



Responses to RFI K-5 Math Resources

Questions | October 2026

Alabama Numeracy Act

Question	Response
1. Is this RFI intended to add to the current lists of Alabama Numeracy Act approved products for the purposes listed (Early Numeracy Screeners, Formative Benchmark Assessments, Fractional Reasoning Screeners, Intervention Resource, and/or Summer Math Camp Curricula), or to create an entirely new list?	This RFI and subsequent review will create an entirely new list of approved products.
2. If a product was approved for one of the listed purposes under a previous review cycle, does that product need to submit a proposal for reconsideration, or will the previous approval remain in effect through the duration of this new list through 2032?	Previously approved products must be resubmitted to be considered for the updated list of approved products. The effective start date of the approved list will be July 2027. An end date for the new approvals has yet to be determined by the Elementary Math Task Force.
3. Could you please clarify if a computer-based adaptive solution is acceptable for the Formative Benchmark Assessment category?	The Formative Benchmark Assessment may be computer/screen-based.
4. Are intervention programs required to cover grades K-5 or will the state allow programs that cover grades 3-5?	Intervention programs may cover content from any grades that include grades K-5.
5. In order to be on the AL approved list until 2032, are vendors required to resubmit programs to this RFI that are currently already on the AL approved vendor list?	Vendors are required to resubmit for approvals that will begin July 2027. An end date for the new approvals has yet to be determined by the Elementary Math Task Force.
6. Bank of Assessment Items: All of our coursebooks feature a pretest and posttest with labeled standards and DOK levels. We also include a Chart of Standards that	Yes.

identifies where each standard is addressed in the pretest, posttest, and book chapter. For this item, should we provide the pretest, posttest, and Chart of Standards?	
7. Alignment with 2019 COS: For this item, are you requesting entire chapters or specific activities to demonstrate the alignment to critical standards in the 2019 COS?	Please submit information that best documents alignment to the Alabama Course of Study Critical Standards.
8. Access to Online Resources: We use an online platform called Coursewave. Is there a specific email we should use to set up a guest account?	For an email address, please use OMI@alsde.edu to set up a guest account.
9. Assessment Results with Next Steps for Instruction: All of our coursebooks feature a pretest diagnostic chart that addresses learning gaps and shows student growth throughout the school year. Would the pretest diagnostic chart satisfy this requirement?	This question cannot be addressed without viewing the diagnostic chart. Please submit information that best documents your response.
10. We were planning to submit some representative items that are aligned to the critical CoS for the Bank of Assessment Items requirement. Will that be sufficient?	Vendors are encouraged to submit information that best documents alignment to the Alabama Course of Study Critical Standards.
11. Non-Negotiables — Scope, Evidence, and Commitments, Which governs automatic disqualification: the two Intervention Resource non-negotiables in the RFI (p. 27) or the nine in Intervention Rubric Section 1?	Both the RFI and the Intervention Rubric list two non-negotiables which govern disqualification.
12. Must each non-negotiable be supported by documented evidence, or is a signed assurance sufficient?	Each non-negotiable should be supported by documented evidence.
13. May a vendor meet a non-negotiable by committing in writing to deliver a component after recommendation, or must it exist at submission?	Each component must exist at submission in order to be considered.
14. If a commitment is permitted, when is the component due?	A commitment is not permitted.
15. Must an Intervention Resource address every K-5 content requirement to be recommended, or is partial coverage within a grade band acceptable? Are any indicators, such as the Grade 4-5 fraction requirements, required in full?	Programs may cover content from any grades that include grades K-5.
16. Does "Spatial Reasoning" in the K-5 content requirements refer to geometric/shape reasoning,	Spatial reasoning refers to geometric reasoning.

numerical spatial structuring (e.g., number lines, ten-frames), or both?	
17. Rubric Section 1 lists the non-negotiables but provides no space for vendor evidence or explanation. For the reporting non-negotiable, what format and content are expected? Should reports come from a separate universal screener, or combine screener results with the intervention's own outcome data? Where in the proposal should vendors describe how this requirement is met?	The rubrics are to be completed by vendors. We apologize for sharing rubrics that allowed no space for explanation. Revised rubrics can be found below. The only change is that a column is available for vendors to list their evidence. Completed versions of either rubric will be accepted. The newly linked rubrics provide a format for reporting the non-negotiables. Screener data should not be combined with intervention outcome data. Early Numeracy Screener Formative Benchmark Assessment Fractional Reasoning Screener Intervention Resources Summer Math Camp Curricula
18. For weekly progress monitoring, must the product automatically generate next instructional steps, or may a teacher apply documented decision rules provided within the resource?	The product must offer next instructional steps for the teacher's consideration based on evidence of student understanding.
19. Does the automatic data-capture requirement apply to print-based, teacher-led Intervention Resources? If so, what capture methods qualify?	The automatic data capture does not apply to Intervention Resources. There are no reporting requirements for Intervention Resources.
20. Is SIS integration (e.g., PowerSchool) with automated score passback required, or may data be entered into district systems through local processes? Must progress-monitoring data be a numeric score (e.g. percentage or scale score), or are mastery/pass-fail indicators acceptable?	Vendors are required to submit assessment data to the Alabama State Department of Education Using an API or a secure file links. File formats will be specified by the Alabama State Department of Education once a vendor is chosen. Progress monitoring data must be a numeric score. Data from interventions/progress monitoring are not reported directly by the vendor. Scores are input by LEA personnel.
21. What file format, data dictionary, and transfer/validation process does ALSDE require for TCERT, SSID, and intervention data?	ALSDE does not require data reporting for intervention data.

22. Does an enterprise-wide SOC 2 Type II attestation satisfy the requirement, or must it specifically cover the product platform and Alabama data workflow?	A vendor must cover the product platform and Alabama data workflow.
23. Are teacher-facing digital displays permitted during an otherwise face-to-face, teacher-led lesson?	Yes.
24. How should vendors present pricing against the \$6-per-student allocation when a reusable kit serves multiple student groups over several years?	One option is to provide pricing with and without the reusable kits.
25. May connected modules of one product (e.g., Number Sense, Operations, and Fractions) be submitted as a single K-5 Intervention Resource proposal, or must each be submitted separately?	Connected modules may be submitted as a single K-5 Intervention Resources.
26. May a product's English and Spanish editions be included in one proposal, or must each be submitted separately?	Both English and Spanish editions may be included in one proposal.
27. Beyond the five required hard copies of each proposal, may vendors submit physical product samples (e.g., teacher guides, student materials, manipulatives)? If so, are there requirements for quantity, packaging, labeling, or return?	There are no requirements for quantity, packaging or labeling. No items will be returned to vendor(s). All hard copies of proposals will be destroyed after the review.
28. Are pre-publication versions (e.g., proofs or advance copies) acceptable if the content matches the final product?	Yes, pre-publication versions are acceptable.
29. Beyond the September 30 and October 7 dates, what is ALSDE's anticipated timeline for review, vendor notification, and publication of the approved list?	It is anticipated that the approved list will be publicized in January 2027; review and vendor notification should occur prior to publication of the approved list.
30. The RFI states that "all communication must be through the ALSDE contact." Given that this RFI does not result in a contract award, does a formal communication restriction apply, and if so, during what window? Given that this RFI does not result in a contract award, does a formal communication restriction apply, and if so, during what window?	Yes, a communication restriction applies during the review and acceptance window until the Elementary Math Task Force announces the approved vendors. The purpose of this sentence is to ensure that the vendor and the ALSDE have a direct contact and a flow for official communications.
31. Does it cover all ALSDE staff and Task Force members, or only communications about the RFI review?	All communications regarding the RFI must be through the ALSDE contact.
32. May vendors continue to demonstrate products at public conferences and respond to inquiries initiated by customers or districts?	The RFI submission and review process does not prevent vendors from demonstrating products at public conferences and responding to inquiries initiated by customers or districts.

33. As a vendor who was previously approved for the Intervention Resource category, we'd appreciate clarification on the new non-negotiable requiring lessons to be "taught in person by a teacher in small groups and not computer-based," with "100% of lessons" being "face-to-face": Does this requirement allow an Intervention Resource with a blended, rotational format, with teacher-led instruction delivered face-to-face in small groups and separate digital instruction? The program provides materials for both parts of the rotation, so 100% of lessons are delivered both in person by a teacher in small groups and in computer-based instruction. Or does the "not-computer-based" requirement rule out any digital instruction, including a blended rotation like this, as part of the resource?	This requirement does not allow for digital instruction.
34. Would ALSDE accept an email submission to OMI@alsde.edu , in place of printed/shipped proposal copies?	No.
35. The Intervention Resources rubric now linked in the RFI (page 4 - https://docs.google.com/document/d/1pOt_3xuPVHRa4OBRWCcpBoXZJol5Oqr5/copy) appears to be a reviewer scoring form, with a Score column (1–4, IE) and no space for vendor evidence. The previously linked version included an "Evidence from Publishers" column. Please confirm which version vendors should complete and submit.	The rubrics are to be completed by vendors. We apologize for sharing rubrics with no place for vendors to list their evidence. Revised rubrics can be found below. The only change is that a column is available for vendors to list their evidence. Either rubric will be accepted. Early Numeracy Screener Formative Benchmark Assessment Fractional Reasoning Screener Intervention Resources Summer Math Camp Curricula
36. May vendors include a cover letter at the front of each proposal, ahead of the required sections?	Yes.
37. When a required artifact (e.g., an assessment) is housed in the vendor's online portal rather than in print, may vendors provide a link and reviewer login credentials in place of a printed copy?	Yes. When a required artifact (e.g., an assessment) is housed in the vendor's online portal rather than in print, vendors may provide a link and reviewer login credentials in place of a printed copy.
Additionally, the RFI references an "electronic submission" in the Description and Examples of Reports	No. An electronic copy of the proposal is not expected in addition to the five hard copies.

section, while p. 32 requests hard copies only. Is an electronic copy expected in addition to the five hard copies?	
38. For Summer Math Camp Curriculum vendors, which Assurances Letter requirements apply? Do the data reporting, quick-turnaround reporting, automatic data capture/software solution, and SOC 2 Type II requirements apply to this category?	There is no data reporting, quick-turnaround reporting, automatic data capture/software solution, required for Summer Math Camp Curriculum. The Assurance Letter requirements do not apply for Summer Math Camp Curriculum.
39. What are the expectations for the required Summer Math Camp pre- and post-assessments? Are these intended to measure learning from the summer curriculum, or are additional reporting, diagnostic, or progress-monitoring capabilities required?	The Summer Math Camp pre- and post-assessments should measure learning from the summer curriculum.
40. Regarding the \$6-per-student funding reference, is this a maximum curriculum cost or a funding contribution? May LEAs use additional funding toward an approved curriculum?	The ALSDE will contribute \$6 per student toward the purchase. It is an LEA decision to contribute additional funds toward curriculum purchases.
41. What types of activities meet the requirement for “interactive puzzles and games”? May these include teacher-led investigations, collaborative problem-solving tasks, and hands-on activities?	Teacher-led investigations, collaborative problem-solving tasks, and hands-on activities meet the requirement for interactive puzzles and games.
42. May the required pre- and post-assessment items also serve as the Bank of Assessment Items, or should vendors provide a separate item bank?	For Summer Curriculum provide only pre- and post-assessment items for each grade level.
43. What curriculum materials should vendors provide for review? Should vendors submit the complete K–5 curriculum, representative samples, or electronic access? If physical materials are required, should five complete sets be provided?	Both representative samples and electronic access to the curriculum are acceptable for review. There are no requirements for quantity, packaging or labeling. No items will be returned to vendor(s).
44. Are there minimum instructional time requirements for Summer Math Camp Curriculum? For example, are there requirements for days per week, session length, or total hours of content?	The Alabama Numeracy Act requires 40-70 hours of summer school instruction in problem solving for students in grades 4-5. There should be a minimum of 60 minutes of mathematics daily math instruction in grades K-3. The number of weeks and days per week of summer school instruction varies by district.

45. On the cover page and in "Section 4: Submission Deadline," the RFP notes that "all submissions should be mailed to this address" and that "five hard copies of each proposal must be sent to this address." However, an "electronic submission" as well as "link to the assessment site" and "link to the platform or video" are mentioned on page 5 within 2.1 'Scope of Vendor's Work and Responsibilities' in the proposal section/tab descriptions. Please confirm how vendors may submit copies electronically to fulfill those requirements.	Vendors must submit five hard copies of the proposal as described in the RFI. Send written instructions that include links, websites, or QR code to access any digital materials.
46. On page 4 of the RFP within the 2.1 "Scope of Vendor's Work and Responsibilities" within the proposal section/tabs descriptions, for 'Bank of Assessment Items,' What format would be accepted for vendors to provide the items? Would ALSDE accept login information to a secure online portal and a spreadsheet containing links to each item? How should vendors provide any items that have video and/or audio content which cannot be printed? What item information, if any, beyond the content area and grade level should be included? Will printed copies of secure assessment items that are provided for the purposes of this review be disposed of securely (i.e., shredded) upon completion of the review process?	It is acceptable for vendors to provide login information to a secure online portal and a spreadsheet. Provide links, QR Codes or Websites for access. All printed materials will be shredded upon completion of the review process.
47. On page 5 of the RFP within the 2.1 "Scope of Vendor's Work and Responsibilities" within the proposal section/tabs descriptions, 'Administration Format' states that "assessments ... must not be screen-based." Would ALSDE please clarify this statement in the context of the requirement for the Formative Benchmark Assessments that the FBA assessments "Shall be adaptive" and "Should be time-efficient in administration" and "Can produce automatic reports" - all of which effectively necessitate that an assessment be delivered using a screen?	The Formative Benchmark Assessment may be screen-based.
48. On page 6 of the RFP within the 2.1 "Scope of Vendor's Work and Responsibilities" within the assurances, what is the content of each of the "five quick turnaround reports" noted in item 4, and what is the timeframe for which the reports would be required?	Quick turnaround reports are ad hoc and as needed. They are requests for information that may be needed to answer a question by an ALSDE decision-maker, or for internal ALSDE data purposes. The timeframe varies by request. A week or two would not be unusual. Some

	examples are: Providing a list of the % of students by school and LEA who have completed the assessment by the midpoint of the assessment window. Providing a list of LEAs/schools that have indicated that you should submit data on their behalf.
49. On page 6 of the RFP within the 2.1 “Scope of Vendor’s Work and Responsibilities” within the assurances, item 6 states that “The software solution automatically captures, stores, and reports all relevant assessments, instructional, and intervention data without requiring manual data entry by educators, administrators, or other staff.” Would ALSDE please clarify how this assurance requirement aligns with the requirements for the Early Numeracy Screener and Fractional Reasoning Screener which are each required to be "not computer-based"?	The vendor must have a means by which the person administering the screener(s) in person can enter the scoring information into the vendor's platform from which the vendor will directly report the scores to ALSDE.
50. Section 2.1 "Administration Format" indicates assessments must not be screen-based. The Non-Negotiables for the Formative Benchmark Assessment in section 2.2b indicates the assessment shall be adaptive and produce automatic reports. Can ALSDE confirm if the Formative Benchmark is allowed to be a screen-based assessment?	The Formative Benchmark Assessment is allowed to be a screen-based assessment.
51. Section 2.1 "Assurances Letter" #4 asks for a minimum of five quick turnaround reports. Will ALSDE provide information on what data is to be included in these reports and a timeline for quick turnaround? How are these reports different from #3 requiring data to be submitted at certain times of year?	Quick turnaround reports are ad hoc and as needed. They are requests for information that may be needed to answer a question by an ALSDE decision-maker, or for internal ALSDE data purposes. The timeframe varies by request. A week or two would not be unusual. Some examples are: Providing a list of the % of students by school and LEA who have completed the assessment by the midpoint of the assessment window. Providing a list of LEAs/schools that have indicated that you should submit data on their behalf.
52. The RFI requires five hard copies of each proposal. Given that several submission components include online resources, videos, reports, and access credentials, will ALSDE allow vendors to submit proposal materials electronically, either as a supplement to or replacement for the required paper copies? If so, please provide the preferred submission	Vendors should submit five hard copies of the proposal. Electronic resources may be included and accessed via links, websites, or QR codes.

method (e.g., email, secure file transfer, or other electronic format) and any applicable file size or format requirements.	
53. Will ALSDE accept an online review portal as a review method to consider the alignment of our item bank and to see item functionality?	Vendors should submit five hard copies of the proposal. Electronic resources, including an online review portal, may be included and accessed via links, websites, or QR codes.
54. Would ALSDE accept our current ISO 27001 certification in lieu of the required SOC 2 Type II attestation?	No, We are asking all respondents to provide attestation documentation as requested.
55. Regarding the Bank of Assessment Items. Does this requirement apply to the Early Numeracy Screeners, Formative Benchmark Assessments, and Fractional Reasoning Screeners?	Yes.
56. For the Early Numeracy Screeners, Formative Benchmark Assessments, and Fractional Reasoning Screeners, may vendors provide ALSDE with access to the assessment tool's electronic item bank so that ALSDE can review all assessment items?	Yes.
57. If electronic access is not permissible and ALSDE requires hard copies, how many items per skill or standard should vendors provide for the Early Numeracy and Fractional Reasoning Screeners? Sample-item requirements for the Formative Benchmark Assessments are specified in the rubric.	Electronic access to an item bank is permissible. Send written instructions that include links, website, or QR code to access the electronic resources.
58. Alignment with 2019 COS. Please confirm that ALSDE does not require a response to this tab (p. 5, 2.1) for the Early Numeracy Screeners, Formative Benchmark Assessments, and Fractional Reasoning Screeners.	Please refer to the RFI regarding specific content requirements for Early Numeracy Screeners, Formative Benchmark Assessments, and Fractional Reasoning Screeners.
59. Do the components of the system need to be addressed individually within the proposal response? If so, under which section/tab of the proposal should those responses reside.	Yes. All standards should be addressed in the proposal. Match the response to the section number of the RFI. One option is to label each individual component with a tab within a larger binder under section 2.2.

60. Please confirm that the only areas for vendor completion of this document are on Page 1; otherwise, the rubric is to be completed by evaluators.	The rubrics are to be completed by vendors. We apologize for sharing rubrics with no place for vendors to list their evidence. Revised rubrics can be found below. The only change is that a column is available for vendors to list their evidence. Completed versions of either rubric will be accepted. Early Numeracy Screener Formative Benchmark Assessment Fractional Reasoning Screener Intervention Resources Summer Math Camp Curricula
61. Please confirm that the Bank of Assessment Items described under Section 2 shall be provided by the vendor under the Bank of Assessment Items tab.	Confirmed
62. Please confirm that the only areas for vendor completion of this document are on Page 1; otherwise, the rubric is to be completed by evaluators.	The rubric(s) is to be completed by vendors, not evaluators. We apologize for sharing rubrics with no place for vendors to list their evidence. Revised rubrics can be found below. The only change is that a column is available for vendors to list their evidence. Completed versions of either rubric will be accepted. Early Numeracy Screener Formative Benchmark Assessment Fractional Reasoning Screener Intervention Resources Summer Math Camp Curricula
63. How is the percentage-met denominator set on the Formative Benchmark rubric? Which source governs in each case? And if a submission covers the union of both, are the additional standards scored, disregarded, or added to the denominator?	The scoring mechanism is determined by the Elementary Mathematics Task Force. As noted on page 31 of the RFI, only the final results of the review may be considered public. Any work papers, individual evaluator or consultant comments, notes, or scores will not be considered public.

64. Section 2 of the rubric states: "Please provide at least 3 assessment questions for the standards listed below." Are we correctly interpreting the rubric as requiring that students encounter 3 questions for each of the 14–17 critical standards listed per grade, translating to a minimum of 42–51 questions per administration? If not, what is the requirement for the number of questions per critical standard?	Please send a representative sample to demonstrate an alignment of your questions to critical standards.
65. Do the SOC 2 Type II, automated reporting, and electronic data requirements apply to a non-computer-based Intervention Resource?	No, the automatic data capture does not apply to interventions. There are no reporting requirements for Intervention Resources.
66. Must all three required references have used the exact product being submitted, and is there a minimum implementation period?	All three required references need not have used the exact product referenced. No minimum implementation period is required, but the implementation period should be stated.
67. Would a Mobile STEAM Lab that integrates mathematics intervention with hands-on STEAM problem solving qualify as an Intervention Resource if it meets the required mathematics standards and intervention criteria?	This question cannot be addressed without reviewing the Mobile STEAM Lab submission. Please submit information that best documents your response. If there are questions, the review team will reach out to the contact person provided.
68. Must the complete K–5 curriculum be submitted for review, or are representative lessons and progress-monitoring materials acceptable?	Please submit information that best documents your response. If there are questions, the review team will reach out to the contact person provided.
69. Is the \$6 per student allocation to LEAs for each of the five category responses (\$6 for Numeracy Screener, \$6 for Formative Benchmark Assessment, \$6 for Fractional Reasoning Screener, \$6 for Intervention Resources, AND \$6 for Summer Math Camp Curriculum)?	Yes.
70. Could you please confirm that the Formative Benchmark Assessment is the only category that may be computer-based?	The Formative Benchmark Assessment is the only category that may be computer-based.
71. To benefit the district and state with reduction of paperwork, less student testing, and more time for instruction, would ALSDE consider a component of the Early Numeracy Screener to be tied to data obtained from the Formative Benchmark Assessment?	The Early Numeracy Screener must be a stand alone teacher-led assessment that is not screen-based.
72. For the Fractional Screener, must the entire tool be a one-on-one administered interview tool with one student sitting with one educator, or can it be broken into a	The Fractional Reasoning Screener may be broken into a group-administered portion as well as a one-on-one administered interview tool portion.

group administered portion as well as a one-on-one administered interview tool portion?	
73. For the Fractional screener, must the two forms at each grade be parallel, or can they cover different constructs?	The two forms may cover different constructs.
74. The RFI document calls for Early Numeracy to cover content in Grades K-2, whereas the rubric calls for coverage in K-5. For the purposes of this procurement, should we assume that K-2 is a minimum requirement and 3-5 is an optional addition that is scored and considered in the final award?	The Early Numeracy Screener should cover content in grades K-2.
75. Section 2.1 (Description and Examples of Reports) asks vendors to provide a link to a platform or video "in the electronic submission," but Section 4 requires five hard copies only. Will ALSDE accept or expect an electronic component (e.g., removable media, an emailed file, or links within the printed proposal)? If so, please specify the format and delivery method.	Vendors should submit five hard copies of the proposal. Electronic resources may be included and accessed via links, websites, or QR codes.
76. Could you please clarify the responsibilities or expectations of the “dedicated personnel for technical assistance to the ALSDE and LEA”?	The vendor should have a point of contact to provide technical assistance to ALSDE and LEAs as needed.
77. Will the State Accept Respondents SOC 2 Type II Executive Summary as satisfying the documentation requirement of Section 7(a) at the time of proposal submission?	Yes. As long as the full attestation package is available for review if an RFP is later published.
78. If the State requires the full SOC 2 Type II report, will the State accept delivery of the report following execution of a mutually acceptable non-disclosure agreement and outside of the proposal submission, with the report maintained as confidential and exempt from public disclosure to the extent permitted by applicable law? Respondent will provide the full report upon execution of an NDA and receipt of the State's written confirmation of these terms.	The SOC 2 Type II Executive Summary will satisfy the documentation requirement of Section 7(a) at the time of proposal submission as long as the full attestation package is available for review if an RFP is later published.
79. Does the state want us to address the RFI or Rubric components while providing evidence for each submission?	Please address the rubric components.

80. SOC 2 Type II. Frizzle is live with schools in NYC Public Schools and has been approved through NYC's ERMA data privacy and security review, one of the most demanding vendor compliance reviews in the country. We also operate under signed state DPAs in multiple states such as California, Illinois, Utah, and all of our cloud infrastructure providers are SOC 2 Type II certified. Would ALSDE accept that record in place of a Frizzle SOC 2 Type II attestation at the time of submission? Alternatively, will ALSDE will accept a Type I, an audit in progress with a committed completion date, or subprocessor SOC 2 reports plus a NIST CSF attestation?	No. SOC 2 Type II is for the platform not the provider of the platform or users of the platform. The ALSDE needs to be assured that the platform is SOC 2 compliant. We are asking all respondents to provide the attestation documentation as requested.
81. Can a Formative Benchmark Assessment submission cover part of the K-5 range, for example grades 2-5, or does it need to cover all of K-5 to be reviewed?	Formative Benchmark Assessments must cover all K-5 standards.
82. Section 2 references links "in the electronic submission," but Section 4 only asks for five mailed hard copies. Is an electronic copy also required, and if so, in what format and to what address?	Vendors should submit five hard copies of the proposal. Electronic resources may be included and accessed via links, websites, or QR codes.
83. Do the three required references need to be Alabama users of the product, or can they come from districts in other states?	The three required references may be from districts in other states.
84. What is the total length of time for the Math Summer Camp? (in weeks/months)	The Alabama Numeracy Act requires 40-70 hours of summer school instruction in problem solving for students in grades 4-5. There should be a minimum of 60 minutes of mathematics daily math instruction in grades K-3. The number of weeks and days per week of summer school instruction varies by district.
85. What length of time for each lesson for the Math Summer Camp Curriculum?	Math Summer Camp lessons should be a minimum of 60 minutes.
86. "Description of the timelines in creating assessment reports for teachers, administrators, and parents for beginning, middle, and end of the year administrations if applicable." Can ALSDE elaborate on what is meant by "timelines" here?	"Timeline" refers to the amount of time it takes to create assessment reports for teachers, administrators, and parents for beginning, middle, and end of the year administrations if applicable as required by the Alabama Numeracy Act.
87. Is there a minimum percentage of standards met required for approval?	For Formative Benchmark assessments, all critical standards from the Alabama Course of Study are required.

88. Does the State want to know all the standards that are aligned or just the critical standards?	A vendor should show alignment to all critical standards from the Alabama Course of Study.
89. Section 2 notes, "Please provide at least 3 assessment questions for the standards listed below." For standards with child standards, such as Kindergarten Standard 4 that has four child standards, 4.a, 4.b, 4.c, and 4.d, should vendors submit three assessment questions for each of the child standards for a total of 12 in that example?	Please send a representative sample to demonstrate an alignment of your questions to critical standards.
90. Would including a screenshot of the item and listing the aligned standard in grade level PDFs be acceptable to the State for review?	The vendor should demonstrate alignment in the manner they deem to best represent their product. PDFs are acceptable.
91. What is the anticipated date of the State's approval, and when can vendors expect communication of final outcome?	It is anticipated that the approved list should be publicized in January 2027; review and vendor notification will occur prior to that time.
92. IXL is SOC2-certified. Because the SOC 2 report contains confidential information, IXL would need an NDA in place with ALSDE in order to share it. For the proposal, would ALSDE accept a SOC 3 report instead?	Yes. As long as the full attestation package is available for review if an RFP is later published.
93. Can the State confirm that digital solutions for Formative Benchmark Assessments will be considered and/or potentially approved?	The Formative Benchmark Assessment may be computer/screen-based.
94. <i>Page 5: Assessment Results with Next Steps for Instruction – Lessons should be provided to address gaps in student learning identified by assessment results.</i> Question: Does this require vendors to supply a teacher lesson? If so, what is the expected format?	Please submit your recommendation for lessons and/or information that teachers could use to address gaps in student learning identified by assessment results. No format is expected.