Request for Alternative BOY & MOY Assessments Response Form

Purpose of this Application

This application is designed to collect comprehensive, standardized information from applicants seeking placement on the Commissioner's List of Approved Alternative Beginning of Year (BOY) and Middle of Year (MOY) Assessments, as described in the Request for Alternate BOY & MOY Assessment Instruments (RFABMA).

Applicants must provide complete, well-organized documentation. Incomplete or unclear responses may result in lower rubric scores or disqualification.

Instructions for Applicants (Read First)

- Do not modify or delete application questions, section headers, or instructions.
- Complete all required fields using the provided checkboxes, drop-down lists, or response boxes.
- Attachments should be uploaded separately where indicated.
- Save the completed document and upload it to the Qualtrics submission portal.
- Upload all required documents or evidence.
- **Vendors should submit comprehensive information for any language version submitted, including but not limited to full test content, psychometric data, administration procedures, and reporting capabilities. Each language version of an instrument will be evaluated independently.**

Section 1. Application

1.1 Applicant Information

Name of Organization:

Publisher (if different):

Type of Applicant: Publisher | Local Educational Agency | Institute of Higher Education | Other

Primary Contact Name and Title:

Primary Contact Email:

Primary Contact Phone:

Secondary Contact Name and Title (optional):

Secondary Contact Email (optional):

Secondary Contact Phone (optional):

1.2 Instrument Overview

Instrument Title:

Brief instrument summary (200 words max):

Grades Served (select all that apply):

☐ RLA Grades 3-5

☐ RLA Grades 6-8

☐ Math Grades 3-5 (English and Spanish)

☐ Elementary Science (English and Spanish)

☐ Biology

☐ U.S. History

☐ Spanish RLA Grades 3-5

☐ English I

☐ Math Grades 6-8

☐ Algebra I

☐ Middle School Science

☐ Social Studies Grade 8

1.3 Format and Delivery

Select all that apply:

☐ Paper and Pencil

☐ Computer (not adaptive)

☐ Computer adaptive

1.3 Administration Windows and Components

Supported Administration Windows (select all that apply):

☐ Beginning of Year

☐ Middle of Year

Section 2. Assessment Content

Describe the content of your assessments. For each assessment:

- List the item types used.
- List the scoring mechanisms for each item type.
- List the estimated testing time for students at the 85th percentile at each administration window.
- List any accommodations offered.
- Add additional rows as needed for additional assessments.

Assessment	Item Types used	Scoring Mechanism	Average Testing Time	Accommodations Offered

Section 3. Psychometric Evidence

In this section, you will be asked to describe the psychometric features of the instrument. For each question below, please attach supporting documentation (such as a technical report, white paper, manuscript, etc.). In your written response, please refer to specific documents as well as page numbers to help expedite careful review. Submit any/all supporting documents.

3.1 General

Year(s) normative data was collected (list years for all samples used to establish psychometrics for the version of the assessment):

Describe the generalizability of the instrument (the extent to which results from one population can be applied to another population; please describe the size and diversity of the norming/validation sample(s)).

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Name of supporting document(s) where this information is best represented and specific page range:

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Submit suitable psychometric data from the instrument development process (ex; factor analysis; IRT including but not limited to the standard error of measurement, and indices of item discrimination and difficulty).

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Name of supporting document(s) where this information is best represented and specific page range:

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3.2 Reliability

Describe evidence of reliability.

- Reliability should be reported for all tests, subtests, domains, etc., and scores generated by the assessment.
- Reliability should be reported for student demographic subgroups – preferably by gender, race/ethnicity, English learner status, and economic strata.
- Reliability data/information should include internal consistency (e.g., alpha coefficients), alternate form reliability (when applicable), and test-retest reliability. Instruments that depend on subjective ratings or observations must demonstrate inter-rater reliability.
- For instruments developed using item response models, suitable psychometric data from the test development process should be submitted, including, but not limited to, the standard error of measurement, indices of item discrimination and difficulty, and total test information.

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Name of supporting document(s) where this information is best represented and specific page range:

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3.3 Validity

Describe evidence of validity.

- Validity should be reported for all tests, subtests, domains, etc., and scores generated by the assessment.
- The following types of validity evidence should be provided:
    - Content validity
    - Convergent and discriminant validity
    - Predictive validity (should include the following, depending on type of instrument applicant is applying for)
        - Evidence that performance on a beginning of year screener is related to future performance on the middle and end of year portions of the assessment.
        - Evidence that performance on the beginning and/or middle of year portions of the assessment are related to end of year performance.
        - Evidence that performance on the end of year portion of the assessment (minimally) is related to future performance on the Texas STAAR reading assessment.

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Name of supporting document(s) where this information is best represented and specific page range:

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3.4 Classification Accuracy and Consistency

Provide evidence of classification accuracy (the extent to which the instrument is able to accurately classify students into "risk" categories) and consistency.

- Classification accuracy (e.g., sensitivity and specificity rates, Receiver Operating Characteristics (ROC) analysis, etc.) and classification consistency data should be presented for any classification of a student based on the assessment data (e.g., mastery, non-mastery, at-risk, impairment, assignment to a performance category, etc.). This includes classifications based on screening data as well as classifications made using progress monitoring (e.g., BOY, MOY, and EOY) data.
- Ideally, classification accuracy and consistency data would also be reported for different subgroups of students along the following dimensions: gender, race and ethnicity, English learner status, economic status, and special education status.

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Name of supporting document(s) where this information is best represented and specific page range:

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3.5 Test Bias

Provide evidence of analyses and results completed to identify and mitigate test bias in the instrument.

- Evidence of analyses aimed at identifying bias in assessment items and scores and efforts to mitigate identified bias should be included for all components of the assessment and include information at the item level, subtest scores, and overall scores (e.g., DIF analyses, factor analyses, etc.).
- Ideally, bias would be analyzed for different subgroups of students along the following dimensions: gender, race and ethnicity, English learner status, economic status, and special education status.

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Name of supporting document(s) where this information is best represented and specific page range:

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3.6 Growth and Improvement

Provide evidence of the instrument's ability to measure growth and improvement in student performance.

- Psychometric examination of growth (or improvement) can take many different forms. As such, one specific type of psychometric approach is not required over another. Instruments are rated based on the psychometrics resulting from valid psychometric approaches indicating the instrument is sensitive and detects change or improvement over time (e.g., ROC curve analysis, repeated measures analyses with student or group factors, t-tests of sample means of change scores, correlational analyses, etc.).

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Name of supporting document(s) where this information is best represented and specific page range:

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Provide documentation that lists the Lexile and/or Quantile ranges of the assessments submitted for review.

Name of supporting document(s) where this information is best represented and specific page range:

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Section 4. Administration, Training, and Scoring

4.1 Administration

What is the instrument administration format? One-on-one (one student at a time) | Group Setting (multiple students at a time)

Provide a brief description of the administration, including who may administer the instrument (e.g., teachers, teacher assistants, interventionists, etc.) and what is required of the student.

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Name of supporting document(s) where this information is best represented and specific page range:

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4.2 Training

Describe the training required for instrument administrators, including the estimated amount of time for training. Include any special qualifications required of administrators. If training certification is required prior to administration of the instrument, describe the certification requirements, cost, etc.

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Name of supporting document(s) where this information is best represented and specific page range:

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4.3 Scoring

How is the instrument scored (this refers to how scores are generated, not how the instrument is administered): Manual (paper) | Manual (web-based entry) | Computer automated (test administered on the computer and automatically scored) | Other

If other – describe: _____

Describe the scoring of the instrument. Provide information about how each individual domain and underlying skill(s), and the full instrument are scored (e.g., does each domain receive an individual score, does each skill receive an individual score, is there a score for the entire instrument, are there scores for combined portions of the instrument, etc.). For all scores provided, describe the type of scores provided (e.g., raw score, t score, percentile, performance category, etc.).

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Name of supporting document(s) where this information is best represented and specific page range:

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Section 5. Reporting and Instructional Use

5.1 Viewing and Reporting

Does the instrument allow for the following "views" of results? (Select all that apply)

☐ Individual student

☐ Whole classroom/teacher

☐ Whole school

☐ District

☐ Identification of students requiring targeted intervention

☐ Parent view

Describe how scores can be disaggregated and reported separately for subgroups.

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Does the instrument provide easily generated (e.g., automated) reports for the following? (Select all that apply)

☐ Individual students

☐ Whole classrooms/teachers

☐ Whole schools

☐ District

☐ Identification of students requiring targeted intervention

☐ Parents – in English

☐ Parents – in another language (list the language(s)): _____

Describe how reports are generated and any human intervention or time required to generate the reports, as well as the general content of available reports.

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Name of supporting document(s) where this information is best represented and specific page range:

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5.2 Instructional Use

Describe the teacher resources that are available and accessible that align with/support this instrument (e.g., teacher grouping support, instructional activities targeting specific student or student group instructional needs, etc.).

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Name of supporting document(s) where this information is best represented and specific page range:

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Describe the family resources that are available and accessible that align with/ support this instrument (e.g., family activities aligned to student needs, etc.). Please include any information about any additional costs associated with access to and/or use of these resources.

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Name of supporting document(s) where this information is best represented and specific page range:

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Section 6. Accessibility and Accommodations

Describe how this instrument meets the requirements for accessibility as mandated by the Americans with Disability Act (ADA) and Section 508 of the Rehabilitation Act.

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Describe what accommodations are provided for these assessments (including but not limited to: Paper delivery, Language supports, Braille forms, & American Sign Language).

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Name of supporting document(s) where this information is best represented and specific page range:

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Section 7. Data Sharing and Interoperability

Read the sections below and check the boxes to indicate the publisher's understanding of, and agreement with, the requirements as described below.

☐ Campuses will have the ability to upload student demographic information and student assessment data in accordance with the Texas Student Data System (TSDS) data standards, specifications, and processes to support integration with state longitudinal data system.

☐ Instrument vendors or entities offering commissioner-approved instruments will demonstrate technological capability and adherence to Ed Fi Application Programming Interface (API) guidelines by securing, or actively working toward securing, the Ed Fi Assessment Outcomes API Certification for Data Standard v4 or v5. Additional information can be found on the Available Certifications | Ed-Fi Alliance webpage.

☐ Instrument vendors will support school system use of Texas Education Exchange tools to populate assessment roster/registration information and school systems must be able to access all relevant assessment results data upon release in their Texas Education Exchange environment via Ed-Fi API.

We understand and agree to comply with the data sharing and interoperability requirements as stated below. Applicant initials: _____

Section 8. Additional Information for the Review

In this section, please add any information not already provided above to help with the review of this instrument.

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