have been included in the "electronic redacted version".

Page 4, Section IV Proposal Preparation and Submission Instructions - Section 2(f) – Scholastic would like to add the following language at the end of the section:

> *Notwithstanding the foregoing, Offerors retain all right, title and interest in and to its software, documentation, training and implementation materials and other materials provided in connection with the RFP (collectively, "*Offerors *IP").* Offerors *grants to the State a personal, nonexclusive license to use the* Offerors *IP for its own non-commercial, incidental use in connection with this RFP.*

Page 12, Section IX Special Terms and Conditions - Section 9 – Scholastic would like to add the following language:

> *The Commonwealth understands and agrees that Contractor may use third party service providers in the provision of services under this Agreement and such third party service providers may have access to confidential data of the Commonwealth.*

Additionally, the items listed below are considered confidential, per Section IV: 2(f) as stated as follows:

> *"Trade secrets or proprietary information submitted by an offeror shall not be subject to public disclosure under the Virginia Freedom of Information Act; however, the offeror must invoke the protections of § 2.2-4342F of the Code of Virginia, in writing, either before or at the time the data or other material is submitted."*

- Tab 1 – Pricing
- Tab 4 – *Scholastic Reading Inventory* (SRI) Educator's Guide
- Tab 4 – *Scholastic Reading Inventory* (SRI) Technical Guide
- Tab 4 – *Scholastic Math Inventory* (SMI) Educator's Guide
- Tab 4 – *Scholastic Math Inventory* (SMI) Technical Guide
- Tab 4 – *Enterprise Edition and Next Generation* System Requirements and Technical Overview
- Tab 4 – Scholastic Inc. *Enterprise Edition and Next Generation* End User License Agreement
- Tab 4 – Scholastic Web-Based Products and Services Terms and Conditions
- Tab 4 – Scholastic Education Product Support Services Description: Software

TAB 2

OFFEROR NAME: SCHOLASTIC INC.

PROPOSED ASSESSMENT NAME: *SCHOLASTIC READING INVENTORY*

CONTENT AREA(S) AND GRADE LEVEL(S) ASSESSED: READING, GRADES K-12

IV. PROPOSAL PREPARATION AND SUBMISSION INSTRUCTIONS:

B. SPECIFIC PROPOSAL INSTRUCTIONS:

Proposals should be as thorough and detailed as possible so that the Virginia Department of Education may properly evaluate the Offeror's capabilities to provide the required services. Offerors are required to submit the following items as a complete proposal:

1. *The completed RFP cover sheet and all addenda acknowledgments, if any, signed and filled out as required.*

   See Tab 1—Required Forms & Pricing Schedule.

2. *The completed Pricing Schedule (Section XI) as the second page in the proposal.*

   See Tab 1—Required Forms & Pricing Schedule.

3. *A written narrative that includes the information requested in a.-f. below and the assessment documentation template completed for each assessment being proposed. Website citations may be used in the document in lieu of text or attachments.*

OVERVIEW OF THE PROPOSED PROGRAM

Scholastic Reading Inventory (SRI) *Enterprise Edition* is a research-based, computer adaptive assessment for Grades K-12 that allows educators to quickly and accurately assess reading comprehension over the course of a student's education to inform instruction and match students to text using the Lexile Framework® for Reading. This assessment is used to set growth goals, monitor progress, forecast performance, and help place students at the best level in a reading program so they will read with success. SRI allows educators to place students, measure reading progress, forecast performance, and differentiate instruction.

ASSESSMENT DESIGN

SRI focuses on the skills readers use when studying written materials sampled from various content areas. These skills include referring to details in the passage, drawing conclusions, and making comparisons and generalizations. SRI does not require prior knowledge of ideas outside of the passage, vocabulary taken out of context, or formal logic. SRI is built from authentic passages that are typical of the materials students read both in and out of school.

- The "embedded completion" item format used with SRI has been shown to measure the same core reading competency that is measured by norm-referenced, criterion-referenced, and individually administered reading tests.
- The calibration equation used to calibrate SRI test items is the same equation that is used to measure books and texts. Thus, readers and texts are placed on the same scale. A multi-stage review process was used to ensure conformance with the text sampling and item writing specifications.
- SRI uses a Bayesian scoring algorithm, which provides a paradigm for combining prior information with current data, to come up with an estimate of current reading level. This methodology connects each test administration to every other administration and thus produces a highly precise measurement.

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B. SPECIFIC PROPOSAL INSTRUCTIONS:

3. *A written narrative that includes the information requested in a.-f. below and the assessment documentation template completed for each assessment being proposed. Website citations may be used in the document in lieu of text or attachments.*

ASSESSMENT DESIGN—Continued

SRI is designed to measure a reading ability with texts of increasing difficulty. Once this measure is obtained, SRI can be used to set growth goals, monitor progress, inform instruction, and predict state test outcomes. SRI helps to ensure that every student becomes a competent and motivated reader by individualizing their learning experience based on their specific abilities.

THE LEXILE FRAMEWORK® FOR READING

The Lexile Framework® is a research-proven system for measuring students' reading levels and matching readers to text. A Lexile measure is a number followed by an "L." The Lexile scale typically ranges from 200L to 1700L, although actual Lexile measures can be lower or higher. Students' Lexile measures are the level at which they read with moderate success, or about 75% comprehension. When given books with Lexile measures slightly below their Lexile measure, students are likely to experience greater success; books with higher Lexile measures are likely to be challenging or even frustrating. The Lexile Map is a graphical representation of the way that readers and texts can connect using the Lexile Framework. It lists the typical grades, sample titles, and benchmark text passages that correspond to each Lexile Range.

The Lexile Framework was developed by Metametrics, an independent education company after fifteen years of research funded by the National Institutes of Health. More than 44,000 books and 40 million articles have a Lexile measure, and most major standardized tests report student reading scores in Lexiles. The Framework has been linked to many national and state norm-referenced assessments, including the SAT-10, SAT-9, SDRT-4, MAT-8, TerraNova Assessment Series, and the Iowa Tests (ITBS and ITED). By utilizing the Lexile Framework, SRI provides educators with the unique opportunity to bridge the gap between high-stakes assessment and instruction, and indicates future performance on such tests.

THE SRI PROCESS

SRI can be administered independently to students in 20 minutes. SRI follows this process:

1. The student selects areas of reading interest.
2. The student spends approximately 20 minutes taking the test.
3. The student receives a personalized reading list based on areas of interest and reading ability.
4. Educators have immediate access to over 20 reports that facilitate targeted decision-making.

A computer-adaptive algorithm continually adjusts the difficulty of passages based on student responses, allowing SRI to produce highly accurate measures of text comprehension. SRI passages are derived from authentic text, sampled from "real world" media such as best-selling literature, curriculum texts, and familiar periodicals.

PROGRESS MONITORING

SRI provides continuous assessment and immediate feedback for teachers, parents, and administrators. The most powerful feature of SRI is its ability to organize and analyze data based on student test results. In a series of 21 reports, SRI provides concrete, reliable feedback that is used to differentiate instruction and help all students achieve their goals. These clear, meaningful reports are available immediately and provide actionable data to evaluate progress toward proficiency goals, identify situations that call for intervention, and track reading growth over time.

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B. SPECIFIC PROPOSAL INSTRUCTIONS:

3. *A written narrative that includes the information requested in a.-f. below and the assessment documentation template completed for each assessment being proposed. Website citations may be used in the document in lieu of text or attachments.*

PROGRESS MONITORING--Continued

Administrators and teachers have quick and easy access to the following report types that provide a comprehensive view of student, school, and district performance and help facilitate a stronger school-to-home connection.

1. Progress Monitoring Reports let teachers and administrators detect trends in reading growth for individuals, groups, and classes.
2. Instructional Planning Reports help teachers plan targeted, data-driven instruction, place students into flexible groups, and assign materials.
3. Management Reports make it easy to administer the program effectively across schools and district.
4. School-to-Home Letters, available in English and Spanish, include student-specific progress information, as well as suggestions to help students at home.

DIFFERENTIATED INSTRUCTIONAL STRATEGIES

The Lexile Framework® uses a common metric—a Lexile measure—to evaluate both reading ability and text difficulty. By placing both reader and text on the same scale, the Framework allows educators to forecast the level of comprehension a student will experience with a particular text, and to evaluate curriculum needs based on each student's ability to comprehend the materials.

Scholastic Reading Inventory (SRI) is an outcomes-based assessment designed specifically to measure reading comprehension growth on a developmental scale. Unlike state-level standardized tests or curriculum-based measures that only track skill development and that tend to assess students only within the context of a specific grade level, SRI is an objective measure of individual student growth over a developmental scale.

With SRI, educators and administrators can view student growth against national norms on a developmental scale to determine whether or not students are actually responding to a particular curriculum or intervention or if course correction is needed.

📖 For additional information about *Scholastic Reading Inventory* visit www.scholastic.com/sri

3.a. The organizational structure of Offeror's staff as it relates to the delivery of services for proposed assessments. Include details regarding help desk availability for tests administered online.

Scholastic will provide you with the highest level of service and support throughout the implementation of the *Scholastic Reading Inventory* and related Professional Development for Leaders and Teachers. The following Team services Virginia districts and schools:

- Dwaine Millard, Regional Vice President, North
- Cindy Lawrence, Account Executive, Eastern Virginia
- April Croy, Implementation Director, North East Region
- Rebecca Danylchak, Implementation Manager
- Patrick Enfinger, Northeast Regional Technical Manager

B. SPECIFIC PROPOSAL INSTRUCTIONS:

3.a. The organizational structure of Offeror's staff as it relates to the delivery of services for proposed assessments. Include details regarding help desk availability for tests administered online.

Scholastic provides the highest quality of technical support for *Scholastic Reading Inventory* users. As part of the Basic Product Maintenance and Support Plan, included in this proposal, Scholastic will assist district technology specialists with the installation of SRI and SAM software systems. Technical online support is provided through the Scholastic Product Support web site. Downloadable manuals, tech bulletins, web chat and a searchable knowledge base are available 24/7. Program Support is available at 1-800-283-5974. Web support is provided at www.scholastic.com/SRI and email support is available at techsupport@scholastic.com.

3.b. A comprehensive plan to be implemented by the contractor that establishes necessary safeguards to maintain the confidentiality of all student data and any other materials deemed to be confidential by VDOE or the Offeror.

Scholastic takes the confidentiality of its customers' data very seriously. Scholastic may utilize third party vendors or consultants in the performance of services for district customers. Scholastic has written agreements with all such third parties who may have access to personal information or confidential information of the district or its students. These written agreements require that all district data be maintained as confidential, not be disclosed to other third parties, and be used solely by our vendors or consultants for the performance of the services by Scholastic.

Internally, Scholastic has implemented a written confidentiality policy that all employees are expected to comply with, as well as a data security policy governing the use and security measures taken with respect to Scholastic confidential information and that of our customers.

At the school level, every student has a unique user id for his or her installed products. Usernames and passwords are encrypted in the software to provide an extra layer of security and server connections are through SSL internet connections. Also, the Scholastic software database collects multiple user inputs for tracking student and teacher use of the software. These can provide an audit trail.

3.c. A comprehensive training plan for central office staff, school administrators and teachers.

Scholastic offers the following teacher training options for SRI:

SRI Implementation Training—Half or Full Day—This hands-on training for teachers and administrators, provides tips for administering the classroom-based SRI test and using data. Educators learn how to effectively use SRI, including:

- Understanding and using the Lexile Framework® for Reading
- Experiencing the SRI software and hands-on practice with the management system
- Analyzing report data to plan instruction, match students to books, and monitor programs

SRI Interactive Webinar—Educators will learn how to get started with SRI, including:

- Understanding the Lexile Framework® for Reading
- Reviewing the SRI software and management system
- Using report data to plan instruction, match students to books, and monitor progress.

Follow-up training for the administration of the SRI is not typically needed. Scholastic offers advanced training in the use of data and in-classroom coaching by Scholastic Consultants who provide teachers with individualized support and focused strategies side-by-side in the classroom.

B. SPECIFIC PROPOSAL INSTRUCTIONS:

3.d. Evidence of experience in providing assessments that include measures of growth for local or state educations agencies.

Scholastic Inc. is a global children's publishing and media company that has a corporate mission supported through all of its divisions of instilling the love of reading and learning for lifelong pleasure in all children. Recognizing that literacy is the cornerstone of a child's intellectual, personal and cultural growth, Scholastic, for nearly 90 years, has created quality programs and services that educate, entertain and motivate children and are designed to help enlarge their understanding of the world around them.

Scholastic Education is the school improvement and curriculum arm of Scholastic Inc, the country's most trusted name in literacy improvement. For over 90 years, Scholastic's mission has been to make every student a better reader, learner, and citizen. For the last 10 years, Scholastic Education has partnered with over 1,500 districts of all sizes to enable scalable, sustainable literacy improvement for struggling adolescent readers. During this time our literacy transformation solutions, centered on the *READ 180*, *System 44*, and *Expert 21* instructional programs, have turned around the lives of over 1 million students.

The *Scholastic Reading Inventory* was initially developed in 1998 and 1999 as a print-based assessment of reading comprehension. In late 1998, Scholastic began developing a computer-based version. Pilot studies of the computer application were conducted in fall and winter 1998. Version 1 of the interactive presentation was launched in fall 1999. Subsequent versions were launched between 1999 and 2003, with Version 4.0/Enterprise Edition for Customer-hosted deployments appearing in winter 2006. Since 2009 SRI has also been available in a browser-based, web hosted configuration. One of the largest single implementations is for a customer with over 170,000 students in their database and who runs up to 5,000 concurrent sessions.

A research-based program, SRI has been the subject of many scientific validation studies. The SRI research ranges from a norming study with a sample of 512,224 students to an analysis of gender, race, and ethnic differences among 19,000 fourth through ninth grade students.

The Lexile Framework® for Reading, the measurement system used in the SRI has been linked to most national and state norm-referenced assessments, including the Virginia Standards of Learning Tests (SOL), Grades 3-8. High correlations with many standardized tests strongly validate SRI as a measure of reading comprehension.

- 🕮 To understand SRI's research foundation, program history, and the assessment validity and reliability studies, please refer to the SRI Technical Guide: http://teacher.scholastic.com/products/sri_reading_assessment/pdfs/SRI_TechGuide.pdf

3.e. A list of the local and state education agencies contracted with for similar services within the last three years. Include a brief summary of the services provided.

SRI is used in tens of thousands of classrooms across the country. The following are three large scale district-wide implementations.

Palm Beach County School District
3300 Forest Hill Boulevard West Palm Beach, FL 33406
Grades 3-10 implementation with services

Jordan School District
7387 S. Campus View Drive
West Jordan, UT 84084
District-wide implementation

Prince George's County School District
14201 School Lane
Upper Marlboro, MD 20772
Elementary implementation

B. SPECIFIC PROPOSAL INSTRUCTIONS:

3.f. Three references (names, titles, addresses, phone numbers, and email addresses).

Chesapeake Public Schools	Robert Shirley Language Arts Supervisor
312 Cedar Road Chesapeake, VA 23322	(757) 547-0153 x 252 SHIRLRCE@cps.k12.va.us

Fairfax Public Schools	Alicia Hill Lead Reading Teacher Resource
8115 Gatehouse Road Falls Church, VA 22042	(571) 423-4768 afhill@fcps.edu

Virginia Beach Schools	Robin Hoffman Language Arts Curriculum Coordinator
2512 George Mason Drive P.O. Box 6038 Virginia Beach, VA 23456-0038	(757)263-1020 Robinl.hoffman@vbschools.com

IV. PROPOSAL PREPARATION AND SUBMISSION INSTRUCTIONS:

5. *A completed Assessment Description Template (Attachment 3) for each assessment offered. Offerors must document the specific plans for meeting each of the requirements listed in the "Statement of Needs" section by responding to the questions in the Word version of the Template available on the Procurement Office section of the VDOE Website*

Section 1: Overview of Tests

Requirement:
1.1 Describe the specific grade(s) and subject area(s) covered by each assessment and provide an overview of the content and skills measured. Include the types of test items used, the mode(s) of delivery, the availability of equivalent forms, including short forms or screeners (if available) and a test blueprint for each test being proposed.

Scholastic Reading Inventory (SRI) is a research-based, computer-adaptive assessment for readers in Grades K-12. This assessment allows educators to quickly and accurately assess reading comprehension over the course of a student's education to inform instruction and identify to text of increasing complexity to reach college and career readiness standards. Using the Lexile Framework® for Reading, this assessment can be used to set growth goals, monitor progress, forecast performance, and help place students at the best level in a reading program so they will read with success. SRI allows educators to place students, measure reading progress, forecast performance, and differentiate instruction.

This assessment instrument is typically used as a screening/progress monitoring tool to place students and then throughout the school year to help teachers monitor student growth. SRI also generates reports that help teachers differentiate instruction.

SRI is designed to measure how well students understand literary and expository texts of varying degrees of difficulty. SRI measures reading comprehension by focusing on the skills readers use when studying written materials from various content areas. These skills include identifying details in a passage, identifying cause-and-effect relationships and the sequence of events, drawing conclusions, and making comparisons and generalizations.

SRI focuses on the skills readers use when studying written materials sampled from various content areas. These skills include referring to details in the passage, drawing conclusions, and making comparisons and generalizations. SRI does not require prior knowledge of ideas outside of the passage, vocabulary taken out of context, or formal logic. SRI is built from authentic passages that are typical of the materials students read both in and out of school.

- The "embedded completion" item format used with SRI has been shown to measure the same core reading competency that is measured by norm-referenced, criterion-referenced, and individually administered reading tests.
- The calibration equation used to calibrate SRI test items is the same equation that is used to measure books and texts. Thus, readers and texts are placed on the same scale. A multi-stage review process was used to ensure conformance with the text sampling and item writing specifications.
- SRI uses a Bayesian scoring algorithm, which provides a paradigm for combining prior information with current data, to come up with an estimate of current reading level. This methodology connects each test administration to every other administration and thus produces a highly precise measurement.

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Requirement:

1.1
Describe the specific grade(s) and subject area(s) covered by each assessment and provide an overview of the content and skills measured. Include the types of test items used, the mode(s) of delivery, the availability of equivalent forms, including short forms or screeners (if available) and a test blueprint for each test being proposed.

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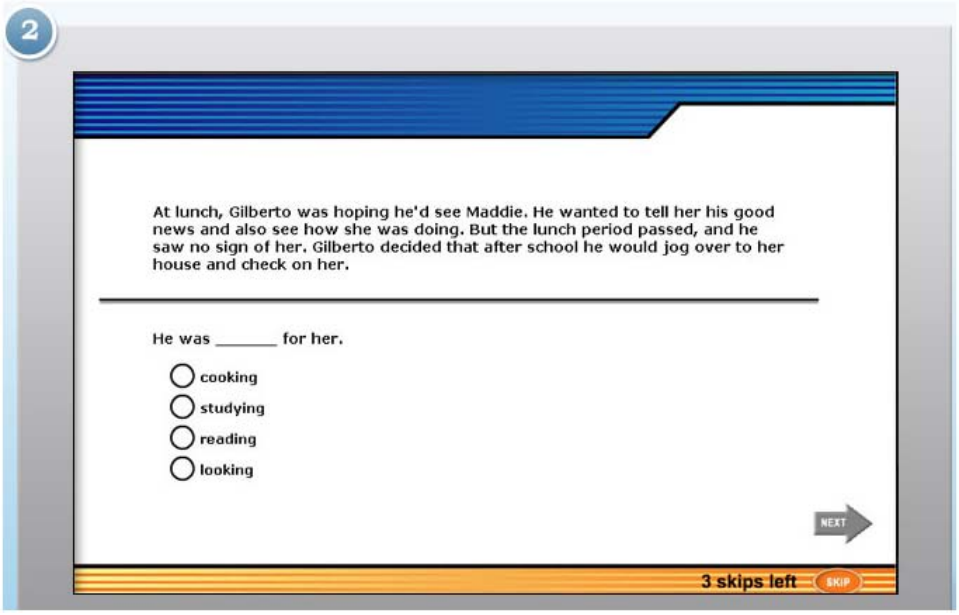
A computer-adaptive assessment, SRI draws from a bank of more than 5000 items to create an assessment experience that is targeted to the students' assessment needs. There are no separate forms in SRI because each test is customized and drawn from the question bank in such a way that items tend not to be repeated for the students and if the student remains on the same Lexile level, the student will not see the same item for 2-1/2 years. SRI was reviewed by the National Center for Response to Intervention and received ratings of compelling effectiveness for alternative forms based on the computer adaptive nature of the assessment.

SRI is designed to measure a reading ability with texts of increasing difficulty. Once this measure is obtained, SRI can be used to set growth goals, monitor progress, inform instruction, and predict state test outcomes. SRI helps to ensure that every student becomes a competent and motivated reader by individualizing their learning experience based on their specific abilities.

The following is a screen capture of item with the skip feature visible in the lower right corner.



Below is a blueprint of the SRI::

- Reading Interest Screen: Students select three topics where they have reading interests. These selections inform the content of the Recommended Reading Report.
- Practice test: Here 3-5 items far below the students' grade level are provided to students. The purpose of this portion of the test is to determine if the student can work in the computer assessment environment.

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Requirement:

1.1
Describe the specific grade(s) and subject area(s) covered by each assessment and provide an overview of the content and skills measured. Include the types of test items used, the mode(s) of delivery, the availability of equivalent forms, including short forms or screeners (if available) and a test blueprint for each test being proposed.

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- Locator test: This portion of the test applies to students in Grades 7 and up and is invisible to the students. It provides 3 extra questions upfront and is especially useful to identify the reading level of older, struggling readers.
- The Body of the Test: Students engage in the corpus of the test which is computer adaptive and consists of 25-30 questions. Question may vary depending on the students' response.

Score Reporting (optional): The student will receive a Lexile level at the end of the test. Students also have option to print a Recommended Reading Report, which provides Lexile leveled reading recommendations based on students stated interest.

Requirement:

1.2
Provide evidence of alignment of test items to the Virginia Standards of Learning (SOL) for existing assessments. For assessments developed in response to the RFP, provide a plan for assuring the alignment of test items to the SOL.

Scholastic's reading assessment is designed as an outcomes-based measure. Based on national performance standards, these assessments can be customized to align to the performance goals of any state's outcomes exam. The current cut scores, which inform all reports that contain student performance information, reflect normative data from nationally studies, and reported a Lexile measure by percentile rank, NCE and stanine by grade range.

The SOL linking study for the *Scholastic Reading Inventory* (SRI) was conducted in 2008 in conjunction with the Virginia Department of Education using linear equating methodology: within grade scale for Grades 3 through 8. The Virginia Department of Education established three student performance standards for the Virginia Standards of Learning (SOL) Assessments for students taught the Standards of Learning curricula: Fail/Basic, Pass/Proficient, and Pass/Advanced.

VIRGINIA SOL CORRELATIONS TO LEXILES®

GRADE	FAIL/BASIC	PASS/PROFICIENT	PASS/ADVANCED
3	595L and Below	600L to 870L	875L and Above
4	685L and Below	690L to 970L	975L and Above
5	860L and Below	865L to 1135L	1140L and Above
6	895L and Below	900L to 1180L	1185L and Above
7	920L and Below	925L to 1230L	1235L and Above
8	990L and Below	995L to 1275L	1280L and Above

📖 A correlation between the SRI and Common Core State Standards found at this website: http://teacher.scholastic.com/products/SRI_reading_assessment/pdfs/SRI-CCSS_ALIGNMENT_11-01-11.pdf

Section 2: Technical Characteristics

Requirement:

2.1
Provide evidence of content, construct, concurrent, and predictive validity as appropriate. Include validity evidence that supports the use of scores from the proposed assessment in teacher evaluation, addressing specifically the validity of using assessment results to support inferences about effectiveness of teacher in producing growth in student performance (if available).

Scholastic Reading Inventory and its underlying measurement system, the Lexile Framework for Reading® are based on scientific research. As a criterion-referenced and norm-referenced measure of reading comprehension, *Scholastic Reading Inventory* has shown high correlations to other measures of reading comprehension, and was awarded the highest ratings for reliability and validity by the National Center on Response to Intervention (NCRTI) in 2008. These ratings were transferred without exception and in their entirety to evaluations that will published by the National Center on Intensive Intervention, (successor to the National Center on Response to Intervention) in the Fall 2012.

For the Lexile Framework® for Reading which measures a skill, the most important aspect of validity that should be examined is construct validity. The construct validity of the Lexile Framework® can be evaluated by examining how well Lexile measures relate to other measures of reading comprehension and text difficulty. The Lexile Framework® has been linked to numerous standardized tests of reading comprehension. When assessment scales are linked, a common frame of reference can be used to interpret the test results. This frame of reference can be "used to convey additional normative information, test-content information, and information that is jointly normative and content-based. For many test uses, [this frame of reference] conveys information that is more crucial than the information conveyed by the primary score scale" (Petersen, Kolen, and Hoover, 1989, p. 222).

Table 1, on the following page, presents the results from linking studies conducted with the Lexile Framework®. For each of the tests listed, student reading comprehension scores can also be reported as Lexile measures. This dual reporting provides a rich, criterion-related frame of reference for interpreting the standardized test scores. When a student takes one of the standardized tests, in addition to receiving his norm-referenced test results, he can receive a reading list that is targeted to his specific reading level.

📖 For reference citations and additional information, please see this document (also included in Tab 4): http://teacher.scholastic.com/products/SRI_reading_assessment/pdfs/SRI_TechGuide.pdf

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Requirement:

2.1
Provide evidence of content, construct, concurrent, and predictive validity as appropriate. Include validity evidence that supports the use of scores from the proposed assessment in teacher evaluation, addressing specifically the validity of using assessment results to support inferences about effectiveness of teacher in producing growth in student performance (if available).

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SRI Linking Study Report- Table 1

Standardized Test	Grades in Study	*N*	Correlation between Test Score and Lexile Measure
Stanford Achievement Tests (Ninth Edition)	4, 6, 8, 10	1,167	0.92
Stanford Diagnostic Reading Test (Version 4.0)	4, 6, 8, 10	1, 169	0.91
North Carolina End-of-Grade Tests (Reading Comprehension)	3, 4, 5, 8	956	0.90
TerraNova (CTBS/5)	2, 4, 6, 8	2,713	0.92
Texas Assessment of Academic Skills (TAAS)	3–8	3,623	0.73 to 0.78*
Metropolitan Achievement Test (Eighth Edition)	2, 4, 6, 8, and 10	2,382	0.93
Gates-MacGinitie Reading Test (Version 4.0)	2, 4, 6, 8, and 10	4,644	0.92
Utah Core Assessments	3–6	1,551	0.73
Texas Assessment of Knowledge and Skills	3, 5, and 8	1,960	0.60 to 0.73*
The Iowa Tests (Iowa Tests of Basic Skills and Iowa Tests of Educational Development)	3, 5, 7, 9, and 11	4,666	0.88
Stanford Achievement Test (Tenth Edition)	2, 4, 6, 8, and 10	3,064	0.93
Oregon Knowledge and Skills	3, 5, 8, and 10	3,180	0.89
California Standards Test (CST)	2–12	55,564	NA**
Mississippi Curriculum Test (MCT)	2, 4, 6, and 8	7,045	0.90
Georgia Criterion Referenced Competency Test (CRCT)	1–8	16,363	0.72 to 0.88*

Notes: Results are based on final samples used with each linking study.
*TAAS, TAKS and CRCT were not vertically equated; separate linking equations were derived for each grade.
**CST was linked using a set of Lexile calibrated items embedded in the CST research blocks. CST items were calibrated to the Lexile scale.

The next concern about using growth measure to when determining effectiveness of instruction is the normative framework upon which growth can be interpreted. A recent study conducted by Scholastic and MetaMetrics delineates fall-to-spring growth expectations for students in grade 3-10. By knowing what the students grade level and starting point, this guide will help educators understand what growth to expect from students on all levels under normal instructional conditions.

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Requirement:

2.1
Provide evidence of content, construct, concurrent, and predictive validity as appropriate. Include validity evidence that supports the use of scores from the proposed assessment in teacher evaluation, addressing specifically the validity of using assessment results to support inferences about effectiveness of teacher in producing growth in student performance (if available).

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Inferences about instructional effectiveness can be apprised by thee growth measures. Additionally, an understanding of the trajectory of growth needed to reach college and career readiness by graduation can be determined. In May 2013, this research will be presented in an automated report for students in Grades 1-12.

📖 For more information, please see this document:
http://teacher.scholastic.com/products/sri_reading_assessment/pdfs/SRI_GrowthExpectations.pdf

Requirement:

2.2
Provide evidence of reliability, both for the total test and for any subtests for which scores are reported. Include estimates of error in measurement.

To be useful, a piece of information must be reliable- stable, consistent and dependable. In reality, all test scores contain a level of uncertainty or some error of measure.

Compared to a fixed-item test where all students answer the same questions, a computer-adaptive test produces a different test for every student. When students take a computer-adaptive test, they all receive approximately the same raw score or number of items correct. This occurs because all students are answering questions that are targeted for their unique ability—not questions that are too easy or too hard. Because each student takes a unique test, the error associated with any one score or student is also unique. Because SRI reports a single measure on a developmental scale, and because of the computer adaptive nature of the test, it is more accurate that pencil and paper tests.

As a computer adaptive test, SRI was developed using the Rasch one-parameter item response theory model to relate a reader's ability to the difficulty of the items. There is a unique amount of measurement error due to model misspecification (violation of model assumptions) associated with each score on SRI. The computer algorithm that controls the administration of the assessment uses a Bayesian procedure to estimate each student's reading comprehension ability. This procedure uses prior information about students to control the selection of questions and the recalculation of each student's reading ability after responding to each question.

When a student retests with SRI, the uncertainty of his or her score is the uncertainty that resulted from the previous assessment adjusted for the time elapsed between administrations. An assumption is made that after three years without a test, the student's ability should again be measured at maximum uncertainty. Average SEMs are presented in Table 2. These values can be used as a general "rule of thumb" when reviewing SRI results. It bears repeating that because each student takes a unique test and the results rely partly on prior information, the error associated with any one score or student is also unique.

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Requirement:

2.2
Provide evidence of reliability, both for the total test and for any subtests for which scores are reported. Include estimates of error in measurement.

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Mean SEM on SRI by extent of prior knowledge- Table 2

Number of Items	SEM Grade Level Known	SEM Grade and Reading Level Known
15	104L	58L
16	102L	57L
17	99L	57L
18	96L	57L
19	93L	57L
20	91L	56L
21	89L	56L
22	87L	55L
23	86L	54L
24	84L	54L

As can be seen from the information in Table 2 above, when the test is well-targeted (grade level and prior reading level of the student are known), the student can respond to fewer test questions and not increase the error associated with the measurement process. When only the grade level of the student is known, the more questions the student responds to, the less error in the score associated with the measurement process. In summary, at the end of the first SRI administration the standard error of measurement in SRI is 54L

SRI was awarded the highest rating for reliability and validation by the National Center for Response to Intervention.

Requirement:

2.3
Provide evidence that the assessment is appropriate for use with student subgroups, including English language learners and student with disabilities. Include documentation that the assessment does not exhibit bias toward any major subgroups (e.g., through an analysis of differential item functioning). In addition, provide a sensitivity review to demonstrate the assessment tasks and items are designed to be accessible and fair for all students.

SRI assesses reading comprehension in the English language. The normative study included a national representative sample which included English language learners. It is an appropriate instrument to understand growth in reading of English. SRI is available in the Spanish language in a print version.

📖 For information about the normative study, please refer to this document:
http://teacher.scholastic.com/products/SRI_reading_assessment/pdfs/SRI_TechGuide.pdf

SRI has a test bank of 5,119 questions. Item writers were given extensive training related to "sensitivity" issues. Part of the item writing materials address these issues and identify areas to avoid when selecting passages and developing items. The following areas are NOT PRESENTED in SRI questions: violence and crime, depressing situations/death, offensive language, drugs/alcohol/tobacco, sex/attraction, race/ethnicity, class, gender, religion, supernatural/magic, parent/family, politics, animals/environment, and brand names/junk food.

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Requirement:
2.3 Provide evidence that the assessment is appropriate for use with student subgroups, including English language learners and student with disabilities. Include documentation that the assessment does not exhibit bias toward any major subgroups (e.g., through an analysis of differential item functioning). In addition, provide a sensitivity review to demonstrate the assessment tasks and items are designed to be accessible and fair for all students.
CONTINUED, *from previous page* While interest-driven reading selections allow students to receive reading suggestions in topic areas that are familiar to them, a "skip" feature in the testing instrument allow students to skip three test items in any test session without penalty if the reading passages are wholly unfamiliar to them. Because SRI draws from literature, a student will not need to guess the context of the question. SRI questions were developed based on material published by CTB/McGraw-Hill (Guidelines for Bias-Free Publishing) on universal design and fair access—equal treatment of the sexes, fair representation of minority groups, and the fair representation of disabled individuals.

Requirement:
2.4 Provide evidence that the assessment includes items of varying difficulty to ensure accurate measurement of student achievement across the ability continuum, including the tails of the score distribution.
SRI reports on the Lexile Framework for Reading®, a vertical scale, that provides a single measure of students' reading ability as expressed in a Lexile measure. Because of the vertical scale SRI scores are interpretable across grade level and support growth reporting needs for all learners - especially those on the tails of the score distribution for their grade level. SRI provide more than 5000 items with ranging from 0L or below or BEGINNING READER to 1725L – associated with graduate school level readers. Students reading at the level for 1355L are considered ready for College and Career. Data. In addition to the items that are appropriate to the grade level reader, SRI also provides 864 'hi-lo' items for older struggling readers. These items ensure that the testing experience respects the students and support the claim that SRI passages are derived from authentic text, sampled from "real world" media such as best-selling literature, curriculum texts, and familiar periodicals. Since SRI is not anchored to grade level norms, it is sensitive to growth at the tails of the score distribution.

Section 3: Use of Assessment as a Measure of Growth

Requirement:

3.1
Provide evidence that the scores resulting from the assessment have been used as measures of growth by other local or state education agencies.

SRI has been administered to over three million students between Grades 1–12 over the past five years in stand-alone application and as a placement and progress monitoring instrument for Scholastic's *READ 180* and other programs. Large district implementations are cited with contact information in the narrative section.

- 🕮 Please see the following webpage for links to studies of SRI use to measure growth in California, Ohio, and Florida: http://teacher.scholastic.com/products/sri_reading_assessment/research_validation.htm

SRI has been approved by the state of New York as a measure of growth for teacher and principal effectiveness and is pending approval for the state of Ohio per completion of application.

Requirement:

3.2
Describe the methodology used to measure growth. For example, does the assessment employ a vertical scale, use a computer-adaptive model to measure growth over time, or employ some other methodology. Does the methodology allow for the longitudinal measure of growth across academic years? What about the measurement of required growth on the proposed assessment to reach proficient on the statewide assessments (the Standards of Learning tests) in a specified amount of time? Include standard setting studies or other analyses conducted to establish measures of growth.

SRI is a computer-adaptive assessment which measures growth on a vertical equal-interval scale. SRI allows for the longitudinal measure of growth across academic years and grades.

- 🕮 For more information about the Lexile Framework for Reading®, please see this website: http://lexile.com/m/uploads/whitepapers/WhitepaperWhatisExpectedGrowth_09.pdf

SRI is subject to a study on growth which helps educators determine the expected growth of students of different grade level and different performance levels under normal instructional conditions. The study emphasizes that younger students grow more than older students and less proficient students grow more than their more proficient peers. When making inferences about teacher effectiveness, this report can help pinpoint what level of acceleration is needed to reach state and national reading goals.

- 🕮 For more information please see this document: http://teacher.scholastic.com/products/sri_reading_assessment/pdfs/SRI_GrowthExpectations.pdf

Customizing Performance Bands

SRI provides teachers or administrators the ability to customize the number, name, and Lexile range of the performance standards that are used for reporting SRI scores. The ability to adjust the performance standard proficiency bands allows educators to customize the reporting of SRI scores to specific district or state expectations

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Requirement:

3.2
Describe the methodology used to measure growth. For example, does the assessment employ a vertical scale, use a computer-adaptive model to measure growth over time, or employ some other methodology. Does the methodology allow for the longitudinal measure of growth across academic years? What about the measurement of required growth on the proposed assessment to reach proficient on the statewide assessments (the Standards of Learning tests) in a specified amount of time? Include standard setting studies or other analyses conducted to establish measures of growth.

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The default SRI performance standards are summarized below:

- Advanced—Students scoring in this range exhibit superior performance when reading grade-level appropriate text and can be considered as reading "above grade level."
- Proficient—Students scoring in this range exhibit competent performance when reading grade-level appropriate text and can be considered as reading "on grade level."
- Basic—Students scoring in this range exhibit minimally competent performance when reading grade-level appropriate text and can be considered as reading "below grade level."
- Below Basic—Students scoring in this range do not exhibit minimally competent performance when reading grade-level appropriate text and can be considered as reading significantly "below grade level."

Educators are able to adjust Lexile ranges, to confirm to state assessment criteria, for each performance standard at each grade, and also change the actual number of performance standards. Results are reported as both criterion-referenced and norm-referenced terms, indicating students' reading ability on the Lexile scale and how their test results compare to those of other students. Also, please see SOL alignment information at item 1.2 above.

Requirement:

3.3
Describe the methodologies used to control item exposure so that the accuracy of students' scores is not impacted by multiple exposures to the same items.

SRI provides valid and reliable items of varying difficulty that measure a range of cognitive complexity and reading abilities. SRI reports student measures based on a range of items from the level of beginning reader (below 0L to 100L) through 1725Q (graduate level texts). The item bank for each range of items is extensive and most students will not see the same item again. Items are removed from student view for two years or more, and the students who may see an item repeated tend to be students who have not demonstrated growth in two years.

Since SRI reports on a vertical scale, items on every level are available to every student. This access adds to the accuracy and reliability of the reporting for students whose reading abilities are far above and fare below grade level. SRI contains more than 5,000 items with a distribution of items with at least 10% of each item in Lexile zone (100L increments). Of these items, 864 are written as "hi-lo" items, which are questions with developmental appropriate content but on a lower reading level.

📖 Please see page 46 of the SRI Technical Guide, also located in Tab 4, for details on distribution of items: http://teacher.scholastic.com/products/SRI_reading_assessment/pdfs/SRI_TechGuide.pdf

Requirement:

3.4
Describe the procedures used to validate the measures of growth.

Content validity, criterion-related validity, and construct validity have been extensively examined to establish the validity of SRI.

📖 Please see pages 77-87 of the SRI Technical Guide, also located in Tab 4, for details: http://teacher.scholastic.com/products/SRI_reading_assessment/pdfs/SRI_TechGuide.pdf

Examples of concurrent validity is based on five studies

Type of Validity	Grade range	n (range)	Coefficient median
Concurrent	---	525	82.5L
Concurrent	Middle School	399	86L
Concurrent	Middle and High School	361	118.7L
Concurrent	Middle	573	109.5L
Concurrent	Grades 7 & 8	548	95.9L

Construct Validity
Study 1: relationship between SRI and the Stanford Diagnostic Reading test (*r*=.65 with SDRT total Score);
Study 2: Relationship between SRI and the Stanford Achievement test (*r*=.79-.82)
Study 3: Relationship between SRI and the Sunshine State standards test (*r*=.82-.84)

Section 4: Test Administration Procedures

Requirement:

4.1
Describe the administration procedures necessary to produce growth scores. For example, is the assessment designed to be administered multiple times during the year or administered once in the fall and once in the spring?

We recommend that SRI be administered three to five times a year: at the beginning, middle, and end of the school year for on level students; and beginning of the year, the end of the marking periods for intervention question. The time interval between the assessments is necessary to allow growth on the scale.

Requirement:

4.2
Describe any processes used for pre-identifying and/or registering students for testing. Include what data, including the State Testing Identifier, are collected for each student, how data are collected or transmitted, and how data are maintained and securely managed.

Before any students can be assessed with SRI, he or she needs to be enrolled in the *Scholastic Achievement Manager* (SAM), assigned to a teacher and provided with a username and password. Details regarding student's current grade level, the student's performance on previous assessments, or teacher estimates of the student's abilities are important for SRI to determine an accurate starting point for each student.

The *Scholastic Achievement Manager* (SAM) has four basic user types: Technical Administrators, School Administrators, Teachers and Students. Within each class of users, permission may be tailored at a highly granular level to control what each user can view or edit and over how broad or restricted a range of users and/or servers. These permissions may be applied to individual users and/or to arbitrarily defined groups.

SAM offers many benefits for Technology Coordinators. They may do the following easily for SRI:

Import/Export - SAM includes a rich set of data export functions including the ability to output .csv files with complete testing histories (for up to 36 test administrations per student).

- Import student data from your SIS
- Import from other SAM instances
- Export to your data warehouse
- Export to other SAM instances for data aggregation

Set up district, school, and classes
- Add a school/teacher/class/student in one click
- Deactivate a cohort
- Delete a cohort
- Manage licenses and enrollment
- Manage class rosters

Manage privileges
- Assign user account permissions

Manage applications
- Set up application for entire school, class, or group in one step

All Scholastic Enterprise Edition applications are designed to communicate with the SAM server over SSL. Within the SAM database, all student data is stored in an encrypted format. All users (administrators, teachers and students) are required to authenticate themselves upon login using either SAM-created usernames and password or credentials administered by an external identity management system such as Active Directory.

📖 Please see the Technical Implementation Guide for additional information:
http://edproductsupport.scholastic.com/content/techsupport/sam/documentation/Scholastic_Technical_Implementation_Guide.pdf

Requirement:

4.3
Describe all materials needed for test administration and how school divisions will order and obtain sufficient quantities. Include details of test booklets and answer documents for paper/pencil testing (if applicable), test administration manuals, etc. If applicable, identify any test administration materials school divisions would be responsible for supplying locally (manipulatives, copies of test materials, etc).

SRI is a fully software based assessment and is made available to students by an individual student licenses. There are no booklets to order, or test forms to secure. SRI is deployed in either a 100% web-based configuration hosted by Scholastic or in an Intranet configuration in which the programs are hosted from a district-managed SAM Server. In either configuration, all access by students and teachers is through a standard web browser over HTTP or HTTPS.

The SRI Teacher's Kit includes Educator's Guide, Lexile Framework Poster, Technical Guide, Professional Paper: *Accuracy Matters*, Software Sheet, Best Practices Guide, and the SAM Quick Reference Guide.

🕮 Please see the cost proposal, located in Tab 1, for additional information about the program.

Requirement:

4.4
Provide examples of the test administration manuals to be used with the assessment(s).

The Technical Implementation Guide is available online:
http://edproductsupport.scholastic.com/content/techsupport/sam/documentation/Scholastic_Technical_Implementation_Guide.pdf

An Educator's Guide, provided with this application, is also available on the program Product support site, a web based documentation resource for all programs users.

Requirement:

4.5
Describe all technology requirements related to school personnel managing the administration of tests and to students completing tests if assessments include technology-based delivery. Include the minimum and recommended hardware and software requirements and network requirements for test administration by school personnel and test delivery to students. Include how assessments are hosted (e.g., locally, vendor, 3rd party). Provide examples of user interfaces for test administration by school personnel and test delivery to students. Include descriptions or examples of test navigation and any test tools (e.g., calculator, ruler, highlighter) available to students for testing.

All Scholastic Enterprise Edition programs may be deployed in either a 100% web-based configuration hosted by Scholastic or in an Intranet configuration in which the programs are hosted from a district-managed SAM Server. In either configuration, all access by students and teachers is through a standard web browser over HTTP or HTTPS.

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Requirement:

4.5
Describe all technology requirements related to school personnel managing the administration of tests and to students completing tests if assessments include technology-based delivery. Include the minimum and recommended hardware and software requirements and network requirements for test administration by school personnel and test delivery to students. Include how assessments are hosted (e.g., locally, vendor, 3rd party). Provide examples of user interfaces for test administration by school personnel and test delivery to students. Include descriptions or examples of test navigation and any test tools (e.g., calculator, ruler, highlighter) available to students for testing.

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As a computer-based assessment, the following workstation requirements are indicated for SRI and the management system SAM:

Student Workstations
- Browser: Internet Explorer 7.x, 8.x or 9.x, Safari 4.x or 5.x, or Firefox 4.x or later
- Operating System: Macintosh® OS X 10.5.x thru 10.7.x; Windows XP SP3, Windows Vista
- Professional, Windows 7 Professional
- Memory: 512MB to 1GB of RAM, based on OS version
- CPU: Intel dual-core or later (PPC Macintosh computers not supported)
- Network: Network Interface Card supporting TCP/IP (wireless networks, including 802.11a,
- 802.11g, or 802.11n, are supported, but application performance may be limited by the network's
- bandwidth capacity)
- Screen: 1024 x 768 resolution or higher
- Plug-ins: Flash 10.2 or later (set to allow the microphone), Adobe Reader or
- Adobe Acrobat 7 or later

Teacher Workstations
- Browser: Internet Explorer 7.x, 8.x or 9.x, Safari 4.x or 5.x, or Firefox 3.x
- Operating System: Macintosh® OS X 10.5.x thru 10.7.x; Windows XP SP3, Windows Vista
- Professional, Windows 7 Professional
- Memory: 512MB to 1GB of RAM, based on OS version
- CPU: Intel dual-core or later (PPC Macintosh computers not supported)
- Network: Network Interface Card supporting TCP/IP (wireless networks, including 802.11a,
- 802.11g, or 802.11n, are supported, but application performance may be limited by the network's
- bandwidth capacity)
- Screen: 1024 x 768 resolution or higher
- Plug-ins: Flash 10.2 or later (set to allow the microphone), Adobe Reader or
- Adobe Acrobat 7 or later

📖 The Technical Implementation Guide is available online: http://edproductsupport.scholastic.com/content/techsupport/sam/documentation/Scholastic_Technical_Implementation_Guide.pdf

📖 To see an example of the student interface, please refer to item 1.1 above and the attached Educator's Guide. To see examples of the teacher and administrator interface, please see this site: http://teacher.scholastic.com/products/sam/

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Requirement:

4.5
Describe all technology requirements related to school personnel managing the administration of tests and to students completing tests if assessments include technology-based delivery. Include the minimum and recommended hardware and software requirements and network requirements for test administration by school personnel and test delivery to students. Include how assessments are hosted (e.g., locally, vendor, 3rd party). Provide examples of user interfaces for test administration by school personnel and test delivery to students. Include descriptions or examples of test navigation and any test tools (e.g., calculator, ruler, highlighter) available to students for testing.

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Testing requires no special instruments, paper, or equipment other than the above described workstations. Examples of test navigation and screen shots are provided at this site:
http://teacher.scholastic.com/products/sri_reading_assessment/Student_Experience.htm

Requirement:

4.6
Describe accommodations available to students with disabilities and limited English proficient students. Include procedures related to the provision of accommodations to eligible students.

SRI is primarily a test of reading comprehension in English. SRI has incorporated a number of program features to support the needs of students with accommodation and to prevent bias in testing. These include:

1. Practice Test- An optional Practice Test consists of questions in the same format as the actual test questions. These questions are designed to be very much easier than the student's targeted reading level, and the student should be able to answer them correctly. The purpose is simply to assess whether the student understands the directions and the software interface. NOTE: Students only take Practice Tests if a teacher or administrator has configured Program Settings in the *Scholastic Achievement Manager* to enable this option.
2. Save Feature- SRI allows a student to save the test at any time without penalty. SRI testing requires 20 minutes or fewer. Tests can be saved if students have extended time accommodations.
3. Skip feature- Students can skip up to three items up to three skips in the assessment. This is useful when context is an issue.

A print version of the SRI is available in Spanish.

Requirement:
4.7 Describe procedures for completed student tests to be submitted for scoring and reporting purposes.
The *Scholastic Achievement Manager* (SAM) is the management system and technology platform for Scholastic Literacy and Math programs. SAM provides administrators with the ability to implement and monitor Scholastic Literacy and Math programs on a district-wide basis. SAM also provides district-wide capabilities such as district reporting, AYP demographic grouping and reporting, and AYP demographic filtering. SAM provides teachers with improved data-driven instruction. With SAM, teachers have the ability to link directly from reports to online resources and to correlate teaching resources to the most up-to-date state standards. Through SAM, SRI provides immediate, automatic computer scoring and immediate actionable data for teachers and administration upon the completion of any test session. No procedures or special steps are needed for scoring and basic reporting.

Section 5 : Scoring and Reporting

Requirement:
5.1 Describe scoring procedures for all item types and test forms administered, including implemented quality control measures.
Through the *Scholastic Achievement Manager* (SAM), SRI provides immediate, automatic computer scoring. For additional information about SAM, please refer to this website: http://teacher.scholastic.com/products/sam/

Requirement:
5.2 Describe the type of reporting provided (e.g., static and/or dynamic, electronic and/or paper-based, item-level, strand-level, and/or test-level scoring). Include approximate timelines for score reports to be available to divisions, how score reports will be accessed and/or obtained, and samples of student, class, school, and division score reports and sample record layouts for electronic data files.
Scoring and reporting features are immediate and provided automatically through the *Scholastic Achievement Manager* (SAM). SRI reports are provided online and in printable/email capable PDF files. Over 20 customizable reports are available. The reports include data about individual student growth data as well as performance data aggregated by demographics, class, grade, school, and division. Additionally, the reports provide reading suggestions for students and demonstrate suggested scaffolded reading levels for all students to help educators drive achievement to the levels of college and career readiness. 📖 Samples of reports may be seen at the following website: http://teacher.scholastic.com/products/SRI_reading_assessment/management_system_reports.htm

Requirement:
5.3 Describe all data tools available to school division staff for the analysis of data and the creation of customized reports.
SAM allows district personnel to export assessment data at will. In addition, Scholastic can work with the district/division to implement an automated data export that runs at fixed intervals and deliver the output file to either a district/division or Scholastic SFTP site. 📖 The SAM Data Dictionary and other key documents for best use of the *Scholastic Achievement Manager* can be found at this website: http://edproductsupport.scholastic.com/ts/product/SRI/;jsessionid=A001C913D21CEDA8676457E9B0AD9D68.tomcatA 📖 Please view the following site for additional information on the management system in SAM: http://teacher.scholastic.com/products/sam/benefits.htm

OFFEROR NAME: SCHOLASTIC INC.

PROPOSED ASSESSMENT NAME: *SCHOLASTIC MATH INVENTORY*

CONTENT AREA(S) AND GRADE LEVEL(S) ASSESSED: MATH, GRADES 2-12

IV. PROPOSAL PREPARATION AND SUBMISSION INSTRUCTIONS:

B. SPECIFIC PROPOSAL INSTRUCTIONS:

Proposals should be as thorough and detailed as possible so that the Virginia Department of Education may properly evaluate the Offeror's capabilities to provide the required services. Offerors are required to submit the following items as a complete proposal:

1. *The completed RFP cover sheet and all addenda acknowledgments, if any, signed and filled out as required.*

   See Tab 1—Required Forms & Pricing Schedule.

2. *The completed Pricing Schedule (Section XI) as the second page in the proposal.*

   See Tab 1—Required Forms & Pricing Schedule.

3. *A written narrative that includes the information requested in a.-f. below and the assessment documentation template completed for each assessment being proposed. Website citations may be used in the document in lieu of text or attachments.*

   OVERVIEW OF THE PROPOSED PROGRAM

   Scholastic Math Inventory (SMI) is a research-based, computer-adaptive assessment that provides a direct measure of math achievement on The Quantile Framework® for Mathematics. Designed to assess learners in Grades 2-8, SMI provides educators with actionable data about their students' skills as a Quantile® measure, a score that describes the students' readiness for instruction. SMI also provides educators with skills-based instructional recommendations.

   As a Universal Screener, SMI provides immediate, actionable reports to support differentiated instruction and *Response to Intervention* processes in mathematics. *Scholastic Math Inventory* utilizes The Quantile Framework® for Mathematics to effectively link assessment with instruction allowing educators to evaluate curriculum needs based on each student's level of achievement. As a universal screener and formative assessment SMI shifts the paradigm from pinpointing what students do not know, to defining what students know and can do. This key shift makes the difference in keeping students successful in core instruction and meeting the Common Core State Standards.

   Scholastic Math Inventory is an interactive test covering the five strands of mathematics, as defined by the National Council of Teachers of Mathematics (NCTM) content standards. With up-to-the-minute reports and scientifically designed data tools, SMI helps teachers differentiate math instruction and accelerate growth through Algebra I.

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B. SPECIFIC PROPOSAL INSTRUCTIONS:

3. *A written narrative that includes the information requested in a.-f. below and the assessment documentation template completed for each assessment being proposed. Website citations may be used in the document in lieu of text or attachments.*

ASSESSMENT DESIGN

Scholastic Math Inventory uses the Quantile Framework for Mathematics, a developmental scale that provides measure on students' probable readiness to learn math skills and concepts up to pre-algebra. *Scholastic Math Inventory* generates criterion- and norm-referenced results for each student, including a percentile rank, stanine, normal curve equivalent (NCE), grade-level standard, performance standard, and native Lexile® measure. The test's level of difficulty automatically adjusts in response to students' answers, resulting in fast, accurate assessment with no "test burnout" for students. *Scholastic Math Inventory* uses the developmental Quantile scale ranging from Emerging Mathematics (EM) for scores below 0, to above 1350Q for Algebra i/High School Integrated Math Course I math learners.

THE QUANTILE FRAMEWORK® FOR MATHEMATICS

SMI is based on The Quantile Framework® for Mathematics. This framework was launched in 2004 by MetaMetrics, an educational measurement and research organization. The Quantile Framework is a scientifically based system that links assessment to instruction, and identified the level of learning a student is ready to receive. The Quantile Framework is linked to instructional materials.

The Quantile Framework® for Mathematics is a scientific approach to math achievement. The Quantile measure is a math understanding and/or problem difficulty. It is represented as a numeric score followed by a "Q" (e.g., 850Q). The Framework provides a single measure across the math strands by organizing skills and concepts into functional, hierarchical relationships. A *QTaxon* refers to the individual skill or concept that comprises The Quantile Framework. Each skill or concept is assigned an "address" on the taxonomy, or *QTaxon* number. In addition, each QTaxon has an annotation that clearly describes how each math skill and/or concept falls along the continuum of math development, and features a Quantile measure which estimates its solvability in the taxonomy of the framework. Each QTaxon aligns with one of five content strands—Numbers and Operations, Geometry, Algebra/Patterns & Functions, Data Analysis & Probability, and Measurement, the process strands described by the national Council of Teachers of Mathematics (NCTM).

The Quantile Framework® for Mathematics uses the Quantile® measure to evaluate both math achievement and the level of math skills and concepts. By placing both student and instructional resources on the same scale, the Quantile Framework allows educators to understand the math skills students are ready to learn, match students with resources, differentiate instruction, target the correct intervention for math learners, and evaluate curriculum needs based on each student's level of performance.

THE SMI PROCESS

Students log in to *Scholastic Math Inventory* with unique usernames that identify their grade and estimated performance level. *Scholastic Math Inventory's* computer adaptive algorithm applies this information to select grade appropriate content according to the recommendations of NCTM and then adjusts the difficulty level of each item presented according to student responses throughout the assessment in order to pinpoint students' level of mathematical achievement. Over 5,000 items included in the test bank and advanced data collection technology ensure that students never receive the same test items twice, providing a highly individualized adaptive testing experience.

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B. SPECIFIC PROPOSAL INSTRUCTIONS:

3. *A written narrative that includes the information requested in a.-f. below and the assessment documentation template completed for each assessment being proposed. Website citations may be used in the document in lieu of text or attachments.*

When students take *Scholastic Math Inventory*, the *Scholastic Achievement Manager* (SAM) captures their test results and organizes the data. Immediately following a testing session teachers and administrators can generate actionable reports for individual students, specific groups, classes, schools or an entire school district. These eight streamlined reports help educators to differentiate instruction and monitor progress throughout the school year. *Scholastic Math Inventory* reports provide targeted instructional recommendations based on student performance level and Quantile measure. Teachers can use the results of the *Scholastic Math Inventory* fact screener and students' Quantile® measures to select appropriate candidates for other Scholastic Math Intervention programs such *FASTT Math, Fraction Nation,* and/or *Do The Math*.

PROGRESS MONITORING

Using the *Scholastic Achievement Manager* (SAM), educators immediately have access to eight actionable reports. SMI generates reports for progress monitoring, instructional planning, school-to-home communication, and program management. Classroom and student-level reports allow teachers to monitor progress, plan for instruction, set goals, and communicate with parents or caregivers. Scalable administrator reports provide performance data and usage information across classrooms or buildings. The following SMI reports are available:

- The Performance Level Growth Report shows changes in distribution across Performance Levels over time by district, school, grade, and teacher.
- The Growth Report measures students Quantile growth between two SMI tests in a selected time period.
- The Intervention Grouping Report groups students into Performance Levels and targets for additional support those students in the Lower Performance Levels.
- The Student Test Printout provides a completed printout of the last SMI test the individual student has completed in a selected time period.
- The Student Progress Report shows a student's SMI test history and provides instructional recommendations based on the last test in a time period.
- The Test Activity Report provides data on how each school in a district is utilizing SMI.
- The Incomplete Test Report shows students who did not complete the SMI test on their latest attempt and the date of the incomplete test. It also includes the Quantile measure and date of the last completed test.
- The School-to-Home Report provides information for parents and caregivers about SMI and student test results, including Quantile measure and Performance Level.

DIFFERENTIATED INSTRUCTIONAL STRATEGIES

SMI is a fast, time- and cost-efficient tool for math educators. This assessment simplifies the data process by using technology to gather, organize, and analyze student performances. With SMI, educators receive real-time results to make informed, timely, and appropriate decisions for all students' instructional needs, including the needs of English Language Learners and student with disabilities.

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B. SPECIFIC PROPOSAL INSTRUCTIONS:

3. *A written narrative that includes the information requested in a.-f. below and the assessment documentation template completed for each assessment being proposed. Website citations may be used in the document in lieu of text or attachments.*

DIFFERENTIATED INSTRUCTIONAL STRATEGIES—Continued

SMI includes four empirically determined performance standards. The four achievement levels are:

- Advanced—Students scoring in this range exhibit superior performance when instructed on grade-level appropriate skills and concepts and can be considered mathematically "above Grade Level."
- Proficient—Students scoring in this range exhibit competent performance when instructed on grade-level appropriate skills and concepts and can be considered mathematically "on Grade Level." Student performing at this level should be able to solve problems, reason, communicate, make connections, and use representations when using mathematical skills and concepts that are developmentally appropriate for the grade level.
- Basic—Students scoring in this range exhibit minimally competent performance when instructed on grade-level appropriate skills and concepts and can be considered mathematically "below Grade Level."
- Below Basic—Students scoring in this range do not exhibit minimally competent performance when instructed on grade-level appropriate skills and concepts and can be considered mathematically significantly "below Grade Level."

📖 For more information regarding SMI and the Quantile Framework ®, please refer to these websites:
www.scholastic.com/smi
http://teacher.scholastic.com/math-assessment/scholastic-math-inventory/research.html

3.a. The organizational structure of Offeror's staff as it relates to the delivery of services for proposed assessments. Include details regarding help desk availability for tests administered online.

Scholastic will provide you with the highest level of service and support throughout the implementation of the *Scholastic Math Inventory* and related Professional Development for Leaders and Teachers. The following Team services Virginia districts and schools:

- Dwaine Millard, Regional Vice President, North
- Patricio Dujan, Vice President & General Manager of Math Solutions
- Cindy Lawrence, Account Executive, Eastern Virginia
- Linda Schoenbrodt, Director of Math Implementation
- Sheila Harrington, Regional Director of Math Partnerships
- Patrick Enfinger, Northeast Regional Technical Manager
- Amy Langelier, Math Regional Consultant
- Alise Furlong, Math Regional Consultant

Scholastic provides the highest quality of technical support for *Scholastic Math Inventory* users. As part of the Basic Product Maintenance and Support Plan, included in this proposal, Scholastic will assist district technology specialists with the installation of SMI and SAM software systems. Technical online support is provided through the Scholastic Product Support web site. Downloadable manuals, tech bulletins, web chat and a searchable knowledge base are available 24/7. Program Support is available at 1-800-283-5974. Web support is provided at www.scholastic.com/SMI and email support is available at techsupport@scholastic.com.

B. SPECIFIC PROPOSAL INSTRUCTIONS:

3.b. A comprehensive plan to be implemented by the contractor that establishes necessary safeguards to maintain the confidentiality of all student data and any other materials deemed to be confidential by VDOE or the Offeror.

Scholastic takes the confidentiality of its customers' data very seriously. Scholastic may utilize third party vendors or consultants in the performance of services for district customers. Scholastic has written agreements with all such third parties who may have access to personal information or confidential information of the district or its students. These written agreements require that all district data be maintained as confidential, not be disclosed to other third parties, and be used solely by our vendors or consultants for the performance of the services by Scholastic.

Internally, Scholastic has implemented a written confidentiality policy that all employees are expected to comply with, as well as a data security policy governing the use and security measures taken with respect to Scholastic confidential information and that of our customers.

At the school level, every student has a unique user id for his or her installed products. Usernames and passwords are encrypted in the software to provide an extra layer of security and server connections are through SSL internet connections. Also, the Scholastic software database collects multiple user inputs for tracking student and teacher use of the software. These can provide an audit trail.

3.c. A comprehensive training plan for central office staff, school administrators and teachers

Scholastic has partnered with Math Solutions to provide professional development for all Scholastic Math programs. Scholastic and Math Solutions will work in partnership with school and district leaders to develop customized professional development solutions to integrate *Scholastic Math Inventory* for maximum effectiveness for students.

Scholastic and Math Solutions will provide one full-day *Scholastic Math Inventory* Implementation Training for teachers and administrators. This training provides tips for administering the classroom-based SMI test and using the data to target instruction and monitor progress. Participants will learn how to effectively use SMI, including:

- Understanding the Quantile Framework® for Mathematics and how to use Quantiles® in the classroom
- Experiencing the software and hands-on practice with the management system
- Analyzing report data to plan instruction, identify appropriate materials, and benchmark progress
- Accessing free online resources to plan and support instruction

3.d. Evidence of experience in providing assessments that include measures of growth for local or state education agencies.

Scholastic Inc. is a global children's publishing and media company that has a corporate mission supported through all of its divisions of instilling the love of reading and learning for lifelong pleasure in all children. Recognizing that literacy is the cornerstone of a child's intellectual, personal and cultural growth, Scholastic, for nearly 90 years, has created quality programs and services that educate, entertain and motivate children and are designed to help enlarge their understanding of the world around them.

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B. SPECIFIC PROPOSAL INSTRUCTIONS:

3.d. Evidence of experience in providing assessments that include measures of growth for local or state education agencies.

Scholastic Education is the school improvement and curriculum arm of Scholastic Inc, the country's most trusted name in literacy improvement. For over 90 years, Scholastic's mission has been to make every student a better reader, learner, and citizen. For the last 10 years, Scholastic Education has partnered with over 1,500 districts of all sizes to enable scalable, sustainable literacy improvement for struggling adolescent readers. During this time our literacy transformation solutions, centered on the *READ 180*, *System 44*, and *Expert 21* instructional programs, have turned around the lives of over 1 million students.

Scholastic Math Inventory (SMI) was developed by Tom Snyder Productions, a subsidiary of Scholastic, which has published technology programs designed to accelerate student learning since 1984. Together Scholastic and Tom Snyder Productions have provided premier programs for more than millions of students.

Based on many of the standards used in *Scholastic Reading Inventory*—a reading assessment used by more than 2 million students across the nation—*Scholastic Math Inventory*, released in 2010, reports actionable data on growth for 600,000 students. Both assessments were developed in partnership with MetaMetrics Inc, an educational measurement company founded in 1984.

Scholastic Math Inventory was released in 2010 with updates in 2012 that included high school functionality and more test items. Scholastic updates it programs once a year in a point release that includes minor program enhancements as requested by program users.

Scholastic Math Inventory (SMI) has been implemented in about 500 districts nationwide with more than 600,000 students receiving assessment data every year. Notable implementations in Virginia include the Virginia Beach School District and Alexandria City Schools. Successful regional implementations include Harford County Schools, Havre de Grace, Maryland; Kanawha County Schools, Charleston, West Virginia; and Camden City School District, Camden, New Jersey.

Scholastic supports every implementation with program training, in-school coaching, and technical services.

3e. A list of the local and state education agencies contracted with for similar services within the last three years. Include a brief summary of the services provided.

The following states have contracted with MetaMetrics to align their state wide tests to the Quantile Framework. SMI becomes an invaluable tool tracking student outcomes on these tests.

Quantiles Reporting states:

- Department of Defense Schools
- Kentucky
- North Carolina
- Oklahoma
- West Virginia
- Wyoming
- **Virginia**

As noted, Virginia Standards of Learning exams will report Quantile measures in 2013. With SMI, Virginia educators will have tools to understand expected outcomes and can apply the correct level of intensive intervention to accelerate learning to those goals.

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B. SPECIFIC PROPOSAL INSTRUCTIONS:

3.e. A list of the local and state education agencies contracted with for similar services within the last three years. Include a brief summary of the services provided.

Scholastic Math services reach thousands of schools and even more teachers and classrooms every year. Some notable large-scale service agreements include:

Cleveland Metropolitan School District, OH
47,000 students
$6 M multi-year service agreement for Leadership and math improvement

Yakima School District, WA
15,000 students
$3.9 M multi-year service agreement for Leadership, Math, and Literacy

Camden School District
15,000 students
$100K services for SMI, including Math and Math Leadership

3.f. Three references (names, titles, addresses, phone numbers, and email addresses).

Massepequa UFSD, NY	Lucille Iconis Title V, Remedial Reading Secondary, Magnet Schools
	(516) 308-5000 liconis@msd.k12.ny.us

Virginia Beach Schools, VA	Tina Mazzacane K-12 Math Coordinator
	(757) 263-1421 Tina.Mazzacane@VBSchools.com

Alexandria Public Schools, VA	Tanisha Martin RTI Coordinator
	(703)824-6912 Tanisha.lee.martin@acps.k12.va.us

IV. PROPOSAL PREPARATION AND SUBMISSION INSTRUCTIONS:

5. *A completed Assessment Description Template (Attachment 3) for each assessment offered. Offerors must document the specific plans for meeting each of the requirements listed in the "Statement of Needs" section by responding to the questions in the Word version of the Template available on the Procurement Office section of the VDOE Website*

Section 1: Overview of Tests

Requirement:
1.1 Describe the specific grade(s) and subject area(s) covered by each assessment and provide an overview of the content and skills measured. Include the types of test items used, the mode(s) of delivery, the availability of equivalent forms, including short forms or screeners (if available) and a test blueprint for each test being proposed.

As detailed above in the program overview, *Scholastic Math Inventory* (SMI) is a fast, time-effective, and resource-efficient assessment that simplifies data processes by using technology to gather, organize, and analyze student performances. In fact, SMI was recently awarded the highest rating for VALIDITY and RELIABILITY by the National Center for Response to Intervention. Please visit this link to read the review: http://teacher.scholastic.com/math-assessment/scholastic-math-inventory/index.asp

Using the Quantile® measures reported by SMI, teachers and administrators can:

- Conduct universal screening – identify students struggling
- Make instructional recommendations – plan instruction for groups of students to provide the most appropriate instruction for each student
- Monitor progress – gauge the effectiveness of a curriculum

With SMI, districts can set a quantifiable trajectory to college and career readiness with data to:

- Show objective growth regardless of grade level, achievement, learning resource, or curricula
- Link readiness for instruction to mathematics textbooks and standards
- Support Response to Intervention implementation
- Differentiate math instruction

SMI is for grades 2-12 and provides a direct measure of students' readiness for instruction on the Quantile Framework for Mathematics through Algebra I. The interactive test covers the five strands of mathematics, as defined by the National Council of Teachers of Mathematics (NCTM) content standards, including:

- Number and operations
- Geometry
- Measurement
- Algebra
- Data analysis and probability

SMI is designed to measure algebra readiness and to report on which new skills and concepts a student is ready to learn. Students should be in the second grade and have had at least one year of instruction in math to participate in this assessment. Students who are unable to read or cannot attend to verbal instructions might not be the best candidates for a computer-based assessment.

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Requirement:
1.1 Describe the specific grade(s) and subject area(s) covered by each assessment and provide an overview of the content and skills measured. Include the types of test items used, the mode(s) of delivery, the availability of equivalent forms, including short forms or screeners (if available) and a test blueprint for each test being proposed.
Moreover, SMI provides teachers with tools to improve student math achievement. With the Quantile Framework, SMI provides teachers with: ▪ An indication of student readiness for instruction ▪ Links to state standards including the Common Core State Standards ▪ Links to difficulty level in textbooks and other resources ▪ Tools to differentiation instruction ▪ A quantifiable trajectory through Algebra

Requirement:
1.2 Provide evidence of alignment of test items to the Virginia Standards of Learning (SOL) for existing assessments. For assessments developed in response to the RFP, provide a plan for assuring the alignment of test items to the SOL.
Scholastic Math Inventory reports student achievement on the Quantile Framework for Mathematics, a developmental scale that links to the Virginia Standards of Learning, including the Content Standards and Performance Standards. For content standards, SMI reports to the Quantile standards and the Common Core State Standards for Mathematics. These correlations for Virginia are a corresponding database that also links local standards and CCSS to widely-adopted math textbooks and other teaching resources. The performance standards for SMI report on a national normative sample. This SMI feature can be aligned to Virginia norms. A linking study between the Quantile Framework and the Virginia SOL was completed in Summer 2012. These performance standard cut scores will be available for Virginia educators in October 2012. District administrators can elect to modify in the program performance standard cut scores in the program's management system.

Section 2: Technical Characteristics

Requirement:

2.1
Provide evidence of content, construct, concurrent, and predictive validity as appropriate. Include validity evidence that supports the use of scores from the proposed assessment in teacher evaluation, addressing specifically the validity of using assessment results to support inferences about effectiveness of teacher in producing growth in student performance (if available).

An SMI validation field study was conducted by Scholastic during the 2009-2011 school years. Data were collected from seven school districts across the United States. The validation study was designed to provide criterion-prediction and construct-identification validity for the SMI as a measure of a student's readiness for mathematics instruction and provide answers to the research questions.

SMI demonstrates high levels of validity, as supported by these summary statements:

- The content-description validity estimates for SMI are based on the validity inherent to the Quantile Framework and its explicit connections to concepts and skills as described by national and state-level mathematics standards document.
- The construct-identification validity indicates: Age-related differences in performance on SMI are as expected. Similarly, expected differences are evident for students served by special education services and those identified as gifted/talented.
- The concurrent validity estimates for SMI indicate that students' results on SMI are satisfactorily correlated with their results on state assessments. These estimates are particularly useful for teachers' and leaders' efforts to predict students' future assessment performance.

Requirement:

2.2
Provide evidence of reliability, both for the total test and for any subtests for which scores are reported. Include estimates of error in measurement.

To be useful, a piece of information should be reliable—stable, consistent, and dependable. Reliability can be defined as "the degree to which test scores for a group of test takers are consistent over repeated applications of a measurement procedure and hence are inferred to be dependable and repeatable for an individual test taker" (Berkowitz, Wolkowitz, Fitch, and Kopriva, 2000). In reality, all test scores include some measure of error (or level of uncertainty). This measurement error is related to many factors, such as the statistical model used to compute the score, the items used to determine scores and the condition of the test taker when the test was administered.

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Requirement:

2.2
Provide evidence of reliability, both for the total test and for any subtests for which scores are reported. Include estimates of error in measurement.

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Reliability is a major consideration in evaluating any assessment procedure. Four sources of measurement error have been examined for *SMI*—(1) the proportion of test performance that is not due to error (marginal reliability), (2) the consistency of test scores over time (alternate form/test-retest reliability), (3) the error associated with a QTaxon Quantile measure, and (4) the error associated with a student (standard error of measurement). The first two sources of measurement error are typically used at the district level to describe the consistency and comparability of scores. The last two sources of measurement error are more associated with the interpretation and use of individual student results. By quantifying the measurement error associated with these sources, the reliability of the test results can also be quantified.

SMI demonstrates high levels of reliability, as supported by these summary statements:

- The reliability of the assessment is measured by marginal reliability calculations (most appropriate for computer-adaptive assessments) is 0.97. Therefore, SMI is able to consistently order students.
- Test-retest reliability was computed with a methodology of staggered test administrations one week apart. The reliability coefficient was 0.78, well within the range deemed satisfactory by the educational measurement community.
- Like all assessments, there is error associated with results. As suggested by simulated SMI administrations the standard of measurement on a first test administration is 70Q.

Scholastic Math Inventory was recently awarded the highest rating for VALIDITY and RELIABILITY by the National Center for Response to Intervention. Please visit this link to read the review: http://teacher.scholastic.com/math-assessment/scholastic-math-inventory/index.asp

Requirement:

2.3
Provide evidence that the assessment is appropriate for use with student subgroups, including English language learners and student with disabilities. Include documentation that the assessment does not exhibit bias toward any major subgroups (e.g., through an analysis of differential item functioning). In addition, provide a sensitivity review to demonstrate the assessment tasks and items are designed to be accessible and fair for all students.

With SMI, educators receive real-time results to make informed, timely, and appropriate decisions for all students' instructional needs, including the needs of English Language Learners and student with disabilities.

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Requirement:

2.3
Provide evidence that the assessment is appropriate for use with student subgroups, including English language learners and student with disabilities. Include documentation that the assessment does not exhibit bias toward any major subgroups (e.g., through an analysis of differential item functioning). In addition, provide a sensitivity review to demonstrate the assessment tasks and items are designed to be accessible and fair for all students.

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SMI includes four empirically determined performance standards. The four achievement levels are:

- Advanced—Students scoring in this range exhibit superior performance when instructed on grade-level appropriate skills and concepts and can be considered mathematically "above Grade Level."
- Proficient—Students scoring in this range exhibit competent performance when instructed on grade-level appropriate skills and concepts and can be considered mathematically "on Grade Level." Student performing at this level should be able to solve problems, reason, communicate, make connections, and use representations when using mathematical skills and concepts that are developmentally appropriate for the grade level.
- Basic—Students scoring in this range exhibit minimally competent performance when instructed on grade-level appropriate skills and concepts and can be considered mathematically "below Grade Level."
- Below Basic—Students scoring in this range do not exhibit minimally competent performance when instructed on grade-level appropriate skills and concepts and can be considered mathematically significantly "below Grade Level."

Furthermore, an SMI validation field study was conducted by Scholastic during the 2009-2011 school years. Data were collected from seven school districts across the United States. The validation study was designed to provide criterion-prediction and construct-identification validity for the SMI as a measure of a student's readiness for mathematics instruction and provide answers to the research questions. One focus of the study was review discriminate validity looks at the relationships between test scores and other criterion variables that the scores should not be related to (e.g., gender, race/ethnicity). Scores on assessments of mathematics ability are expected to fluctuate according to some demographic characteristics of the students taking the test. Additionally, students were conducted to understand how SMI applied to populations with varying English language proficiency.

Race/Ethnicity

Race/Ethnicity information was collected in three of the Phase I sites (Decatur, Harford, and Raytown) and six of the Phase II sites (Brevard, Cabarrus, Clark, Harford, and Kannapolis). An ANOVA was conducted for the data from each site (results are presented in Tables 20) and a significant difference due to Race/Ethnicity was observed for three of the sites (Cabarrus, $p < .0001$; Clark, $p < .0001$; and Kannapolis, $p < .0001$). The differences between the mean SMI Quantile measures are as expected.

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Requirement:

2.3
Provide evidence that the assessment is appropriate for use with student subgroups, including English language learners and student with disabilities. Include documentation that the assessment does not exhibit bias toward any major subgroups (e.g., through an analysis of differential item functioning). In addition, provide a sensitivity review to demonstrate the assessment tasks and items are designed to be accessible and fair for all students.

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During Phase III of the SMI Validation Study, Race/Ethnicity information was collected in all seven of the sites. An ANOVA was conducted for the data from each site (results are presented in Table 23) and a significant difference due to Race/Ethnicity was observed for six of the seven sites (Alief, R^2 = 0.058, p < .0001; Cabarrus, R^2 = 0.057, p < .0001; Clark, R^2 = 0.085, p < .0009; Harford, R^2 = 0.026, p < .0001; Kannapolis, R^2 = 0.031, p < .0009; and Killeen, R^2 = 0.015, p < .0001). The differences between the mean SMI Quantile measures are as expected.

Language Proficiency

Language proficiency as defined by participation in a bilingual instruction program or classification as English language learner (ELL), English as a second language (ESL), or limited English proficient (LEP). Data was collected in one of the Phase I sites (Harford) and five of the Phase II sites (Alief, Cabarrus, Clark, and Kannapolis). For bilingual status, an ANOVA was conducted for the data from Alief and a significant difference was not observed.

For bilingual status, an ANOVA was conducted for the Phase II data from Alief and a significant difference was not observed. During Phase III, bilingual status was collected from two sites (Alief and Brevard) for students in Grades 2-6. While a significant difference was observed for Aleif, the level of significance is not strong and the differences between the mean SMI Quantile measures are as expected.

For ELL, ESL, and LEP status, an ANOVA was conducted for the data from each site and a significant difference due to language proficiency classification was observed for three of the sites (ELL: Cabarrus, p < .0001; ESL: Alief, p < .01; LEP: Alief , Kannapolis, p < .0001; Clark, p < .01). The differences between the mean SMI Quantile measures are as expected.

For ELL, ESL, and LEP status during Phase III, an ANOVA was conducted for the Grades 2 through 6 data from each site and a significant difference due to language proficiency classification was observed for three of the sites (ELL: Harford, p < .0001; LEP: Kannapolis, p < .0152; Killeen, p < .0001). The differences between the mean SMI Quantile measures are as expected.

📖 For more information regarding SMI and the Quartile Framework ®, please refer to these websites:
www.scholastic.com/smi
http://teacher.scholastic.com/math-assessment/scholastic-math-inventory/research.html

Requirement:
2.4 Provide evidence that the assessment includes items of varying difficulty to ensure accurate measurement of student achievement across the ability continuum, including the tails of the score distribution.
Students log in to *Scholastic Math Inventory* with unique usernames and passwords. As students are enrolled in the program, they are identified their grade and estimated performance level. *Scholastic Math Inventory*'s computer adaptive algorithm applies this information to select grade appropriate content and then adjusts the difficulty level of each item presented according to the student's responses throughout the assessment to pinpoint students' level of mathematical understandings. Over 5,000 items included in the test bank and advanced data collection technology ensure that students never receive the same test items twice, providing a highly individualized adaptive testing experience. Because SMI is developed on a vertical scale, it is sensitive to growth on the tails of the score distribution When students take *Scholastic Math Inventory*, the *Scholastic Achievement Manager* (SAM) captures their test results and organizes the data. Immediately following a testing session teachers and administrators can generate actionable reports for individual students, specific groups, classes, schools or an entire school district. These eight streamlined reports help educators to differentiate instruction and monitor progress throughout the school year. *Scholastic Math Inventory* reports provide targeted instructional recommendations based on student performance level and Quantile measure. Teachers can use the results of the *Scholastic Math Inventory* fact screener and students' Quantile® measures to select appropriate candidates for other Scholastic Math Intervention programs such *FASTT Math, Fraction Nation,* and/or *Do The Math*.

Section 3: Use of Assessment as a Measure of Growth

Requirement:
3.1 Provide evidence that the scores resulting from the assessment have been used as measures of growth by other local or state education agencies.
Currently SMI has been adopted as a measure of growth in New York State and is pending in the state of Ohio, per completion of an application. Many districts across the US use SMI as a measurement tool of student growth. A growth forecasting guide is expected to be available to schools in summer 2013. This guide will provide a fall to spring growth trajectory of student growth. Currently SMI provides spring to spring data.

Requirement:

3.2
Describe the methodology used to measure growth. For example, does the assessment employ a vertical scale, use a computer-adaptive model to measure growth over time, or employ some other methodology. Does the methodology allow for the longitudinal measure of growth across academic years? What about the measurement of required growth on the proposed assessment to reach proficient on the statewide assessments (the Standards of Learning tests) in a specified amount of time? Include standard setting studies or other analyses conducted to establish measures of growth.

Scholastic Math Inventory is a computer-adaptive assessment that measures growth on a single, vertically-scale through Algebra I for students in grades 2-12. The Quantile measure produced by SMI is a direct measure of students' readiness for instruction. Content is also measured on the Quantile Framework for Mathematics to allow educators link student readiness to the classroom resources and curriculum.

SMI reports student growth in a single measure. The Quantile measure is a single unit that represents overall growth. In SMI students receive more than 50% of items that are Number and Operations; and for older students 50% or more Number and Operations and Algebra items. SMI provides items across the five strands of mathematics, as defined by the National Council of Teachers of Mathematics (NCTM) content standards, including:

- Number and operations
- Geometry
- Measurement
- Algebra
- Data analysis and probability

Because SMI provide a single measure on a vertical scale, it is ideally suited to measure growth and is particularly sensitive to measuring growth on the tails of the grade level curve

SMI reports student achievement on the Quantile Framework for Mathematics, which was linked this year to the Virginia Standards of Learning by Content Standards and Performance Standards. For content standards, SMI reports to the Quantile standards and the Common Core State Standards for Mathematics. These correlations for Virginia are a corresponding database that also links local standards and CCSS to widely-adopted math textbooks and other teaching resources. The performance standards for SMI report on a national normative sample. This SMI feature can be aligned to Virginia norms. A linking study between the Quantile Framework and the Virginia SOL was completed in Summer 2012. These performance standard cut scores will be available for Virginia educators in October 2012. District administrators can elect to modify in the program performance standard cut scores in the program's management system.

For longitudinal data, all student performance data is retained in the *Scholastic Achievement Manager* for export and analysis.

Regarding growth, in the SMI Validation Study, growth was examined during the 2010-2011 school year. Data collected during the fall administration of SMI was matched with data collected during the spring administration for a sample of 10,178 students in Grades 2-6 from the seven sites. The average growth per day was estimated as 0.67Q (or 120.6Q per year) and ranged from 0.44Q per day in Grade 5 to 0.90Q per day in Grade 3 (the average growth during the school year was 155.998Q and ranged from 101Q to 208Q)

Requirement:
3.3 Describe the methodologies used to control item exposure so that the accuracy of students' scores is not impacted by multiple exposures to the same items.
Over 5,000 items included in the test bank and advanced data collection technology ensure that students never receive the same test items twice, providing a highly individualized adaptive testing experience.

Requirement:
3.4 Describe the procedures used to validate the measures of growth.

An SMI validation study was conducted for Phase 1 during the summer and fall of 2009 and data were collected from four school districts across the United States. The validation study was designed to provide criterion and construct validity for the SMI as a measure of a student's mathematical understandings and provide answers to the research questions.

🕮 Please see the SMI Technical Guide, located in Tab 4, for tables that summarize all the locations with the number of students tested and the mean and standard deviation on the SMI.

To assist teachers as they accelerate growth, *Scholastic Math Inventory,* provides immediate actionable data on progress monitoring to show:

- Quantifiable progress to grade level goal through algebra 1 (traditional curriculum) or high school math I (integrated curriculum) for all students in grades 2-12.
- Readiness for instruction by indemnifying specific skills and concepts that individual and groups of students are ready to learn. These skills and concepts are linked to the Common Core State Standards for Mathematics.
- Each skill and concept is presented in a knowledge cluster – a collection of related skills and concepts that can unpack prerequisite skills that students need to learn before they can master the target skills help teachers differentiate instruction by content.
- As a criterion-referenced assessment, SMI utilizes the Quantile Framework, which was built on and informed by the NCTM standards and the curriculum of 6 states.
- SMI identifies students in need of additional or different forms of instruction based on specific cut points or other predetermined scores. These cut scores are determined by a normative study.
- SMI allows teachers to forecast and estimate the amount of growth a student should be making in comparison to a sample of peers.
- SMI allows administrators to create comparison groups to determine if students are benefiting appropriately from the typical instructional program and to build more effective interventions for those who are not benefitting.

Section 4: Test Administration Procedures

Requirement:

4.1
Describe the administration procedures necessary to produce growth scores. For example, is the assessment designed to be administered multiple times during the year or administered once in the fall and once in the spring?

As a universal screener and benchmarking tool, SMI should be administered three-to-five times a year. Typically, SMI is administered at the beginning-of-year, end-of-quarter, and the end-of-year to monitor students' progress in mathematics. Within an intervention program, SMI can be administered every nine weeks, but should not be administered any more frequently than 30 days as sufficient growth will not be reported on the scale.

A few best practices are suggested before the assessment begins.

- Teachers should be aware of the purpose of the SMI, which is to elicit a measure of students' readiness for math instruction in order to inform instruction. SMI is not a summative assessment.
- Teachers should be aware of the program's features to be able to facilitate a strong and positive assessment environment.
- Teachers should be able to interpret score and respond instructionally to results in meaningful ways.
- Students should be similarly prepared for the assessment, but they should not be "test prepped."

Requirement:

4.2
Describe any processes used for pre-identifying and/or registering students for testing. Include what data, including the State Testing Identifier, are collected for each student, how data are collected or transmitted, and how data are maintained and securely managed.

Only students who are explicitly enrolled in SMI by an educator or a technologist through the web-based Scholastic Achievement Manager (SAM), and who are supplied with a SAM username and password can access the application. Educators can further limit student's ability to access the programs to just during school hours. Various program settings may be turned on or off for individual students, groups or grades. And, all communication between the student workstations and the Scholastic data center is over an SSL connection.

Regarding the data, rosters and report features, *Scholastic Math Inventory* (SMI), with the assistance of the *Scholastic Achievement Manager* (SAM), provides access to comprehensive reports that can be used to universally screen for intervention, provide progress monitoring, inform instruction, manage program usage, and support school-to-home communication.

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Requirement:
4.2 Describe any processes used for pre-identifying and/or registering students for testing. Include what data, including the State Testing Identifier, are collected for each student, how data are collected or transmitted, and how data are maintained and securely managed.
CONTINUED, *from previous page* In addition, several different types of data can be imported into the *Scholastic Achievement Manager* (SAM). SAM will allow the district to import roster and performance data from non-SAM applications, export roster and performance data for use in non-SAM applications, transfer student performance data between SAM installations, aggregate SAM data onto a centralized server, and back up data.

Requirement:
4.3 Describe all materials needed for test administration and how school divisions will order and obtain sufficient quantities. Include details of test booklets and answer documents for paper/pencil testing (if applicable), test administration manuals, etc. If applicable, identify any test administration materials school divisions would be responsible for supplying locally (manipulatives, copies of test materials, etc.).
Scholastic Math Inventory (SMI) is a quick, computer-adaptive math assessment that is completely software based and is made available by individual student license. There are no booklets to reorder or forms to manage. No additional materials are necessary. However, scratch paper for students to perform their work is suggested. Reviewing students on the scratch paper at can helps teachers understand students reasoning if results are not as expected.

Requirement:
4.4 Provide examples of the test administration manuals to be used with the assessment(s).
🕮 The enclosed *Educator's Guide and Technical Guide*, located in Tab 4, fully support optimal test administration practice of SMI. Additional materials are posted at www.scholastic.com/SMI.

Requirement:
4.5 Describe all technology requirements related to school personnel managing the administration of tests and to students completing tests if assessments include technology-based delivery. Include the minimum and recommended hardware and software requirements and network requirements for test administration by school personnel and test delivery to students. Include how assessments are hosted (e.g., locally, vendor, 3rd party). Provide examples of user interfaces for test administration by school personnel and test delivery to students. Include descriptions or examples of test navigation and any test tools (e.g., calculator, ruler, highlighter) available to students for testing.
At the present time, Scholastic's math programs are hosted over the web by Scholastic and delivered to any Internet-enabled computer (Mac or Windows) running IE (7 or later), Safari (4 or later) or Firefox (4 or later) with the Flash 10.2 or later plugin. All programs are optimized for 1024x768 screen resolution. There are plans underway to include emerging technologies, however, this will not be made available until 2013. Any number of students across the district may access the applications anytime and from anywhere. There is not concurrent user limitation. Complete technical requirements are included in Tab 4, or may be downloaded from the Scholastic Product Support web site at http://edproductsupport.scholastic.com. Only students who are explicitly enrolled in each application by their teacher through the web-based Scholastic Achievement Manager (SAM), and who are supplied with a SAM username and password may access the applications. Teachers may further limit student's ability to access the programs to just during school hours. Various program settings (e.g., Spanish language support) may be turned on or off for individual students, groups or grades. And, all communication between the student workstations and the Scholastic data center is over an SSL connection. Regarding the data, rosters and report features, *Scholastic Math Inventory* (SMI), with the assistance of the *Scholastic Achievement Manager* (SAM), provides access to comprehensive reports that can be used to universally screen for intervention, provide progress monitoring, inform instruction, manage program usage, and support school-to-home communication. In addition, several different types of data can be imported into the *Scholastic Achievement Manager* (SAM). CONTINUED, *on next page*
4.5

Requirement:
Describe all technology requirements related to school personnel managing the administration of tests and to students completing tests if assessments include technology-based delivery. Include the minimum and recommended hardware and software requirements and network requirements for test administration by school personnel and test delivery to students. Include how assessments are hosted (e.g., locally, vendor, 3rd party). Provide examples of user interfaces for test administration by school personnel and test delivery to students. Include descriptions or examples of test navigation and any test tools (e.g., calculator, ruler, highlighter) available to students for testing.
CONTINUED, *from previous page* SAM will allow the district to import roster and performance data from non-SAM applications, export roster and performance data for use in non-SAM applications, transfer student performance data between SAM installations, aggregate SAM data onto a centralized server, and back up data. For a Data Dictionary detailing data points and definitions for all SAM Enterprise Edition products please refer to www.scholastic.com/sam or contact Scholastic Technical assistance at 1-800-283-5974.

Requirement:
4.6 Describe accommodations available to students with disabilities and limited English proficient students. Include procedures related to the provision of accommodations to eligible students.
For Special Education students, SMI provides data in pre-templated reports that can be used by the Special Education team to identify students for referrals, assess progress, identify insufficient progress to indicate the possible need for further testing for specific learning disabilities (e.g. math calculation, math problem solving, etc.) In the core classroom, SMI serves to support all students with its power to differentiate instruction. The SMI Skills Database hosted at www.scholastic.com/SMI provides teachers with tools to pace and differentiate instruction based on their textbook resources. By unlocking the learning objective with prerequisite skills, teachers can see the learning progression to the target skill and concepts and can rebuild foundational skills before the target lesson is presented. Many students with disabilities who struggle with math receive supplemental math instruction (pull-out), the value of using SMI is that the intervention teacher can the core instruction teacher can focus on what the individual learning needs of the particular student is relative to the materials for which he or she is responsible for in the regular classroom. The Quantile framework provides a cohesiveness that helps special education teacher target intervention to at the right level for the students. CONTINUED, *on next page*
4.6

Requirement:
Describe accommodations available to students with disabilities and limited English proficient students. Include procedures related to the provision of accommodations to eligible students.
CONTINUED, *from previous page* English language learners will be able to use SMI and receive accurate score as the assessment presents simple contexts and simple language to ensure that math understanding, and not English language, is the primary focus of the assessment. Please see SMI validation studies for more information on the performance of ELLs With SMI, educators receive real-time results to make informed, timely, and appropriate decisions for all students' instructional needs, including the needs of English Language Learners and student with disabilities. The assessments are intended to be untimed, and typically students take 20 to 40 minutes to complete the test. The SMI test can be saved over any number of days for students requiring extended time.

Requirement:
4.7 Describe procedures for completed student tests to be submitted for scoring and reporting purposes.
Scoring and reporting is automatically performed in SMI. All results are reported immediately at the conclusion of the assessment. There is no need to score, upload data or submit results. This feature reduces error and saves clerical and teaching time.

Section 5 : Scoring and Reporting

Requirement:
5.1 Describe scoring procedures for all item types and test forms administered, including implemented quality control measures.
SMI is a computer adaptive test that automatically scores student responses to multiple choice questions (with four distractors). SMI uses Bayesian logic to measure students' progress directly on the Quantile Framework. It recalculates a student's score automatically after each question. Fast, time- and cost-efficient tool for math educators, this assessment simplifies the data process by using technology to gather, organize, and analyze student performances. For more detail on the scoring process, the exit criteria, and the algorithm that supports the assessment, please refer to the SMI Technical Guide.

Requirement:
5.2 Describe the type of reporting provided (e.g, static and/or dynamic, electronic and/or paper-based, item-level, strand-level, and/or test-level scoring). Include approximate timelines for score reports to be available to divisions, how score reports will be accessed and/or obtained, and samples of student, class, school, and division score reports and sample record layouts for electronic data files.
Scholastic Math Inventory provides a single measure, a Quantile, which describes student's readiness for math instruction. Because of the complex interrelationship in the domain, SMI does not report on the strand level (For more information on this topic please see research of Samantha Burg at Quantiles.com) In SMI, the *Scholastic Achievement Manager* (SAM) provides educators with immediate access to nine actionable reports. SMI generates reports for progress monitoring, instructional planning, school-to-home communication, and program management. Classroom and student-level reports allow teachers to monitor progress, plan for instruction, set goals, and communicate with parents or caregivers. Scalable administrator reports provide performance data and usage information across classrooms or buildings. Al reporting in SMI in automated and up-to-the minute.

Requirement:
5.3 Describe all data tools available to school division staff for the analysis of data and the creation of customized reports.
The following SMI reports are available: ▪ The Performance Level Growth Report shows changes in distribution across Performance Levels over time by district, school, grade, and teacher. ▪ The Growth Report measures students Quantile growth between two SMI tests in a selected time period. ▪ The Intervention Grouping Report groups students into Performance Levels and targets for additional support those students in the Lower Performance Levels. ▪ The Student Test Printout provides a completed printout of the last SMI test the individual student has completed in a selected time period. ▪ The Student Progress Report shows a student's SMI test history and provides instructional recommendations based on the last test in a time period. ▪ The Test Activity Report provides data on how each school in a district is utilizing SMI. ▪ The Incomplete Test Report shows students who did not complete the SMI test on their latest attempt and the date of the incomplete test. It also includes the Quantile measure and date of the last completed test. ▪ The School-to-Home Report provides information for parents and caregivers about SMI and student test results, including Quantile measure and Performance Level.

TAB 3

DOE-SGA-2012-15
Due October 29, 2012
Attachment 1

Small Business Subcontracting Plan

Definitions

Small Business: "Small business " means an independently owned and operated business which, together with affiliates, has 250 or fewer employees, or average annual gross receipts of $10 million or less averaged over the previous three years. Note: This shall not exclude DMBE-certified women- and minority-owned businesses when they have received DMBE small business certification.

Women-Owned Business: Women-owned business means a business concern that is at least 51% owned by one or more women who are citizens of the United States or non-citizens who are in full compliance with United States immigration law, or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest is owned by one or more women who are citizens of the United States or non-citizens who are in full compliance with United States immigration law, and both the management and daily business operations are controlled by one or more women who are citizens of the United States or non-citizens who are in full compliance with the United States immigration law.

Minority-Owned Business: Minority-owned business means a business concern that is at least 51% owned by one or more minority individuals or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more minority individuals and both the management and daily business operations are controlled by one or more minority individuals.

All small businesses must be certified by the Commonwealth of Virginia, Department of Minority Business Enterprise (DMBE) by the due date of the solicitation to participate in the SWAM program. Certification applications are available through DMBE online at www.dmbe.virginia.gov (Customer Service).

Offeror Name: Scholastic Inc.

Preparer Name: Kathy White **Date:** 10-24-12

Instructions

A. If you are certified by the Department of Minority Business Enterprise (DMBE) as a small business, complete only Section A of this form. This shall not exclude DMBE-certified women-owned and minority-owned businesses when they have received DMBE small business certification.

B. If you are not a DMBE-certified small business, complete Section B of this form. For the offeror to receive credit for the small business subcontracting plan evaluation criteria, the offeror shall identify the portions of the contract that will be subcontracted to DMBE-certified small business in this section. Points will be assigned based on each offeror's proposed subcontracting expenditures with DMBE certified small businesses for the initial contract period as indicated in Section B in relation to the offeror's total price.

Section A -Not Applicable-

If your firm is certified by the Department of Minority Business Enterprise (DMBE), are you certified as a (**check only one below**):

_____ Small Business

_____ Small and Women-owned Business

_____ Small and Minority-owned Business

Certification number:_____Certification Date:_____

DOE-SGA-2012-15
Due October 29, 2012
Attachment 1

Section B

Populate the table below to show your firm's plans for utilization of DMBE-certified small businesses in the performance of this contract. This shall not exclude DMBE-certified women-owned and minority-owned businesses when they have received the DMBE small business certification. Include plans to utilize small businesses as part of joint ventures, partnerships, subcontractors, suppliers, etc.

B. Plans for Utilization of DMBE-Certified Small Businesses for this Procurement

Small Business Name & Address **DMBE Certificate #**	**Status if Small Business is also: Women (W), Minority (M)**	**Contact Person, Telephone & Email**	**Type of Goods and/or Services**	**Planned Involvement During Initial Period of the Contract**	**Planned Contract Dollars During Initial Period of the Contract**
Valley Business Forms 350 Woods Ln. Palmyra, VA 22963 Cert.# 699968	DBW/WBE	Hester Baird 434-589-2264	Copying Printing	Copy and printing services as needed throughout RFP contract.	TBD upon award.
Totals $					

TAB 4

Performance Level Quantile Measure Ranges for the Mathematics VA SOL Test

Performance standards provide a common meaning of test scores throughout a state concerning what is expected at various levels of competence. *Table 1* presents the performance level ranges on the Mathematics SOL test in terms of Quantile measures. There are four performance categories called performance levels: Below Basic, Basic, Proficient, and Advanced.

Table 1. Performance level Quantile measure ranges on the mathematics SOL test.

		Quantile Ranges			
Grade	**Subject**	**Fail/Below Basic**	**Fail/Basic**	**Pass/Proficient**	**Pass/Advanced**
3	Mathematics	425Q and Below	430Q to 620Q	625Q to 910Q	915Q and Above
4	Mathematics	445Q and Below	450Q to 655Q	660Q to 965Q	970Q and Above
5	Mathematics	565Q and Below	570Q to 750Q	755Q to 1035Q	1040Q and Above
6	Mathematics	595Q and Below	600Q to 775Q	780Q to 1145Q	1150Q and Above
7	Mathematics	710Q and Below	715Q to 925Q	930Q to 1230Q	1235Q and Above
8	Mathematics	720Q and Below	725Q to 965Q	970Q to 1385Q	1390Q and Above
	Subject	**Fail/Does Not Meet**		**Pass/Proficient**	**Pass/Advanced**
	Algebra I	1010Q and Below		1015Q to 1420Q	1425Q and Above
	Geometry	1030Q and Below		1035Q to 1390Q	1395Q and Above
		Fail/Does Not Meet		**Pass/Proficient**	**Advanced/College Path**
	Algebra II	1230Q and Below		1235Q to 1515Q	1520Q and Above