

Excerpted from the full RFP on BidSync

2.4 DETAILED PROPOSAL RESPONSE

For ease of evaluation, the proposals must provide a point-by-point response, addressing in detail each area of the evaluation criteria, including addressing how the point-by-point response addresses the issues discussed in this RFP. The criteria are not intended to limit a proposal's content or exclude any relevant or essential data. Vendors are at liberty and are encouraged to expand upon the criteria to demonstrate the Vendor's capability to provide SLCSD with a solution.

A. CURRICULUM CONTENT REQUIREMENTS

1. Utah Core ELA Standards Alignment

Key Criteria

- a. Instructional Materials in all formats, including digital and online materials, are required to be accompanied by documentation of alignments to the Utah Core English Language Arts Standards. All items should be aligned by page number, URL, or section, and sent in a pdf file as part of the submitted proposal. These documents should be formatted in such a way that reviewers may easily scrutinize alignments during the evaluation meetings held at the Salt Lake City School District office.
 - i. Printable listings of the [Core Standards](#) are available.
 - ii. Publishers are allowed to enlist an independent reviewer to prepare the alignments.
 - Credentials for the aligners must also be included with the submitted alignments.
- b. Curriculum materials must have a clear and documented research base. The most important evidence is that the curriculum accelerates student progress toward career and college readiness.
- c. Core Standard alignment is explicitly outlined in the teacher materials and/or student materials, and/or electronic and/or physical materials.

2. Varied and Engaging Content

Key Criteria

- a. Texts for each grade align with the complexity requirements outlined in the standards.
- b. Texts include qualitative and/or quantitative documentation of reading levels and/or a text complexity analysis.
- c. Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade.
- d. Extended full-length readings or excerpts are provided with opportunities for close reading.
- e. Additional materials aim to increase regular independent reading of texts that appeal to students' interests while developing both their knowledge base and joy in reading
- f. Literacy materials shift the balance of texts and instructional time to include equal measures of literary and informational texts.
- g. The quality of the suggested texts is high — they are worth reading closely and exhibit exceptional craft and thought or provide useful information.
- h. Specific text types named in the standards are included.
- i. Within a sequence or collection of texts, specific anchor texts are selected for especially careful reading.
- j. Materials include selections from authors with a wide range of demographics (including race or ethnicity, geographic, gender, cultural backgrounds, etc.).

- k. Materials should be culturally fortifying and sustaining.
- l. Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, cultures, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners, and cultural differences.

3. Age/Grade Appropriate Reading and Writing Skills

Key Criteria

- a. A majority of tasks and questions are text dependent.
- b. High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact.
- c. Questions and tasks require the use of textual evidence, including supporting valid inferences from the text.
- d. Instructional design cultivates student interest and engagement in reading rich texts carefully.
- e. Materials provide opportunities for students to build knowledge through close reading of specific texts.
- f. Questions and tasks attend to analyzing the arguments and information at the heart of informational text.
- g. Scaffolds enable all students to experience rather than avoid the complexity of the text.
- h. Reading strategies support comprehension of specific texts and focus on building knowledge and insight.
- i. Design for whole-group, small-group, and individual instruction cultivates student responsibility and independence.
- j. Questions and tasks require careful comprehension of the text before asking for further evaluation or interpretation.
- k. Materials make the text the focus of instruction by avoiding features that distract from the text.
- l. Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade level standards.
- m. Materials help teachers plan substantive academic discussions.
- n. Questions and tasks promote 21st-Century skills (i.e., critical thinking, problem solving, creativity and innovation, collaboration, communication, self-direction, visual learning, information literacy, and global and cultural awareness) as learning standards for all students across all levels.
- o. Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).

4. Development of Academic Language

Key Criteria

- a. Materials focus on academic language prevalent in the discipline and complex texts during reading, writing, listening, and speaking instruction.
- b. Vocabulary is addressed in materials to support students' comprehension of texts and tasks.
- c. Materials help teachers plan substantive and accessible academic discussions.

5. Culturally fortifying and sustaining texts, assignments, and assessments

Key Criteria

- a. Materials must demonstrate an understanding and appreciation of different cultures and lived experiences
- b. Materials must be inclusive of diverse viewpoints, authors, and experiences.

6. Pedagogically and Scientifically Approaches to Writing to Sources and Research

Key Criteria

- a. Text-dependent writing is a featured task.
- b. Materials focus on informative, narrative, and argumentative writing.
- c. Materials make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question.
- d. Materials help teachers plan substantive and accessible academic writing opportunities.
- e. Students are given extensive practice with short, focused research projects.
- f. Materials embrace the most significant grammar and language conventions.

7. Multi-Language Learners

Key Criteria

- a. Materials should be designed to provide thoughtful supports/scaffolds to support MLL students in accessing the Utah Core ELA Standards.
- b. Materials regularly provide all MLL students with extensive opportunities to work with and meet grade-level standards.
- c. Materials should offer the resources necessary for supporting students who are developing knowledge of high-frequency words.
- d. Materials should make it possible for students to learn the words' meanings on their own, providing such resources as student-friendly definitions for high-frequency words whose meanings cannot be inferred from the context.

8. Content Support for Intervention and Extension

Key Criteria

- a. All students, including those who are reading and writing below grade level, have extensive opportunities to engage in complex, grade-level readings and writing opportunities.
- b. Materials regularly provide all students with extensive opportunities to work with and meet grade-level standards, including students who need additional support to access the work of the grade.
- c. Supports are provided for students who need additional support in accessing grade-level content.
- d. Extensions and enrichment opportunities are outlined to provide depth and complexity to students who need additional challenges to remain engaged.

B. ASSESSMENT MATERIALS

1. Assessment Alignment to Core Standards and Objectives

Key Criteria

- a. Assessment tools include formative and summative assessment options
- b. Assessments demonstrate knowledge of the topic and skills aligned to appropriate standards for the unit of study.
- c. Assessments include incremental opportunities to check for understanding, and/or progress monitoring, and/or use guiding questions to assess student learning.

- d. Assessments are varied to allow students opportunities to show growth and learning in individualized ways (including performance assessments, speaking tasks, writing tasks, etc.).
2. Materials include success criteria that measures students' growth toward proficiency (e.g. rubrics, models, exemplars, etc.).

Key Criteria

- a. Tools for success criteria are student-friendly and can be used for self-assessment and for teacher feedback for growth.
 - b. Assessment materials can be diversified to meet teachers' learning goals.
 - c. Assessment tools can be modified to meet students' individual learning needs.
 - d. Resources include editable question banks (preferred direct integration to Canvas).
 - e. Assessment materials include multiple iterations to allow for pre- and post-testing or re-testing.
3. Teacher supports for building assessments can be individualized.

Key Criteria

- a. Teacher supports for creating assessment, including editable question banks (preferred direct integration to Canvas), are provided.

C. ANCILLARY MATERIALS

1. Usability of Teacher Materials

Key Criteria

- a. All materials are user-friendly and compatible with core materials.
- b. Materials are aligned to the unit, and/or core standards, and/or grade level.
- c. Additional materials and/or teacher supports, can be purchased individually and as needed, to reduce waste.

2. Usability of Student Materials

Key Criteria

- a. All materials are user-friendly and compatible with core materials.
- b. Student materials can be modified to differentiate instruction.
- c. Materials are aligned to the unit, and/or core standards, and/or grade level.
- d. Materials are academically appropriate and culturally diverse and sensitive.
- e. Additional materials, such as novels or other student supports, can be purchased individually and as needed, to reduce waste.

D. TECHNOLOGY/DIGITAL RESOURCES/TOOLS AND MATERIALS REQUIREMENTS

1. Program Usability

Key Criteria

- a. Teacher editions and materials enhance the learning process
- b. Materials are ADA compliant, including text reader capability
- c. User-friendly access and navigation for all users.
- d. Ability for the district digital administrator and/or building administrator and class teacher to manipulate the curriculum offered.
- e. Materials and digital resources/tools are compatible with the Salt Lake City School District's student information systems: Microsoft 365, Canvas, Clever SSO, and/or Power School.
- f. Digital resources/tools are web-based and device agnostic.

- g. Online materials include content that can be uploaded or downloaded for instructional use.
- h. Includes PDFs of texts and materials that are editable for individualization.

2. Audio/Visual resources provide enhanced learning opportunities and understanding

Key Criteria

- a. Digital materials are consistent with Utah ELA Core Standards and grade levels.
- b. Units incorporate multimedia resources to engage students in learning and provide authentic voices and varied perspective.
- c. Digital tools regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade level standards.
- d. Digital curriculum can be adjusted to provide personalized learning opportunities.

3. ELA and Literacy Digital Curricula are appropriate and meaningful

Key Criteria

- a. Visual representation of student, class and program progress that is easily accessible and informative to all parties.
- b. Robust and dynamic selection of relevant digital resources available.
- c. Engage students in meaningful learning experiences using innovative and exciting online content and visual representations.
- d. Enhance and/or extend classroom instructional practices.
- e. Provide access to individualized, applicable, and cost-effective curricular materials using vast stores of available digital content.
- f. Digital Resources/tools promote 21st-Century skills (i.e., critical thinking, problem solving, creativity and innovation, collaboration, communication, self-direction, visual learning, information literacy, and global and cultural awareness) as learning standards for all students across all levels.

4. Physical Qualities

Key Criteria

- a. If printed materials are included, binding, pages, covers, etc., will last for the life of the curriculum, generally seven years (as appropriate)
- b. Print size and format is appropriate for the intended secondary grade level
- c. Pictures, tables, and graphics exist and are representative and inclusive of diverse students
- d. Includes table of contents, glossaries, & index
- e. Online materials include content that can be uploaded
- f. Includes PDFs of texts and materials that are editable for individualization

E. PROFESSIONAL SERVICE REQUIREMENTS

1. Training, Service and Support

Key Criteria

- a. Agency has knowledgeable and capable curriculum deployment/implementation specialists who will guide our district employees through the implementation process.
- b. Agency's customer support is available 24/7 via phone, email, or online support portal with a guaranteed response of one business day after receiving notice of issue.
- c. Agency offers initial on-site training, training of trainers, and refresher trainings as necessary.
- d. Agency makes the following information available:

1. Digital resources/tools guaranteed uptime
2. Digital resources/tools minimal performance expectations
3. Digital resources/tools guaranteed uptime bug fixing policy
4. Agency has knowledgeable client support staff who are available to personally take calls and provide immediate assistance.
5. Agency offers an online client community that provides collaboration and communication opportunities for sharing ideas, information, templates, best practices, and other resources.

2. Evidence of Performance

Key Criteria

- a. Agency has a broad client base of districts of various sizes, with different requirements and unique needs.
- b. Agency exhibits a strong, steady client retention rate within the K-12 public school market that proves its success in providing high levels of value and service to its clients.
- c. Service provider can present multiple references from districts of similar size and requirements as Salt Lake City School District.