

Mathematics Assessment RFAP Vendor Questions and Department Responses

Question 1:

What are the minimum thresholds required for reliability and validity, e.g., AUC, sensitivity/specificity, etc.?

Vendors are asked to complete the submission form with the most accurate and representative technical characteristics for the required exhibits. The Department will review the information provided in relation to established criteria.

The Department will not make the minimum thresholds for reliability and validity known. This practice was affirmed by an administrative law judge in *Edmentum, Inc. v. Iowa Department of Education*, No. 24DOE0012 (Aug. 30, 2024) ("Nothing in either the Iowa Administrative Procedure act, the relevant statute, or the rule required the Department to pre-publish" the "threshold value" at issue "or otherwise make it known to potential offerors.") The Department will adhere to this precedent.

Question 2:

We have a tool that is currently approved for a subset of grades. If we wish to submit for additional grade levels, should we submit only for those grade levels or should we resubmit for the entire span even if the approved subset of grades' evidence has not changed?

Submit for the grade levels to be reviewed. In the scenario described, it would be sufficient to submit for those grade levels not approved.

Question 3:

Are there minimum data values per grade level that need to be met for the AUC, Sensitivity and Specificity, and Reliability criteria for mathematics universal screener submissions?

See Question 1

Question 4:

Are there minimum data values per grade level that need to be met for the Reliability requirement for mathematics progress monitoring submissions?

See Question 1

Question 5:

Per page 1 of the solicitation, "Assessments are reviewed and approved separately by grade (K–6) and purpose (i.e., universal screening, progress monitoring)." We have several assessments approved on the Department's Early Mathematics approved list, in both screening and progress monitoring. However, some of our approvals do not extend to all grades our products support. May vendors submit applications for already-approved assessments, but only for specific grades not covered by the current approvals?

Yes

Question 6:

Per page 1 of the solicitation, "Assessments are reviewed and approved separately by grade (K-6) and purpose (i.e., universal screening, progress monitoring)."We have several assessments approved on the Department's Early Mathematics approved list. However, some of our assessments are only approved as a universal screener but not for progress monitoring, and vice versa. If, for example, an assessment is an approved universal screener but not an approved progress monitor, can vendors submit a progress monitor-only application for that assessment?

Yes.

If this is acceptable, in this scenario, is it appropriate for vendors to submit "N/A" in response to all universal screening requirements (Section 2) and respond only to requirements related to progress monitoring and both uses (Sections 1, 3–6 and Form 122) without compromising our current approvals?

Yes.

Question 7:

Can the DOE confirm they will accept applications that only have universal screening capabilities?

Confirmed.

Question 8:

The response document requests specifications for Benchmarking and Progress Monitoring. Would we still need to complete the Progress Monitoring if the information would be a duplicate of what is posted in Benchmarking? All of our measures have been scaled to be equivalent, so all the reliability data apply for both. Should we copy everything over even if it is duplicated?

Vendors can submit for universal screening, progress monitoring or both. Vendors are to submit specifications for the purpose (i.e., universal screening or progress monitoring) for which they wish to apply. The table indicates that Section 1, Section 2, Section 4, and Section 6 are required for universal screening and Section 1, Section 3, Section 4, and Section 6 are required for progress monitoring.

Question 9:

On the form in Items 2.1 and 2.3 there is only one row for each grade level. It is ok to put three values in the cells for each grade level. That is, for AUC and Reliability, can we enter separate values for BOY, MOY, and EOY assessments, or must there be a single value per grade level?

It is acceptable to enter three values for each grade level. If more than one value is entered, be sure it is clearly labeled which BOY, MOY or EOY applies and that supporting evidence is indicated and clear for each value.

Question 10:

The form linked mentions reading - should we substitute in mathematics as appropriate, or is there a separate form we should use?

The two references to “reading” (one in Item 2.2 and one in Item 2.5) and five references to “literacy” (two in Item 2.1, two in Item 2.2 and one in Item 6.1) are errors. Yes, substitute mathematics where reading or literacy is referenced. Here again is the submission form for mathematics:
<https://educate.iowa.gov/media/11238/download?inline>