

EVALUATION CRITERIA

Agencies shall propose scope and presentation (if required) specific criteria by which to evaluate the vendor response.

Criteria is subject to approval pursuant to NAC 333.160.

Criteria shall be in complete sentences (except where appropriate for scope) and have a weight to assigns points.

Points are assigned by the Evaluators upon scoring. Evaluators shall score from 1-5, 1-10 or 1-15 points, depending on the possible range for each criteria.

Total possible points equal 110.

If scope is a higher level, IT project or contains complicated scope requirements, agencies are encouraged to reach out to their assigned Purchasing Officer to discuss criteria and evaluation process.

RFP CRITERIA

Criteria
<p>The Read by Grade 3 Assessment System must evaluate phonemic awareness, phonics, vocabulary, fluency, and comprehension. It must provide multiple benchmarks throughout the school year to track a student’s growth and achievement levels. The assessment must assess a student’s literacy and reading ability to show whether or not the student is on-track to advance to the next higher grade-level and must include adaptive or differentiated testing based on student performance levels. The student’s teacher must have prompt access to assessment results to prescribe appropriate intervention measures and must include an option for progress monitoring that allows for the selection of varying intervals. The assessment should be criterion referenced and clearly identify student progress toward both mastery of grade level Nevada Academic Content Standards and demonstration of grade level reading proficiency.</p> <p>Nevada school districts and charter schools have K-3 Literacy Plans aimed at improving the literacy of all K-3 grade level students. There is a designated learning strategist in every elementary school to provide literacy-based professional learning, coaching, and guidance for all teachers in the subject area of reading. The emphasis is on the implementation of intervention measures for strengthening a student’s reading ability.</p> <p>The Vendor must deliver and support the Read by Grade 3 Assessment System in the manner that reflects large-scale assessment industry best practices in accordance with the “<i>Standards for Educational and Psychological Testing</i>” (2014).</p> <p>The Vendor must provide K-3 Reading Assessments that are in alignment with Nevada Academic Content Standards in English Language Arts.</p> <p>The Vendor must include a data interaction reporting tool that staff and other educational personnel can use to view student assessment results. This tool must have functionality to make student, school, district, subpopulation, and subgroup aggregations and comparisons. This tool must be able to show assessment results at the standard and claim level.</p> <p>Nevada’s K-12 Public Education System comprises 17 School Districts and a Public State Charter School Authority. The K-3 Reading Assessments must be administered at the same time within each district elementary school or charter school, but each individual district and charter school have the option of selecting a different testing window. It is estimated that approximately 37,000 students per grade will take an assessment each year, with that number likely to steadily increase with annual enrollment growth.</p> <p>Contractors will be expected to meet the following objectives:</p> <ul style="list-style-type: none">Supply materials for the new Read by Grade 3 uniform examination in Reading to all kindergarten, and grade 1, 2 and 3 teachers and schools across Nevada.Support the implementation of Nevada’s Read by Grade 3 uniform examination in Reading, which fulfills all

requirements as specified by the State of Nevada.

Implement professional learning, training, technical assistance, and methods of use for the Read by Grade 3 uniform examination in Reading that includes a variety of professional learning approaches and formats.

Provide guidance on assessment practices that are inclusive of diverse student populations including students with disabilities and students who are multilingual learners.

Deploy, manage, and maintain a comprehensive assessment data infrastructure that accommodates the Read by Grade 3 uniform examination in Reading.

Summary of Scope of Work

The Vendor must provide a comprehensive summary of the recommended Read by Grade 3 uniform examination in Reading. The Department is open to consideration of proposed online or computer adaptive assessments, as well as traditional paper/pencil format. Information provided shall include:

EXECUTIVE SUMMARY

The Vendor must describe in general terms how the proposed Read by Grade 3 uniform examination in Reading solution will fit the State's requirements and any specific benefits that the State would receive by choosing this approach over any alternatives.

PROJECT TIMELINE

The Vendor must submit a preliminary project timeline to administer the K-3 Reading Assessments. This timeline should incorporate the testing window and necessary services to complete each assessment. A Gantt chart is preferred.

PROJECT MANAGEMENT

The Vendor must describe their approach to promoting a working relationship with Department staff, including but not limited to the following factors:

Regular communications with Department staff through a variety of methods including e-mail, phone, conference calls, video conferencing, and meetings.

An approach that is collaborative, client-oriented, and proactive in terms of services and planning needed to complete a successful assessment.

Availability to Department staff to answer questions and offer technical expertise and advice on assessment issues.

Assurances that the assessment will comply with adopted procedures for State-administered assessments and ensure students who are enrolled in public schools can participate in an assessment.

Assurance that the assessment meets compliance and peer review requirements of the United States Department of Education.

Assurance that the assessment meets relevant requirements of the Nevada Revised Statutes (NRS Chapter 389) and Nevada Administrative Code (NAC Chapter 389).

Attendance at a minimum of one Technical Advisory Committee (TAC) meeting each contract year.

Arrangement of at least one planning meeting with Department staff to be held each contract year. The vendor will pay for meeting room and meals provided for the meeting.

Attendance at relevant Test Security and Administration trainings.

Routine presentations related to program management at TAC and planning meetings.

Test Design, Item development, and Form Publishing

The Vendor must demonstrate how the K-3 Reading Assessments will align with the Nevada Academic Content Standards in English Language Arts / Literacy.

The Vendor must demonstrate the ability to provide all students, including those with a disability, access to the assessment, including but not limited to printing vision-impaired assessment booklets based on order amounts from school districts and the ability to create Braille assessment booklets based on order amounts from school districts if the assessment is delivered in a paper/pencil format.

Test Administration, Logistics, and Data Processing

The Vendor must provide a service call center/help desk two weeks prior to, during, and two weeks after the assessment window(s).

The Vendor must deliver and/or provide access to the assessment materials to schools two weeks before the testing window.

The Vendor must sequence the dates for return and scoring of the assessment to minimize turnaround time for reporting student scores to schools and school scores to the Department in order to meet Department data analysis deadlines.

The Department will expect electronic reporting of student scores for each K-3 Reading Assessment to occur within a timeframe to be negotiated but in no instance more than 28 calendar days from return of answer documents if the assessment is delivered in a paper/pencil format.

The Vendor must collaborate with Department staff and develop business decision rules consistent with existing practices for data file layout, data processing, and reporting.

Scoring, Data Analysis, and Reporting

The Vendor must provide psychometric support to scoring, data analysis, and reporting.

The Vendor must score all assessments. The vendor must utilize the Nevada Bighorn Portal for secure data transfer to and from Department and to and from school districts.

The Vendor must provide services on-line. These services must include upcoming assessment schedule, reporting, principal certifications, administration manuals, additional materials order, and assessment materials pickup.

The Vendor must publish an assessment-specific technical report each contract year. The format and content for this technical report must meet industry standards.

The Vendor must publish an interpretation guide to explain student score reporting to teachers and parents, at a minimum, in both English and Spanish.

Mandatory Requirements

Determining the Vendor’s ability to meet the minimum requirements is the first step of the NDE evaluation process. The Vendor must demonstrate, to NDE, it meets all minimum requirements listed in the Mandatory Requirements section (Table 1). The Vendor’s response to the minimum requirements must be clearly labeled “Mandatory Requirements” and collectively contained in Table 1 of the Vendor’s Proposal in the “Cover Letter and Mandatory Requirements” section. (Refer to Attachment Two of the RFP document for additional instructions.)

NDE will evaluate Table 1, alone, to determine whether the Proposal meets all Mandatory Requirements. If the information contained in Table 1 does not clearly meet every Mandatory Requirement, the Proposal may be disqualified by NDE and NDE may not evaluate any other portion of the Proposal.

Table 1. Mandatory Proposal Requirements

Read by Grade 3 uniform examination in Reading that fulfills all requirements as specified by the State of Nevada.
Includes professional learning, training, technical assistance, and methods of use for the Read by Grade 3 uniform examination in Reading that includes a variety of professional learning approaches and formats.
Provides guidance on assessment practice that are inclusive of diverse student populations including students with disabilities and students who are multilingual learners.
Identifies a comprehensive assessment infrastructure that accommodates the Read by Grade 3 uniform examination in Reading.

Key Deliverables Required:

A RBG3 uniform examination in Reading that is valid, reliable, and highly aligned to the *Nevada Academic Content Standards (revised 2010)*.

Materials for all of Nevada’s kindergarten and grades 1, 2, and 3 teachers to use the RBG3 uniform examination in Reading, and additional materials for new teachers in year two, three, and four of the contract.

Examples of high-quality parent/caregiver and teacher reports which include suggestions for standards-based next steps, based on student data. Parent/caregiver reports should be available in a variety of languages and written in family friendly language.

Online data management system for the RBG3 uniform examination in Reading data, to be used by teachers and NDE, which utilizes students’ unique identifier numbers which are pulled in from Infinite Campus.

Establish and submit an organizational structure, work plan, timeline, and benchmark data that addresses how the organization plan and structure adheres to all elements of the scope of work.

Develop and submit a working plan and timeline for the deployment of the RBG3 uniform examination in Reading. This plan should demonstrate that the Contractor has the expertise, knowledge, qualified staff, and experience to meet all monthly benchmarks and be ready for teachers to use the RBG3 uniform examination in Reading with students on 7/25/2024 (taking into account prior teacher training in administration, scoring and data entry beforehand).

Submit a specification sheet of the proposed assessment infrastructure that is inclusive of: multiple access points, data onboarding, data sharing, data storage capabilities, report functionality, professional development content storage, adherence to State Data Security policies, and updates/revisions that must be approved by State leadership after each revision.

Provide detailed descriptions of the capabilities that will be integrated into the State of Nevada Learning Management System and an implementation plan and timeline for statewide fidelity checks.

Submit a Comprehensive Professional Development plan that includes a timeline and schedule of professional development access and delivery.

Submit a detailed communication plan that supports networking and collaboration with the Nevada Department of Education Office of Teaching and Learning (NDE OTL) and the Nevada Office of Assessment, Data and Accountability Management (NDE ADAM) that include meeting schedules, train the trainer profession

PROJECT SPECIFIC TERMS AND CONDITIONS

Accessibility Features: Test administration modifications allowable for use with any student.
Accommodations: Changes in the assessment materials or procedures that do not change the construct being measured that are specified by Individual Education Plans (IEP) and/or 504 service plan documentation.
Assessment: An assessment to be used, in conjunction with teacher observation, to measure student proficiency and growth, and to identify students in kindergarten or grades 1, 2 or 3 who exhibit a deficiency in the subject area of reading.
Assessment Infrastructure: Refers to the hardware components that are used to support the storage and management of assessment data.
English Language Learner Accommodations: Testing accommodations allowable for ELL/multilingual learners, or non-English language background (NELB) students based on individual needs and abilities.
Standards Alignment: The degree to which the RBG3 uniform examination in Reading is aligned with the *Nevada Academic Content Standards, Revised 2010*.
Alignment: The quality of relationship between learning expectations determined by the *Nevada Academic Content Standards (revised 2010)* and the assessment item(s) used to measure student mastery or the concepts or skills assessed.

AGENCY SPECIFIC TERMS AND CONDITIONS

Nevada’s Read by Grade 3: Nevada law, AB289 (2019), known as Read by Grade 3 states that each school district and governing body of each charter school shall prepare a plan to improve the literacy of pupils enrolled in an elementary school. Plans must include a program to provide intervention services and intensive instruction to pupils who have been identified as deficient in the subject area of reading to ensure that those pupils achieve adequate proficiency in the requisite reading skills and reading comprehensive skills necessary to perform at grade level. Within 30 days of identifying a deficiency in reading based on assessments or teacher observation, parents or guardians must be provided written notification.
Nevada State Student Identification Number: Student identification number randomly generated from Infinite Campus. This is also referred to as a “unique identifier number”.

EVALUATION CRITERIA

Table 2. Scoring Breakdown

Criteria	Maximum Available Points
Proposal Technical Requirements	100 Points
Proposal Cost	10 Points
Maximum Available Points	110 Points

The scale below will be used to rate each proposal on the criteria listed in the Technical Proposal Evaluation table.

DOES NOT MEET	WEAK	MEETS	STRONG
0-4 points	5-8 points	9-12 points	13-15 points

DOES NOT MEET	WEAK	MEETS	STRONG
0-1 points	2-4 points	5-7 points	8-10 points

DOES NOT MEET	WEAK	MEETS	STRONG
0 points	1-2 points	3-4 points	5 points

NDE will score the Proposals by adding the score received in each category for the Vendor’s Total Technical Score in Table 3.

Representative numerical values are defined as follows:

Does Not Meet: Response does not comply substantially with requirements or is not provided.
Weak: Response was poor as related to meeting the objectives.
Meets: Response generally meets the objectives (or expectations) and indicates objectives may be met and some exceeded.
Strong (5 pts): Response significantly exceeds all objectives (or expectations) in ways that provide tangible benefits or meets objectives (or expectations) and contains at least one enhancing feature that provides significant benefits.

Table 3. Technical Proposal Evaluation

Rubric for Evaluating Proposals for the Read by Grade 3 Uniform Examination in Reading		
Category	Description	Points
Alignment with Key Literacy Components	The assessment system thoroughly evaluates phonemic awareness, phonics, vocabulary, fluency, and comprehension.	15
Benchmarking and Growth Tracking	The system provides multiple benchmarks throughout the year to monitor student progress and achievement levels.	10
Adaptive or Differentiated Testing	The system incorporates adaptive or differentiated testing to adjust based on student performance levels.	10
Prompt Use of Results for Interventions	The proposal demonstrates how assessment results are promptly available to teachers for instructional planning and interventions.	10
Progress Monitoring Flexibility	The system includes flexible progress monitoring options with customizable intervals.	5
Criterion-Referenced Assessments	The assessment is criterion-referenced and aligns with Nevada Academic Content Standards and grade-level reading proficiency.	15
Data Interaction and Reporting Tool	The proposal includes a robust data interaction tool for aggregating and comparing assessment results at various levels (student, school, district, etc.).	10
Vendor Experience and Expertise	The vendor has demonstrated experience with large-scale assessments and follows industry best practices, including the "Standards for Educational and Psychological Testing" (2014).	10
Professional Development and Support	The proposal includes professional learning, coaching, and guidance for educators, with a focus on intervention measures for improving student reading skills.	10
Cost Structure and Value	The proposal provides a clear, detailed cost breakdown for the initial 4-year contract and projected costs for potential extensions.	10
Innovation and Scalability	The proposal offers innovative solutions and demonstrates the ability to scale with the projected increase in student enrollment.	5

Total Points: 110

Scoring Guidelines:

Outstanding: 90-110 points – The proposal fully meets all requirements, offering a comprehensive and innovative solution.

Good: 70-89 points – The proposal addresses most key criteria, with some areas for improvement.

Adequate: 50-69 points – The proposal meets basic requirements but lacks depth in several areas.
Inadequate: Below 50 points – The proposal fails to meet essential criteria and is not suitable for the project.

In this RFP, NDE asks for responses and submissions from Vendors, most of which represent components of the above criteria. While each criterion represents only a part of the total basis for a decision to award the Contract to Vendor, a failure by a Vendor to make a required submission or meet a mandatory requirement will normally result in a rejection of that Vendor's Proposal. The value assigned above to each criterion is only a value used to determine which Proposal is the most advantageous to the State in relation to the other Proposals that NDE received.

Once the technical merits of a Proposal are evaluated, the costs of that Proposal will be considered. It is within NDE's discretion to wait to factor in a Proposal's cost until after any interviews, presentations, demonstrations or discussions. Also, before evaluating the technical merits of the Proposals, NDE may do an initial review of costs to determine if any Proposals should be rejected because of excessive cost. NDE may reconsider the excessiveness of any Proposal's cost at any time in the evaluation process.

Cost Proposal Points

NDE will calculate the Vendor's Cost Proposal points after the Vendor's total technical points are determined, using the following method:

Cost points will be awarded based on the rubric criteria included in Table 3.