

Considerations for RFPs (and related materials); and for Proposal Review

Does the RFP or Proposal	Yes, No, or Unclear	Notes	Suggestions for Improvement
<p>Clearly identify ALL students as the population to be assessed?</p> <ul style="list-style-type: none"> • No exemption language; clearly articulated inclusion language 			
<p>Specify careful test conceptualization, and precise definitions of constructs, involving key stakeholders with specific knowledge of content and students?</p> <ul style="list-style-type: none"> • Development of <u>test</u> specifications by stakeholders and contractor • Development of <u>item</u> specifications by stakeholders and contractor • Development of teacher friendly assessment descriptions of each standard assessed, including underlying skills and knowledge required for each 			
<p>Specify processes and stakeholders for test item development?</p> <ul style="list-style-type: none"> • Identification and recruitment of key stakeholders • Training for item writers • Conduct item writing sessions • Compile proposed items in sufficient numbers to allow rigorous item review 			
<p>Specify processes and stakeholders for test item review and tryout?</p> <ul style="list-style-type: none"> • Stakeholder review of test items for proposed revisions, with accompanying detail on what the item is meant to assess, including specifications of underlying skills and knowledge 			

<ul style="list-style-type: none"> • Make revisions with state staff • Bias review of revised items, with accompanying detail on what the item is meant to assess • Finalize items with state staff 			
<p>Specify processes for field test?</p> <ul style="list-style-type: none"> • Construct field test • Students from all subgroups (using a full range of accommodations) complete operational forms with field test items, with appropriate sampling procedures. • Data analysis for item behavior • State staff identify items for additional review by stakeholders* • Stakeholder review of questionable items, with accompanying materials on what the item is meant to assess, including underlying skills and knowledge required 			
<p>Specify overall test review prior to operational test?</p> <ul style="list-style-type: none"> • Expert review of test forms for bias • Review of layout concerns • Review of overall test construct(s) – are we measuring what we say we are measuring? • Review of administrative procedures, logistics for potential bias toward special populations • Plan for continuous improvement 			

Items on this form are based on information presented in Thompson, Johnstone, & Thurlow (2002, Universal Design Applied to Large Scale Assessments, Synthesis Report 44); Thompson & Thurlow 2002, Universally Designed Assessments: Better Tests for Everyone!, Policy Directions 14), and Kopriva (2002, Ensuring Accuracy in Testing for English Language Learners, CCSSO SCASS-LEP Consortium), as well from NCEO staff brainstorming and input received from participants in the Universal Design Pre-conference Clinic at the CCSSO Large Scale Assessment and Accountability Conference in San Antonio, Texas, June 2003.