



Office of the



State Superintendent of Education

Race to the Top Interim Assessment State-Approved Provider Application

**Announcement Date:
January 31, 2011**

**Application Submission Deadline:
[Wednesday, March 2, 2011 at 5:00pm]**

Incomplete or late applications will not be reviewed.

For more information, please email OSSE.RTTT@dc.gov or call (202) 741-5941.

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To the Applicant:

The Office of the State Superintendent of Education for the District of Columbia (OSSE) is seeking applicants for its approved list of providers of interim assessments that are aligned with the Common Core Standards in English language arts and mathematics for grades K-12. Providers of interim assessment services may include nonprofit entities, for-profit entities, local educational agencies, public schools, public charter schools, private schools, public or private institutions of higher education, and faith-based organizations. Entities that would like to be included on the list of approved providers must meet the criteria established by OSSE to be considered for the list of eligible providers.

With the District of Columbia's recent adoption of the Common Core Standards in English language arts and mathematics for grades K-12, local education agencies (LEAs) within the District participating in Race to the Top must adopt interim assessments aligned with these common standards, to be delivered every 6-8 weeks throughout the school year beginning in school year 2011-2012. OSSE will provide to LEAs a recommended list of vendors that can provide high-quality, aligned interim assessments. However, LEAs can choose to work with a different vendor provided the vendor can demonstrate that its interim assessments are aligned with the Common Core Standards.

To provide LEAs with a list of eligible vendors to develop interim assessments aligned with the Common Core Standards, OSSE will identify providers that qualify to become a state approved provider of these services. Once a list of state-approved interim assessment services providers has been identified, OSSE will make the list available to Race to the Top participating LEAs.

LEAs have the discretion to select an entity that is not on the OSSE-approved list but will be required to demonstrate to OSSE that the entity does meet the requirements enumerated in this application.

The closing date of the application process is 5:00 P.M. EST on March 2, 2011. Applications must be received by 5:00 P.M. on that date to be eligible for review. An expert panel will review applications based on the selection criteria contained in this package. This application package contains all of the information, forms, and instructions necessary to apply to become a state-approved interim assessment provider. Please review the enclosed materials and carefully follow the instructions for completing the application.

If you need additional information concerning the Race to the Top Interim Assessment Services program or the application process, please contact:

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Office of the State Superintendent of Education
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Email: osse.rttt@dc.gov

Background

On August 24, 2010, the District of Columbia was awarded a Federal Race to the Top grant to enhance citywide comprehensive education reform across four key areas:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals on how to improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Turning around the lowest-performing schools.

As part of the grant, local education agencies (LEAs) who signed on to participate in Race to the Top (participating LEAs) will craft a four-year plan with specific activities related to implementing these four goals. One required activity related to the adoption of standards and assessments that support success in college and career is the administration of interim assessments within all participating LEAs in the District. The purpose of this application is to identify providers of interim assessment services.

For more information about the District's Race to the Top proposal, the application can be accessed on the OSSE web site at: <http://osse.dc.gov/seo/cwp/view,a,1222,Q,564021,PM,1.asp>.

What are Race to the Top Interim Assessments?

The District recently adopted the Common Core Standards in English language arts and mathematics for grades K-12. These standards will equip students with the knowledge and skills that our young people need for success in college, career, and life. As part of the District's transition to the new standards, OSSE developed a final "crosswalk" document—a comparison of the current DC standards with the new Common Core Standards for English language arts and mathematics. This crosswalk will guide OSSE's implementation of the Common Core Standards beginning in the 2011-2012 school year.

More information on the Common Core Standards, including links to the Crosswalk, can be accessed at: <http://osse.dc.gov/seo/cwp/view,a,1274,Q,564266,PM,1.asp>.

The District has entered into a consortium, the Partnership for Assessments of the Readiness for College and Careers (PARCC), with 25 other states to develop a new summative assessment system. This new assessment system, which will deviate significantly from the current statewide summative assessments, the DC Comprehensive Assessment System (DC CAS), will be fully implemented during the 2014-2015 school year. More information about PARCC can be found at: <http://www.fldoe.org/parcc/>.

Until then, OSSE will continue to administer the DC CAS in its current form and format, using only items that are aligned with the Common Core Standards and from a blueprint based on the DC crosswalk document. Information on the current DC CAS blueprint can be found at: <http://www.osse.dc.gov/seo/cwp/view,a,1274,q,561249.asp>.

LEAs participating in the District's Race to the Top plan have agreed to adopt interim assessments aligned with the Common Core Standards to be delivered throughout the school year beginning in

school year 2011-2012. The assessments are to be aligned with the LEA calendar, given every 6-8 weeks leading up to the DC CAS and once more near the end of the school year. The assessments will provide real-time feedback to teachers and schools on how their students are performing, using tools aligned to the Common Core Standards and providing a variety of item types.

To support LEAs in this process, the District of Columbia Office of the State Superintendent of Education (OSSE) will provide to LEAs a recommended list of vendors that can provide high-quality, aligned interim assessments. However, LEAs can choose to work with a different vendor provided the vendor can demonstrate that its interim assessments are aligned with the Common Core Standards.

To provide LEAs with a list of eligible vendors to develop interim assessments aligned with the Common Core Standards, OSSE issues this application to identify organizations that qualify to become a state approved provider of these services.

Provider Eligibility

A provider of Interim Assessment Services may be any public or private (non-profit or for-profit) entity that meets the criteria for approval set out in this application.

Legal entities eligible to apply to provide Interim Assessment Services may include, but are not limited to, the following:

- Community-based organizations
- Charter schools
- Public schools
- Local Educational Agencies
- Private schools
- Faith-based organizations
- Individuals, if they organize as a non-profit or for-profit entity under District of Columbia law
- Libraries
- Community colleges and universities
- Private companies
- On-line schools

PLEASE NOTE: If a company or organization has multiple franchise operations that are interested in providing interim assessments in the District of Columbia, each “legal entity” must submit an application. In most cases, this means that each franchise must apply separately.

Responsibilities of the Office of the State Superintendent of Education (OSSE)

As indicated by the District's Race to the Top application, OSSE is required to:

- Request and review provider applications to service LEAs with high quality interim assessments aligned with the Common Core Standards.
- Provide to LEAs a recommended list of vendors in accordance with the standards set forth in this application.
- Allow LEAs to choose from the list of vendors, or to work with a different vendor provided the vendor can demonstrate that its interim assessments are aligned with the Common Core Standards.

OSSE will provide this information directly to LEAs and will place the list on its website (<http://www.osse.dc.gov>) as public information. LEAs will contract directly with the providers.

OSSE is the only authority that may approve or remove a provider from the list.

Responsibilities of the Local Educational Agencies (LEAs)

LEAs participating in the District of Columbia Race to the Top plan are required to adopt interim assessments aligned with Common Core Standards. LEAs may choose from the list of state approved providers, or work with a different provider so long as the provider can demonstrate that its interim assessments are aligned with the Common Core Standards. LEAs are required to do the following:

- Select a provider (either from the list or that submits proper documentation to OSSE that it meets OSSE's criteria) and enter into a contractual agreement pursuant to LEA procurement policies, rules and/or applicable regulations.
- Assure that teachers and LEA staff are available to communicate and collaborate with providers in the development of interim assessments.
- Pay providers in a timely manner.
- Monitor provider's contractual compliance.
- Notify the state of any concerns, incidents or issues regarding providers. LEAs may not remove an approved interim assessment services provider from the list. Only OSSE has the authority to remove a provider from the approved provider list.
- Protect the privacy of students in developing interim assessments.

Responsibilities of the Interim Assessment Provider

Once approved, the Interim Assessment Provider must:

- Comply with any subsequent guidance or regulations promulgated by the U.S. Department of Education on the Race to the Top Program.
- Review the District of Columbia’s K-12 Common Core content standards in English language arts and mathematics and the District’s “crosswalk” document comparing the Common Core Standards to the existing content standards, and develop interim assessments aligned to the Common Core content standards.
- Offer clear, complete details regarding the capacity to deliver proposed scope of services.
- Provide services to LEAs in accordance with the written assurances to the state as per this application process.
- Comply with the Family Educational Rights and Privacy Act (FERPA).
- If selected by an LEA, execute a written contract for services.
- If selected by an LEA, comply with possible liability insurance requirements set forth by the LEA.
- Meet the terms of agreements/contracts with each LEA with which it contracts.
- Ensure that the assessment content, pedagogy and all other aspects of delivery are consistent with the instruction provided and content used by the LEA and the state. The content must be aligned with the District of Columbia Common Core Standards and assessment measures.
- Provide services that are secular, neutral and of high quality.
- Ensure the privacy of the student.
- Meet all applicable federal, state, and local health, safety, and civil rights laws.
- Maintain all documentation related to the provision of interim assessments program for at least five years. Such documentation includes, but is not limited to, copies of materials used in the interim assessments program, and evidence of provider qualifications.
- As noted in the District of Columbia Race to the Top Application, meet the following state requirements on interim assessment design and implementation:
 - The interim assessments for English Language Arts and Mathematics in grades 3-10 are to be based on the Common Core Standards and broken into sub-standards in order to make the assessments instructionally useful.
 - Multiple questions are to be asked for each standard.

- The degree of difficulty, language, and question formats are to be modeled after the current DC CAS. Items are to be vertically aligned, and the sequence of items is to align with the sequence of curriculum within the LEA, including the traditional and integrated sequence options for high school mathematics courses.
- Assessed standards are to be spiraled across multiple assessments to provide for review and allow teachers to see improvement.
- All assessments are to have, at a minimum, multiple choice and constructed response question types.
- For constructed response question types, rubrics, anchor papers, and scoring guide must be provided with the option of off-site hand scoring available.
- The format is to be paper-based or online with an ability to view questions.
- Four to five English language arts and four to five math assessments are to be designed for each year of grades 3-10.
- Assessments are to be aligned with the LEA calendar, given every 6-8 weeks leading up to the DC CAS and once more near the end of the school year.

Selection Criteria for Providers

The state is responsible for defining acceptable evidence of effectiveness. OSSE will apply the following objective criteria for identifying an array of interim assessment providers as a service to LEAs to help them identify providers that meet a certain minimum threshold. This is necessary so that LEAs have a wide variety of provider choices to match their assessment needs.

Criteria developed for selection and approval of provider includes, but is not limited to the following:

- **A demonstrated record of developing interim assessments (10%).** Acceptable evidence includes documentation of assessments, including the design or blueprint and evidence of alignment with the state's academic content standards and LEA curriculum and instruction. This should include the plan used by the provider to ensure valid and reliable results for students at all levels of achievement, particularly those scoring very far below and above the mean, and students with disabilities and limited English proficient students. This should also include the processes used for coordinating with LEAs around implementation of the assessments.
- **Evidence that the assessments are aligned with the Common Core Standards and LEA(s) instructional programs (50%).** Acceptable evidence must include an external documentation showing the alignment of provider's assessments with the Common Core Standards. (The Common Core Standards can be found at: <http://osse.dc.gov/seocwp/view,a,1274,Q,564266,PM,1.asp>.) This should also include the development of a sufficient item bank to assess the breadth and depth of each strand of the standards. Evidence should also include connections or plan to establish connections with the academic programming of the LEA(s).
- **Evidence that interim assessment results provide both individual student results and results aggregated by classroom and/or program, and that summary reports of these results are created and sent to LEAs on a regular basis (25%).** Acceptable evidence includes descriptions and examples of individual and aggregated student results and reports, including the timeframe after the test administration in which those reports are provided and developed by the provider that diagnose student needs and measure student growth.
- **Evidence of professional development opportunities for LEA and school staff (5%).** Acceptable evidence includes documentation of provision of professional development or training for LEA and school-based staff regarding how to administer and interpret the assessments.
- **Evidence that interim assessments are based on best practices research and data on assessment design (5%).** Acceptable evidence includes research and data that guided the providers' development of interim assessment design, including theories on how to use assessments to target student learning and progress.
- **Evidence that assessment staff is qualified to provide high-quality interim assessment services (5%).** Acceptable evidence includes CVs for key staff that will be available to serve as the primary lead for LEA contracts, including degrees and/or certifications necessary to design assessments, and evidence of professional development opportunities utilized by providers to assist LEAs with utilizing the interim assessments to inform instructional practices.

- **Evidence of the capacity to deliver services which are consistent with applicable federal, state, local health and safety, and civil rights laws (Not scored).** Acceptable evidence includes the signed assurances and other requested materials associated with this application, a copy of a District of Columbia Department of Finance and Revenue Tax Certification Affidavit. Current providers may not have on record with the state any unresolved complaints from LEAs and/or parents or investigations by OSSE.

- **Evidence that the provider is financially sound (Not scored).** All District of Columbia interim assessments provider applicants must present evidence of fiscal stability. Acceptable evidence includes documentation of operating funds which enable the provider to initiate and sustain high-quality services to LEAs. Such evidence may include
 - Audited financial statements for the last two years.

 - Credit rating from an independent rating agency.

 - Statements from an established financial institution.

Applicants must also include a copy of a current certification from the District of Columbia Office of Tax and Revenue which demonstrates the entity is in compliance with all District of Columbia tax obligations.

Provider Fees

In considering approval of each application, OSSE weighs potential benefits to LEAs with the need to ensure that services are delivered to LEAs. Providers may not impose unreasonable costs or logistical burdens on LEAs.

The District of Columbia is a single geographic area served by the District of Columbia Public Schools (DCPS) and individual charter-school LEAs. Providers are expected to contract with LEAs participating in the District's Race to the Top plan. Currently, DCPS and 31 charter schools LEAs are participating.

Providers must explicitly detail the types of services that will be provided.

Verification of a provider's refusal to serve an LEA in violation of the assurances associated with this application will be grounds for OSSE to remove the provider from the approved interim assessments provider list.

All provider fees must include a detailed itemization of program costs.

Financial Stability

The interim assessments required under RTTT is a reimbursement-based program. This means that interim assessment providers assume an initial financial risk and are reimbursed for services rendered. The need for fiscal soundness derives from potential risks to stability of interim assessment services. Such risks may arise from actual or expected challenges that an interim assessments provider may experience in honoring its contractual obligations.

OSSE substantiates evidence of financial stability to ensure that each interim assessments provider can achieve sustainability of the debt burden and that they have the capacity to professionally and effectively serve LEAs in the following manner:

- Maintain and deliver the Interim Assessment Services required under RTTT.
- Provide a curriculum and delivery mechanism aligned with the Common Core Standards and the classroom goals for each LEA served.
- Provide appropriate assessment resources necessary for informed instructional practices.
- Employ a qualified assessment development staff.
- Ensure the means to communicate with schools, LEAs, and OSSE.
- Ensure appropriate compliance with District of Columbia business and tax regulations.
- Maintain general operating capital including facilities where appropriate.

Fiscal soundness must be assured through written proof of sufficient operating funds which enable providers to initiate and sustain high quality services. All District of Columbia interim assessments providers must present evidence of fiscal stability. Evidence shall consist of Federal and State tax returns for the last two years (e.g., Form 1120 for for-profits, Form 990 for non-profits) and at least one of the following:

- Audited financial Statements for the last two years.
- Credit rating from an independent rating agency.
- Statements from an established financial institution.

Applications for inclusion on the state approved Interim Assessment Services Provider List is evaluated on the elements listed above and the extent to which a provider has the capacity to deliver effective services.

Change in Financial Stability

Financial stability of an approved interim assessments provider shall be determined by OSSE. An LEA is not authorized to independently use such information as the basis for excluding an approved provider from providing services.

Should a provider experience a change in financial stability subsequent to approval for inclusion on the state's provider list, they must notify OSSE's Race to the Top Program Director (osse.rttt@dc.gov).

Should an LEA become aware of a change to an approved provider's financial stability, the LEA must report the information to OSSE's Race to the Top Program Director (osse.rttt@dc.gov). Should the state become aware of a change in the financial stability of an approved Interim Assessment Services provider, OSSE will investigate and determine the status of the provider.

Change in Scope of Services

OSSE will not consider requests to change the scope of services after an interim assessment provider is on the state-approved provider list.

Confidentiality, Proprietary Information, or Trade Secrets

Interim assessments provider applications are public records. They are subject to Freedom of Information Act (FOIA) Requests. Provider applicants should give specific attention to the identification of those portions of their proposals that they deem to be confidential, proprietary commercial or financial information or trade secrets, and to provide any justification why such materials, upon request, may not be disclosed by OSSE. Such justification must be included with the application at time of submission. If the information is requested from a third party pursuant to the Freedom of Information Act, the District's Office of the Attorney General will issue a final determination regarding these requests.

Withdrawal of State Approval

OSSE is required to withdraw approval from interim assessment providers that do not provide interim assessment services that meet the criteria set forth in this application. Interim assessments providers are subject to withdrawal if they do not comply with the assurances associated with this application. Such requirements may include, but are not limited to:

- Violation of any federal or state laws, regulations, policies or local contracted Interim Assessment Services provider agreements.
- Failure to collaborate with LEAs on the development of interim assessments.
- Verified incident reports of a regulatory or procedural nature, including but not limited to complaints from LEAs, schools, and/or the general public.
- Deliberate inaccurate submission of information on any state or LEA/school document, including but not limited to information submitted in a provider's application for approval.
- Imposing additional provider restrictions on LEAs or schools after state approval.
- False or misleading advertising regarding the District of Columbia's Interim Assessment Services program.
- Failure to serve LEAs or schools in violation of contract agreements.
- Failure to provide accurate contact information.
- Failure to submit to the state or LEA required information by specified timelines.
- Change in financial soundness.
- Change in approved scope of provider services, specifically failure to deliver the Interim Assessment Services program that is described in the approved application.
- Violation of the assurances page.

Please note:

Only OSSE may withdraw approval of a provider's right to provide interim assessment services. LEAs may not act independently of the state in such matters. Provider assurances can be found in the appendices of this document.

The Provider Application Process

Potential interim assessments providers are notified through this application of the opportunity to provide interim assessment services in the District of Columbia, and of the procedures by which potential providers may apply to be considered for inclusion on the state approved list. The application document serves four main purposes. The process serves as:

- An opportunity to inform potential providers on the background, provision and current expectations of quality interim assessment services in the District of Columbia.
- An opportunity to collect data for review and consideration to approve the qualifications and capacity of potential interim assessments providers.
- The origin for a list of entities approved to offer interim assessments in the District of Columbia.
- A source for the development of a brief description of the services, qualifications, and demonstrated effectiveness of each approved provider.

The application review process ensures objectivity and meets the intent of the District's Race to the Top proposal to develop a state approved list of interim assessments providers.

Duration of Services Covered By This Application

Approval of an interim assessments provider application will cover the period from OSSE's official notice to the provider (anticipated in April 2011) through September 30, 2014. Approval may be withdrawn by OSSE during this project period for cause.

Application Evaluation and Rating

Late or incomplete applications are not considered for review and will not be approved. No material beyond what is specifically requested in the application is considered in the review process nor evaluated using the rubric. These materials will not be reviewed. A review panel evaluates and scores the completed eligible application based upon the quality and completeness of the narrative questions and the requested attachments. Quality is determined using a rubric that assigns point values as demonstrated in the application. All applications are blindly evaluated using the same criteria.

Submitting an Application

Applicants will use the following format standards in their narrative responses. The use of a different format may result in the application being denied.

- 1-inch margins
- Double-spaced
- 12-point font
- Pages numbered (if multiple pages are needed)
- Typed in Times New Roman or Calibri

Submission Timeline and Logistics

Applicants must submit a **signed, PDF version** of the full application to osse.rttt@dc.gov on or before **5:00 P.M. EST March 2, 2011**.

Hard Copy/Paper submissions will not be accepted, unless electronic submission poses a hardship, in which case the prospective provider should contact osse.rttt@dc.gov or (202) 741-5941 by no later than February 23, 2011 to make other arrangements.

Please note: All applications are blindly scored. The applicant's name and organization name may only appear on the application cover page.

A complete application packet must include the following completed sections:

- Cover Page: (Pages 22-23 of the application)
- Section I: Provider Profile (Pages 24-31 of the application)
- Section II: Provider Program Proposal (Pages 32-39 of the application)
- Section III: Provider Assurances (Pages 40-50 of the application)
- Completed applications must also include all requested forms and attachments.

Applications that are emailed must be sent in sufficient time to be received by **5:00 P.M. EST on March 2, 2011**. Applications received **after 5:00 P.M. EST on March 2, 2011** will not be forwarded for review. There are no exceptions. Include only the information requested and answer all questions thoroughly. All relevant supplemental materials must be incorporated into the application. No exceptions. Do not exceed the word limit listed for each section- items included beyond the word limit will not be scored.

Application Approval

OSSE will notify all applicants of the status of their applications once they have been reviewed. Applications are not considered approved unless officially notified of approval on OSSE letterhead.

**THE RACE TO THE TOP INTERIM ASSESSMENT SERVICES PROVIDER APPLICATION BEGINS
ON THE NEXT PAGE**



Office of the
State Superintendent of Education

Application Cover Page
Interim Assessment Services Providers

To be completed by the applicant	
Applicant Agency or Organization:	
Tax ID Number:	
Address:	
City, State, Zip Code:	
Primary Contact:	
Primary Contact Title:	
Primary Contact Phone:	
Primary Contact Fax:	
Primary Contact Email:	

Secondary Contact:		
Secondary Contact Title:		
Secondary Contact Phone:		
Secondary Contact Fax:		
Secondary Contact Email:		
Type of Application:		
<input type="checkbox"/> Existing Non-Approved Organization (organizations that have previously provided interim assessment services to LEAs)		
<input type="checkbox"/> New Organization (organizations that may not yet have established a demonstrated record of effectiveness)		
I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct, the agency or agencies named below have authorized me, as their representative, to file this application.		
Authorizing Name (please print):	Authorizing Signature:	Date:

DO NOT INCLUDE ANY IDENTIFYING INFORMATION ON ANY OTHER PAGE OF THE APPLICATION

Application Part I: Interim Assessment Services Provider Profile

Section 1.1 Program Description

Please provide a brief program description in the field below. (No more than 300 words).

Type in the space below
<hr/>

Because Interim Assessment Services provider applications are scored blindly, *do not* use your own name, the name of any staff member, or your organization's name in answering any of the questions beyond this point. Any use of names may result in your application being denied.

Section 1.2
Type of Provider
 (Check one)

To be completed by the applicant	
<input type="checkbox"/> Non-profit/Community Agency	<input type="checkbox"/> Two-Year College
<input type="checkbox"/> Public Schools (Non-Charter)	<input type="checkbox"/> Four-Year College/University
<input type="checkbox"/> Charter School	<input type="checkbox"/> For-profit/Private Company
<input type="checkbox"/> Private/Parochial School	<input type="checkbox"/> On-line School
<input type="checkbox"/> Individual	<input type="checkbox"/> Faith-based Organization
<input type="checkbox"/> Library	<input type="checkbox"/> Other:

Section 1.3 Provider Interim Assessment Services Information

Note: This information will be provided to LEAs to inform them of the specific services offered by the entity.

Program description: Indicate which keywords best match your program's offerings.	
<input type="checkbox"/> Interim Assessments <input type="checkbox"/> Summative Assessments <input type="checkbox"/> Other: _____	
Grade levels served: Check all that apply.	
<input type="checkbox"/> Pre-K <input type="checkbox"/> Kindergarten <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7	<input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 <input type="checkbox"/> Other: _____
In the space below please provide a short narrative addressing accommodations offered for any specific student populations. For example, special education or limited English proficient students. Applicants must ensure the accommodations are aligned to the District of Columbia requirements for assessment accommodations at http://seo.dc.gov/seo/cwp/view,a,1274,q,561249.asp:	

Describe how interim assessments are generally scheduled: All providers must schedule interim assessments to be delivered throughout the school year. The assessments are to be aligned with the LEA calendar, given every 6-8 weeks leading up to the DC CAS and once more near the end of the school year.

General number of assessments per quarter: _____

General number of assessments per school year: _____

Method and frequency of communication used to provide summary reports of interim assessment results to LEAs:

Method	Frequency
<input type="checkbox"/> Individual Student Reports	_____
<input type="checkbox"/> Aggregated Reports	_____
<input type="checkbox"/> Meetings with school staff	_____
<input type="checkbox"/> Phone Conferences	_____
<input type="checkbox"/> Other Communications _____	_____

Format of reports of interim assessment results to LEAs:

Paper Reports

Electronic Reports

For constructed response item types, the following will be provided: For constructed response question types, rubrics, anchor papers, and scoring guide must be provided with the option of off-site hand scoring available.

Rubrics, anchor papers, and scoring guide

Off-site hand scoring

Section 1.4 Restrictions

Complete this section carefully. This information is used to inform LEAs of any provider limitations prior to signing agreements. Providers should remain flexible prioritizing LEA program needs rather than offering “one-size-fits-all” standardized interim assessments.

Such information **must** be included in the application. No additional restrictions may be imposed on schools, LEAs, students, or families that are not cited on the application. Should additional restrictions be imposed by a provider after state approval, the action shall be considered just cause for removal from the state’s approved Interim Assessment Services provider list. If approved, this information will be posted on OSSE website of approved providers to assist LEAs in making informed choices.

Provide your response to Section 1.4 in the field below.

Section 1.5 Provider Fees

Fees must be listed on a per-student/per-assessment basis. **Cost ranges are not permitted.** This is the cost to provide the agency’s proposed interim assessment to each child. All assessment costs must be calculated into the rate.

In considering approval of each application, the state weighs potential benefits to LEAs against the need to ensure that in order to effectively deliver assessment services, providers do not impose unreasonable costs or logistical burdens on LEAs.

In calculating professional fees, providers may not refuse to serve a LEA based upon the number of students enrolled in the LEA’s schools. Verification of a provider’s refusal to serve a district for any of these reasons shall be considered a violation of the assurances associated with this application and will be grounds for the state to remove the provider from the approved Interim Assessment Services provider list.

All fees should also take into consideration the state’s requirement that interim assessments be delivered to students every 6-8 weeks throughout the school year, leading up to the DC CAS and once more near the end of the school year.

Fee/cost structure:

Complete the fee/cost structure table. Fees must be listed on a per-student/per-assessment basis. This is the cost to provide the organization’s proposed interim assessments to LEAs.

	Amount of Provider Fee Per Student/Per Assessment	Basic Description
Personnel	\$ _____	_____
Professional Development for LEA staff	\$ _____	_____
Materials (i.e. consumables)	\$ _____	_____
[Other costs] _____	\$ _____	_____
Total	\$ _____	_____

If applicable, explain any variations in fees.

Section 1.6 Provider Removal History

Please Note:

Do not use your name, the name of any staff member, your organization's name, or state names in answering this question.

Has your organization been removed from an approved interim assessment services provider list in another state or LEA? YES NO

If yes, please provide a brief explanation of why your organization was removed in the space below.

Application Part II: Interim Assessment Services Provider Program

Section 2

Evidence of Developing Aligned Interim Assessments

Are you completing this application as a new or existing organization?

- Existing Non-Approved Organization** (organizations that have previously provided interim assessment services to LEAs)
- New Organization** (organizations that may not yet have established a demonstrated record of effectiveness)

The applicant must provide a **demonstrated record of developing interim assessments** that are aligned with curriculum and instruction standards, especially in English language arts and Mathematics. This section **MUST** include the following:

Existing Organizations

- 2.1a Provide documentation of any existing interim assessments, including the design or blueprint and evidence of alignment with the state's academic content standards and LEA curriculum and instruction. Also include documentation of the design or blueprint for the interim assessments aligned with the Common Core Standards in English language arts and Mathematics and its alignment with those standards. Where appropriate, this response should include clearly labeled tables/graphs/charts that depict such alignment.

Newly Created Organizations

- 2.1b Provide documentation of the design or blueprint for the interim assessments aligned with the Common Core Standards in English language arts and Mathematics and its alignment with those standards. Where appropriate, this response should include clearly labeled tables/graphs/charts that depict such alignment.

Please provide your responses to Section 2 in the field below. 700 word response limit.

Section 3.1
Connection to the District of Columbia Common Core Standards
and LEA Instructional Programs

Please Note:

Find information on the Common Core Standards at:

<http://osse.dc.gov/seo/cwp/view,a,1274,Q,564266,PM,1.asp>.

1. Demonstrate that you have sufficient items, or an item development plan, to fully measure the Common Core Standards for English Language Arts and Mathematics, including the depth and breadth of the standards. Provide examples of item types, format of items, and specific standards your interim assessments address. Be sure to include exact standard citations.
2. Describe how you have established or plan to establish connections with the academic programming of the LEA(s) in which you operate.
 - a) Cite specific LEA curriculum or instructional methods to which your program connects, as applicable.
 - b) Describe how your organization plans to coordinate assessment implementation with LEA staff including LEA central office staff, principals and teachers.

Please provide your response to Section 3.1 in the field below. 700 word response limit.

Section 3.2

Assessment Results and Reporting Information

1. Describe interim assessment results reports and discuss how it provides both individual student results and results aggregated by classroom and/or program. Include an actual sample progress report. Include discussion on how the reports provide a diagnosis of student needs and a measure of student growth.
2. Describe the specific procedures, including the timeline and frequency of reporting, to be used in reporting interim assessments results to the local LEA staff.
3. Explain how you will maintain compliance with confidentiality precautions as set forth in this application and FERPA in your interim assessment reporting.

Please provide your response to Section 3.2 in the field below. 700 word response limit.

Section 3.3
Professional Development for LEA and School Staff

1. Describe the professional development and training provided to LEA and school staff to ensure proper use and interpretation of results.

Please provide your response to Section 3.3 in the field below. 700 word response limit.

Section 3.4
Best Practices Research and Data

1. Provide evidence that interim assessments are based on best practices empirical research and statistical data on developing assessment designs. Include evidence on using the assessments to target student learning and measure student progress.

Please provide your response to Section 3.4 in the field below. 700 word response limit.

Section 3.5

Qualifications of Assessment Staff

1. Describe your staff's qualifications to provide high quality interim assessment services. Descriptions of staff qualifications must include a description of degrees and/or certifications necessary to design assessments.
2. List and describe the professional development opportunities utilized by providers to assist LEAs with utilizing the interim assessments to inform instructional practices.

Please provide your response to Section 3.5 in the field below. 500 word response limit.

Section 3.6

Compliance with Federal, State, and Local Health, Safety, and Civil Rights Laws

1. Submit evidence demonstrating that your organization complies with federal, state and local health, safety, and civil rights protections for employees and students (e.g., a description of hiring procedures, documents that include the organization's non discrimination policy, etc.).

Please provide your response to Section 3.6 in the field below. 500 word response limit:

Section 3.7

Evidence that the Provider is Financially Sound

Existing Organizations & Newly Created Organizations

- Submit evidence that verifies funds from providing Interim Assessment Services will NOT be your organization's sole source of income.
- Submit proof of liability insurance (include a copy of the policy cover page which should include company name and policy number).
- Submit a copy of a notarized business license or formal documentation of legal status with respect to conducting business in the District of Columbia.

AND

Existing Organizations (Organizations in operation for 1 or more years)

- Submit a copy of one of the following sources of evidence of financial soundness:
 - Audited financial statements or other comparable documents of financial viability such as financial letters of credit.
 - A copy of the organization's tax return for the past two years.

Newly Created Organizations (Organizations in operation for less than 1 year)

1. Submit a description of how your business currently receives or plans to receive funds (e.g., grants, fees-for service, etc.).

Comments:

**This concludes the Q & A section of OSSE's application
to become a state-approved Interim Assessment Services provider.**

Application Part III: Provider Assurances

GOVERNMENT OF THE DISTRICT OF COLUMBIA



**Office of the Chief Financial Officer
Certifications Regarding
Lobbying; Debarment, Suspension and Other Responsibility
Matters; and Drug-Free Workplace Requirements**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 28 CFR Part 69, "New Restrictions on Lobbying" and 28 CFR Part 67, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact.

Lobbying

As required by Section 1352, Title 31 of the U.S. Code. and implemented at 28 CFR Part 69, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 28 CFR Part 69, the applicant certifies that:

- (a) No Federally appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - III, "Disclosure of Lobbying Activities," in accordance with its instructions; and
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

Debarment, Suspension, and Other Responsibility Matters (Direct Recipient)

As required by Executive Order 12549, Debarment and Suspension, and implemented at 28 CFR Part 67, for prospective participants in primary covered transactions, as defined at 28 CFR Part 67, Section 67.510—

- A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, sentenced to a denial of Federal benefits by a State or Federal court, or voluntarily excluded from covered transactions by any Federal department or agency;
 - (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public Federal, State, or local transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
 - (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

Drug-Free Workplace (other than individuals)

As required by the Drug Free Workplace Act of 1988, and implemented at 28 CFR Part 67, Subpart F. for s, as defined at 28 CFR Part 67 Sections 67.615 and 67.620—

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the applicant's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - (b) Establishing an on-going drug-free awareness program to inform employees about—
 - (1) The dangers of drug abuse in the workplace;
 - (2) The applicant's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
 - (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—
 - (1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to: DCPS State Education Agency, DCPS, 825 N. Capitol St., NE, 8th Floor, Washington, DC 20002. Notice shall include the identification number(s) of each effected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—

(1) Taking appropriate personnel action against such an employee, up to and incising termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(3) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (1), (c), (d), (e) and (f).

B. The applicant may insert in the space provided below the sites for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Drug-Free Workplace (individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 28 CFR Part 67, subpart F, as defined at 28 CFR Part 67; Sections 67.615 and 67.620—

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to:

Office of the State Superintendent of Education

810 First St., NE, 9th Floor

Washington, DC 20002

(202) 741-5941

osse.rttt@dc.gov

As the duly authorized representative of the applications, I hereby certify that the applicant will comply with the above certifications.

Applicant Name and Address:		Applicant IRS/Vendor Number:	Date:
Name of Authorized Representative:	Title of Authorized Representative:	Signature:	

Interim Assessment Provider Responsibilities

CRITERIA FOR PROVIDERS–

Once approved, the Interim Assessment Provider must:

- Comply with any subsequent guidance or regulations promulgated by the U.S. Department of Education on the Race to the Top Program.
- Review the District of Columbia’s K-12 Common Core content standards in English language arts and mathematics and the District’s “crosswalk” document comparing the Common Core Standards to the existing content standards, and develop interim assessments aligned to the Common Core content standards.
- Offer clear, complete details regarding the capacity to deliver proposed scope of services.
- Provide services to LEAs in accordance with the written assurances to the state as per this application process.
- Comply with the Family Educational Rights and Privacy Act (FERPA).
- If selected by an LEA, execute a written contract for services.
- If selected by an LEA, comply with possible liability insurance requirements set forth by the LEA.
- Meet the terms of agreements/contracts with each LEA with which it contracts.
- Ensure that the assessment content, pedagogy and all other aspects of delivery are consistent with the instruction provided and content used by the LEA and the state. The content must be aligned with the District of Columbia Common Core Standards and assessment measures.
- Provide services that are secular, neutral and of high quality.
- Ensure the privacy of the student.
- Meet all applicable federal, state, and local health, safety, and civil rights laws.
- Maintain all documentation related to the provision of interim assessments program for at least five years. Such documentation includes, but is not limited to, copies of materials used in the interim assessments program, and evidence of provider qualifications.
- As noted in the District of Columbia Race to the Top Application, meet the following state requirements on interim assessment design and implementation:
 - The interim assessments for English Language Arts and Mathematics in grades 3-10 are to be based on the Common Core Standards and broken into sub-standards in order to make the assessments instructionally useful.

- Multiple questions are to be asked for each standard.
- The degree of difficulty, language, and question formats are to be modeled after the current DC CAS. Items are to be vertically aligned, and the sequence of items is to align with the sequence of curriculum within the LEA, including the traditional and integrated sequence options for high school mathematics courses.
- Assessed standards are to be spiraled across multiple assessments to provide for review and allow teachers to see improvement.
- All assessments are to have, at a minimum, multiple choice and constructed response question types.
- For constructed response question types, rubrics, anchor papers, and scoring guide must be provided with the option of off-site hand scoring available.
- The format is to be paper-based or online with an ability to view questions.
- Four to five English language arts and four to five math assessments are to be designed for each year of grades 3-10.
- Assessments are to be aligned with the LEA calendar, given every 6-8 weeks leading up to the DC CAS and once more near the end of the school year.

As the duly authorized representative of the applications, I hereby certify that the applicant will comply with the above provider criteria.		
Applicant Name and Address:	Applicant IRS/Vendor Number:	Date:
Name of Authorized Representative:	Title of Authorized Representative:	Signature:

GOVERNMENT OF THE DISTRICT OF COLUMBIA
OFFICE OF THE CHIEF FINANCIAL OFFICER
OFFICE OF TAX AND REVENUE



TAX CERTIFICATION AFFIDAVIT

Date _____, 20____

Name of Organization/Entity: _____

Address: _____

Principal Officers:	Name	Soc. Sec. No.	Title
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Business Telephone No.: _____

Finance and Revenue Registration No.: _____

Federal Identification No.: _____

DUNS No.: _____ Contract No.: _____

Unemployment Insurance Account No.: _____

I hereby certify that:

1. I have complied with the applicable tax filing and licensing requirements of the District of Columbia.
2. The following information is true and correct concerning tax compliance for the following taxes for the past five (5) years:

	Current	Not Current
District: Sales and Use	<input type="checkbox"/>	<input type="checkbox"/>
Employment Withholding	<input type="checkbox"/>	<input type="checkbox"/>
Hotel Occupancy	<input type="checkbox"/>	<input type="checkbox"/>
Corporation Franchise	<input type="checkbox"/>	<input type="checkbox"/>
Unincorporated Franchise	<input type="checkbox"/>	<input type="checkbox"/>

Personal Property	<input type="checkbox"/>	<input type="checkbox"/>
Professional License	<input type="checkbox"/>	<input type="checkbox"/>
Arena/Public Safety Fee	<input type="checkbox"/>	<input type="checkbox"/>
Vendor Fee		

3. If not current, as checked in item 2, I am in compliance with a payment agreement with the Department of Finance and Revenue. Yes No Attach copy of the Agreement.

If outstanding liabilities exist and no agreement has been made, please attach a listing of all such liabilities.

The Department of Finance and Revenue also requires:

1. Copies of FR-532 (Notice of Registration) or a copy of an FR-500 (Combined Registration Form)
2. Copies of canceled checks for the last tax period(s) filed for each tax liability; i.e., sales and use, employer withholding, etc.

The District of Columbia Government is hereby authorized to verify the above information with appropriate Government authorities. Penalty for making false statements is a fine of not more than \$1,000.00, imprisonment for not more than one year, or both, as prescribed in D.C. Code Sec. 22-2514. Penalty for false swearing is a fine of not more than \$2,500.00, imprisonment for not more than three (3) years, or both, as prescribed in D.C. Code sec. 22-2513.

Signature of Person Authorized to Sign This Document

Title

Print Name

Notary: DISTRICT OF COLUMBIA, ss:

Subscribed and sworn before me this _____ day of _____ Month and Year _____

Notary Public

My Commission Expires

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Office of the



State Superintendent of Education

EQUAL EMPLOYMENT OPPORTUNITY (EEO) POLICY STATEMENT

(Statement shall be submitted on Company Letterhead)

_____ SHALL NOT DISCRIMINATE AGAINST ANY EMPLOYEE OR APPLICANT FOR EMPLOYMENT BECAUSE OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, AGE, MARITAL STATUS, PERSONAL APPEARANCE, SEXUAL ORIENTATION, FAMILY RESPONSIBILITIES, MATRICULATION, POLITICAL AFFILIATION, OR PHYSICAL HANDICAP.

_____ AGREES TO AFFIRMATIVE ACTION TO ENSURE THAT APPLICANTS ARE EMPLOYED, AND THAT EMPLOYEES ARE TREATED DURING EMPLOYMENT, WITHOUT REGARD TO THEIR RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, AGE, MARITAL STATUS, PERSONAL APPEARANCE, SEXUAL ORIENTATION, FAMILY RESPONSIBILITIES, MATRICULATION, POLITICAL AFFILIATION, OR PHYSICAL HANDICAP. THE AFFIRMATIVE ACTION SHALL INCLUDE, BUT NOT BE LIMITED TO THE FOLLOWING: (A) EMPLOYMENT, UPGRADING, OR TRANSFER; (B) RECRUITMENT OR RECRUITMENT ADVERTISING; (C) DEMOTION, LAYOFF, OR TERMINATION; (D) RATES OF PAY, OR OTHER FORMS OF COMPENSATION; AND (E) SELECTION FOR TRAINING AND APPRENTICESHIP.

_____ AGREES TO POST IN CONSPICUOUS PLACES THE PROVISIONS CONCERNING NON-DISCRIMINATION AND AFFIRMATIVE ACTION.

_____ SHALL STATE THAT ALL QUALIFIED APPLICANTS WILL RECEIVE CONSIDERATION FOR EMPLOYMENT PURSUANT TO SUBSECTION 1103.2 THRU 1103.100 OF MAYOR'S ORDER 85-85, "EQUAL EMPLOYMENT OPPORTUNITY REQUIREMENTS IN CONTRACTS".

_____ AGREES TO PERMIT ACCESS TO ALL BOOKS, PERTAINING TO ITS EMPLOYMENT PRACTICES, AND TO REQUIRE EACH SUBCONTRACTOR TO PERMIT ACCESS TO BOOKS AND RECORDS.

_____ AGREES TO COMPLY WITH ALL GUIDELINES FOR EQUAL EMPLOYMENT OPPORTUNITY APPLICABLE IN THE DISTRICT OF COLUMBIA.

_____ SHALL INCLUDE IN EVERY SUBCONTRACT THE EQUAL OPPORTUNITY CLAUSES,
SUBSECTION 11203.2 THROUGH 1103.10 SO THAT SUCH PROVISIONS SHALL BE BINDING UPON EACH
SUBCONTRACTOR OR VENDOR.

AUTHORIZED OFFICIAL AND TITLE

AUTHORIZED SIGNATURE

FIRM/ORGANIZATION NAME

DATE

DISTRICT OF COLUMBIA

Appendix A

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION EVALUATION RUBRIC FOR INTERIM ASSESSMENT SERVICES PROVIDER APPLICATIONS

Section 2 - Evidence of Developing Aligned Interim Assessments (10%)

EXISTING ORGANIZATIONS

2.1a. Provide documentation of any existing interim assessments, including the design or blueprint and evidence of alignment with the state’s academic content standards and LEA curriculum and instruction. Also include documentation of the design or blueprint for the interim assessments aligned with the Common Core Standards in English language arts and Mathematics and its alignment with those standards. Where appropriate, this response should include clearly labeled tables/graphs/charts that depict such alignment.

STRONG (14-20 pts.)	MODERATE (7-13 pts.)	LIMITED (1-6 pts.)	NOT PROVIDED (0 pts.)
Extensive evidence is provided; evidence is sound; evidence is more than adequate to show integration and alignment; if tables/graphs/charts are included, they are highly useful in depicting alignment. Alignment evidence is based on external review by knowledgeable assessment experts.	Some clear evidence is provided; evidence is generally sound; evidence is generally adequate to show integration and alignment; if tables/graphs/charts are included, they are somewhat useful in depicting alignment. Alignment evidence is based on internal review by demonstrated psychometricians or experts in assessment design.	Evidence is partial or vague; evidence may be suspect; evidence seems inadequate to show integration and alignment; if tables/graphs/charts are included, they are vague or unclear.	No evidence is provided.

NEWLY CREATED ORGANIZATIONS

2.1b. Provide documentation of the design or blueprint for the interim assessments aligned with the Common Core Standards in English language arts and Mathematics and its alignment with those standards. Where appropriate, this response should include clearly labeled tables/graphs/charts that depict such alignment.

STRONG (14-20 pts.)	MODERATE (7-13 pts.)	LIMITED (1-6 pts.)	NOT PROVIDED (0 pts.)
Extensive evidence is provided; evidence is sound; evidence is more than adequate to show integration and alignment; if tables/graphs/charts are	Some clear evidence is provided; evidence is generally sound; evidence is generally adequate to show integration and alignment; if tables/graphs/charts are	Evidence is partial or vague; evidence may be suspect; evidence seems inadequate to show integration and alignment; if tables/graphs/charts are	No evidence is provided.

<p>included, they are highly useful in depicting alignment. Alignment evidence is based on external review by knowledgeable assessment experts.</p>	<p>included, they are somewhat useful in depicting alignment. Alignment evidence is based on internal review by demonstrated psychometricians or experts in assessment design.</p>	<p>included, they are vague or unclear.</p>	
---	--	---	--

Section 2

Total: ____/20

Section 3.1 - Connection to District of Columbia Common Core Standards and LEA Instructional Programs (50%)

1. Demonstrate that you have sufficient items, or an item development plan, to fully measure the Common Core Standards for English Language Arts and Mathematics, including the depth and breadth of the standards. Provide examples of item types, format of items, and specific standards your interim assessments address. Be sure to include exact standard citations.

STRONG (7-10 pts.)	MODERATE (4-6 pts.)	LIMITED (1-3 pts.)	NOT PROVIDED (0 pts.)
Connection to standards is strong, extremely clear, and extensively described; sufficient item types are provided to fully measure depth and breadth of standards; specific item types and standards are cited; applicant demonstrates a strong understanding of District of Columbia curriculum content standards.	Connection to standards is somewhat clear; some item types are provided and somewhat adequate to measure depth and breadth of standards; some specific item types and standards are cited; applicant demonstrates an adequate understanding of District of Columbia curriculum content standards.	Connection to standards is partial or vague; item types provided are not adequate to measure depth and breadth of standards; few or no specific item types or standards are cited; applicant demonstrates a poor understanding of District of Columbia curriculum content standards.	No connection to item types or standards is provided.

2. Describe how you have established or plan to establish connections with the academic programming of the LEA(s) in which you operate. a) Cite specific LEA curriculum or instructional methods to which your program connects, as applicable; and b) Describe how your organization plans to coordinate assessment implementation with LEA staff including LEA central office staff, principals and teachers.

STRONG (7-10 pts.)	MODERATE (4-6 pts.)	LIMITED (1-3 pts.)	NOT PROVIDED (0 pts.)
Connection to LEA program(s) is strong and extremely clear; specific programs are cited and clear connections are established; plans to build relationships are extensive and seem likely to succeed.	Connection to LEA program(s) is somewhat clear; some specific programs are cited and moderate connections are established; plans to build relationships are generally clear and seem possible to succeed.	Connection to LEA program(s) is partial or vague; description is limited; no specific programs are cited or connections to specific program(s) are unclear; plans to build relationships are unclear and seem unlikely to succeed.	No explanation is provided.

Section 3.1

Total: ____/20

Section 3.2 - Assessment Results and Reporting Information (25%)

1. Describe interim assessment results reports and discuss how it provides both individual student results and results aggregated by classroom and/or program. Include an actual sample progress report. Include discussion on how the reports provide a diagnosis of student needs and a measure of student growth.

STRONG (7-10 pts.)	MODERATE (4-6 pts.)	LIMITED (1-3 pts.)	NOT PROVIDED (0 pts.)
Reports are extensive and extremely clear. Report seems highly likely to convey appropriate information to necessary parties and support student learning.	Reports are generally clear but not extensive. Report seems possible to convey appropriate information to necessary parties and support student learning.	Reports are vague and unclear. Report seems unlikely to convey appropriate information to necessary parties and support student learning.	No reports are provided.

2. Describe the specific procedures, including the timeline and frequency of reporting, to be used in reporting interim assessment results to local LEA staff.

STRONG (5 pts.)	MODERATE (3-4 pts.)	LIMITED (1-2 pts.)	NOT PROVIDED (0 pts.)
Procedures are extensive; procedures are extremely clear and more than adequate for reporting progress to necessary parties; procedures appear likely to ensure that all parties are informed of student progress.	Procedures are adequate; procedures are relatively clear and adequate for reporting progress to necessary parties; procedures appear possible to ensure that all parties are informed of student progress.	Procedures are partial or vague; procedures are unclear or seem inadequate for reporting progress to necessary parties; procedures appear inadequate for ensuring that all parties are informed of student progress.	No description is provided.

3. Explain how you will maintain compliance with confidentiality precautions as set forth in this application and FERPA in your interim assessment reporting.

STRONG (5 pts.)	MODERATE (3-4 pts.)	LIMITED (1-2 pts.)	NOT PROVIDED (0 pts.)
Plan is extensive; applicant demonstrates strong knowledge of confidentiality requirements of ESEA and FERPA.	Plan is clear but not extensive; applicant demonstrates fair knowledge of confidentiality requirements of ESEA and FERPA.	Plan is unclear; applicant demonstrates poor knowledge of confidentiality requirements of ESEA and FERPA.	No plan is provided.

Section 3.2
Total: ____/20

Section 3.3 – Professional Development for LEA and School Staff (5%)

1. Describe the professional development and training provided to LEA and school staff to ensure proper use and interpretation of results. Include examples of professional development and training opportunities.

STRONG (14-20 pts.)	MODERATE (7-13 pts.)	LIMITED (1-6 pts.)	NOT PROVIDED (0 pts.)
Extensive description of professional development and training is provided; examples are highly appropriate.	Clear but not extensive description of professional development and training is provided; examples are generally appropriate.	Partial or vague description of professional development and training is provided; examples are inappropriate.	No description is provided or no examples are used.

Section 3.3

Total: ____/20

Section 3.4 – Best Practices Research and Data (5%)

1. Provide evidence that interim assessments are based on best practices empirical research and statistical data on developing assessment designs. Include evidence on using the assessments to target student learning and measure student progress.

STRONG (14-20 pts.)	MODERATE (7-13 pts.)	LIMITED (1-6 pts.)	NOT PROVIDED (0 pts.)
Assessment design appears strongly research-based; explanation is extensive; research base is strong; applicant clearly understands research used; explanation includes only research that has been published in peer-reviewed journals.	Assessment design appears somewhat research-based; explanation is generally clear but not extensive; research is fairly strong; applicant generally understands research used; explanation includes some research that has been published in peer-reviewed journals.	Assessment design is not research-based or is weakly linked to research; explanation is partial or vague; research is weak; applicant does not seem to understand research used; explanation includes no research that has been published in peer-reviewed journals.	No explanation is provided.

Section 3.4

Total: ____/20

Section 3.5 - Qualifications of Assessment Staff (5%)

1. Describe your staff’s qualifications to provide high quality interim assessment services. You must include a description of degrees and/or certifications necessary to design assessments.

STRONG (7-10 pts.)	MODERATE (4-6 pts.)	LIMITED (1-3 pts.)	NOT PROVIDED (0 pts.)
Description is extensive; staff qualifications are strong and likely to support high quality services.	Description is clear but not extensive; staff qualifications are adequate to support high quality services.	Partial or vague description is provided; staff qualifications are not sufficient to support high quality services.	No description is provided OR no description of degrees and/or certifications necessary is provided.

2. List and describe the professional development opportunities utilized by providers to assist LEAs with utilizing the interim assessments to inform instructional practices.

STRONG (6-10 pts.)	MODERATE (1-5 pts.)	LIMITED (1-3 pts.)	NOT PROVIDED (0 pts.)
Description is extensive; opportunities are extensive, and highly likely to lead to improved instruction.	Description is clear but not extensive; opportunities are clear but not extensive and somewhat likely to lead to improved instruction.	Partial or vague description is provided; opportunities are not extensive and not likely to lead to improved instruction.	No description is provided.

Section 3.5

Total: ____/20



Office of the
State Superintendent of Education

Interim Assessment Services Provider Final Scoring Sheet

Section	Raw Score	%	Adjusted Score
Section 2	____/20	x 10%	____
Section 3.1	____/20	x 50%	____
Section 3.2	____/20	x 25%	____
Section 3.3	____/20	x 5%	____
Section 3.4	____/20	x 5%	____
Section 3.5	____/20	x 5%	____
Total Raw Score: ____/120		Total Adjusted Score: ____/20	

Note: Sections 1, 3.6 & 3.7 are reviewed but are not scored.

Final Scoring Guide	
Final Adjusted Score: 11.5 – 20	Accept Application. Add Vendor to the State Approved Interim Assessment Providers List
Below: 11.5	Reject Application. Do not add Vendor to the State Approved Interim Assessment Providers List

EXAMPLE

Section	Raw Score	%	Adjusted Score
Section 2	12/20	x 10%	1.2

Section 3.1	12/20	x 50%	6.0
Section 3.2	12/20	x 25%	3.0
Section 3.3	10/20	x 5%	0.5
Section 3.4	12/20	x 5%	0.6
Section 3.5	10/20	x 5%	0.5
Total Raw Score:	68/120	Total Adjusted Score: 11.8	

In this example, the application would be accepted.

Appendix B
Assurances
(required of all District of Columbia
Interim Assessment Services providers)

As the duly authorized representative of this applicant, I certify compliance with all of the following assurances:

1. Provider agrees to abide by any subsequent guidance or regulations promulgated by the U.S. Department of Education on the Race to the Top Program.
2. Prior to state approval, provider will present evidence that the agency is in compliance with all District of Columbia tax regulations.
3. Prior to state approval, provider will disclose any instance of mandatory removal from another state's approved Interim Assessment Services provider list and the reasons behind the removal.
4. Provider will abide by all requirements within the Request for Applications.
5. Provider ensures that the instruction and content of the interim assessments are consistent with the instruction provided, and content used by, the local educational agency and state, and are aligned with District of Columbia Common Core Standards and assessment measures.
6. If selected by an LEA, provider will meet the terms of agreements/contracts with the LEA.
7. If selected by an LEA, comply with possible liability insurance requirements set forth by the LEA.
8. Provider ensures the confidentiality of students' needs, progress, and assessment results, and share this information only with parents/guardians and appropriate school personnel.
9. Provider will not disclose to the public the identity of any student who is eligible for, or receiving interim assessments.
10. Provider is fiscally sound and will complete services to the contracting LEAs.
11. Provider agrees to uphold all applicable federal, state, and local health, safety, and civil rights laws.
12. All instruction and content is secular, neutral, and non-ideological.
13. Provider assures that eligible students with disabilities and eligible students with limited English proficiency have equal access to interim assessments offered by the organization.

14. Provider includes with this document all relevant information necessary for clear review and understanding of the proposed Interim Assessment Services program.

15. Provider agrees to abide by the information in this document.

The undersigned hereby certifies that I am an individual authorized to act on behalf of the organization in submitting this application and assurances. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that, if any of the information contained herein is found to have been deliberately misrepresented, that may constitute grounds for denying the applicant's request for approval to be placed on the District of Columbia List of Approved Interim Assessment Services Providers or for removal from that same list. I further certify that the organization will comply with all the assurances set forth herein.

Name of Organization:

(PLEASE PRINT/TYPE)

Name of Authorized Representative:

(PLEASE PRINT/TYPE)

Signature of Authorized Representative:

Title of Authorized Representative

(PLEASE PRINT/TYPE)

Date Signed:

Appendix C

Relevant Web Sites

The following web sites are referenced in this application and all applicants may review the contents as stated in the application.

1. District of Columbia Race to the Top application:
<http://osse.dc.gov/seo/cwp/view,a,1222,Q,564021,PM,1.asp>.
2. Common Core Standards information, including links to the Crosswalk:
<http://osse.dc.gov/seo/cwp/view,a,1274,Q,564266,PM,1.asp>.
3. Information on Partnership for Assessments of the Readiness for College and Careers (PARCC):
<http://www.fldoe.org/parcc/>.
4. Information on the current DC CAS blueprint:
<http://www.osse.dc.gov/seo/cwp/view,a,1274,q,561249.asp>.
5. District of Columbia requirements for assessment accommodations for specific student populations:
<http://seo.dc.gov/seo/cwp/view,a,1274,q,561249.asp>.