Stakeholder Evaluation

Vendor Number: _____   **Evaluator's Name**: _____

This document provides a list of requirements desired in the new student information system. Please rate the program on each item in the Rating column using the following scale:

0 = <u>Functionality Not Available</u>: program FAILS to meet requirement as stated

1 = <u>Partially Meets Expectation</u>: program meets requirement through optional software/hardware and/or vendor's customization

2 = <u>Meets Expectation</u>: program meets requirement as stated

3 = <u>Exceeds Expectation</u>: program exceeds requirement as stated

N/D = <u>Not Demonstrated</u>: the functionality might be available but it was not present in the demonstration.

Record your comments in the Comments column. We ask that you record comments for Partially Meets Expectation or Exceeds Expectation at a minimum. Comments for all other ratings are optional.

Digital Education	Rating	Comments
Designed to serve the needs of full-time, supplemental and blended online learning.	0 1 2 3 ND	
365 day scheduling; student can start/stop course at any point during year.	0 1 2 3 ND	
Connects with email system - allows users to create, edit and use email templates (email supports HTML).	0 1 2 3 ND	
Email allows to see parent/guardian name (not just address).	0 1 2 3 ND	
Payment portal (integration with external payment systems such as PayPal and Google Checkout).	0 1 2 3 ND	
Can schedule students across schools/organizations.	0 1 2 3 ND	
Registration - online application that allows students and guardians submit their information and required documentation online.	0 1 2 3 ND	
Can upload/store documents that are associated with students/staff.	0 1 2 3 ND	

Support the delivery of student data to a "dashboard" both for teachers and administrators.	0 1 2 3 ND	
Student/parent/staff portal (allows for customization of home screen view).	0 1 2 3 ND	
Student/parent/staff portal has "self-service" options: Track their progress, request enrollments, print unofficial copies of their transcript, make payments.	0 1 2 3 ND	
Reports can be exported as common file formats (.pdf, .csv, .xlsx).	0 1 2 3 ND	
Supports API integrations- allow a significant ability to customize features (e.g., custom roles, templates, personal customization of data).	0 1 2 3 ND	
Ability to "bulk upload" files to create courses, students, and sections.	0 1 2 3 ND	
Gradebook supports multiple grading scenarios (include point-based and competency-based grading schemes).	0 1 2 3 ND	
Gradebook can interface with other programs.	0 1 2 3 ND	
Can scale to support increased enrollments over time.	0 1 2 3 ND	
Supports multiple levels of administrator access, so the individual schools can access student data for course approval and other purposes.	0 1 2 3 ND	
The system should allow a significant ability to customize features (e.g., custom roles, templates, personal customization of data).	0 1 2 3 ND	
Provides tracking capabilities for student information (e.g., communications, grades, transcripts, external data like IEP, etc.) and faculty (e.g., tracking performance, certifications, teaching load).	0 1 2 3 ND	

Instructional Management	Rating	Comments
The system must provide school based personnel with timely access to student performance data including assessment results.	0 1 2 3 ND	
The system must provide a reporting component that enables teachers, counselors, principals, and other school based personnel to easily identify student and class strengths and needs using intuitive color coded and graphical formats.	0 1 2 3 ND	
The system must provide reporting capacity to supply real time, practical, instructional guidance and support for teachers, principals, curriculum specialists, and any District level personnel.	0 1 2 3 ND	
The system must be able to flag student and class performance needs from assessment results (particularly time-sensitive curricular and benchmark measures), and align identified needs to instructional resources available through the HCPS online curriculum.	0 1 2 3 ND	
The system must provide a curriculum management component which allows district curriculum and instruction teams to create, manage, and deploy a consistent standards-based curriculum directly to teachers' desktops.	0 1 2 3 ND	
The system must provide appropriate roles and corresponding security for publishing content across the district and within schools.	0 1 2 3 ND	
The system must provide the ability for students to be able to store work products including but not limited to PDF, DOC, XLS, PPT, MP3, MP4, and TXT formats that can be submitted to the LMS for teacher evaluation. A minimum of 1 gigabyte storage should be provisioned for each student.	0 1 2 3 ND	
The system must allow teachers to search and find instructional materials within the content repository based on skill need, standard and indicator alignment, text complexity, and/or media classification.	0 1 2 3 ND	
The system must provide suggestions for personalized learning objects based on student skill deficit.	0 1 2 3 ND	

Assessment Administration	Rating	Comments
The system must provide an assessment administration system that allows educators to create, deploy, and manage a variety of classroom, school, and district-wide assessment initiatives while also providing reporting and analysis capabilities which allow teachers, principals, and administrators to immediately access student assessment results and make real-time adjustments in instruction where needed.	0 1 2 3 ND	
The system must allow HCPS educators to deploy district-created and/or third-party assessment items and tests at the classroom, school and district level.	0 1 2 3 ND	
The system must allow access to a variety of assessment dashboards and reports to inform instructional planning, improve decision making and to identify struggling students for intervention and differentiated instruction. Dashboards and reports must be aggregated from the teacher level up to the district level.	0 1 2 3 ND	
The system must allow educators to analyze assessment results at the subject, standard and item levels, disaggregated by feeder pattern, school, teacher, section, and No Child Left Behind (NCLB) subgroups/ESEA or sub-groups defined by the district as well as programs (STEM, Magnet etc.).	0 1 2 3 ND	
The system must centrally manage all aspects of the assessment process including test and item creation, test scheduling, printing, pre-slugging, scanning and assessment data collection progress.	0 1 2 3 ND	
The system must allow HCPS to change assessment item and test content vendors freely and in real time without the need to make large-scale changes in the underlying assessment and reporting technology.	0 1 2 3 ND	
The system must allow constructed written responses to be scanned and scored and/or keyed with rubric feedback and open comment fields.	0 1 2 3 ND	
The system must be able to adjust to meet requirements for special accommodations as outlined by State and Federal guidelines.	0 1 2 3 ND	

The system must provide the flexibility to publish anchor items through a parent or student portal providing the ability to practice.	0 1 2 3 ND	
The system must integrate with item banks and also provide the ability to create, approve, and publish proprietary content.	0 1 2 3 ND	
The system must support world language assessments to enhance ELL and second language students through the use of computer-assisted language learning software.	0 1 2 3 ND	
The system must allow for internal assessments to match the specifications of national assessments such as PARCC.	0 1 2 3 ND	
The system must support digital alternatives to paper and pencil including but not limited to hosting links, uploading student generated content, and embedding web-based products and must also include integration with mobile technology.	0 1 2 3 ND	
The system must support data import and export for all major file types including flat files, spreadsheet files etc.	0 1 2 3 ND	
The system must provide authoring tools for students to use for supporting objective mastery.	0 1 2 3 ND	

Response to Intervention	**Rating**	**Comments**
The system must provide the ability for HCPS to clearly identify struggling students by automatically triangulating and filtering student data based on district-defined criteria. This should include but not be limited to student assessments, grades, attendance and/or disciplinary information.	0 1 2 3 ND	
The system must allow HCPS to easily create intervention teams and plans, assign intervention strategies and tasks from district resources, and schedule plan reviews.	0 1 2 3 ND	
The system must organize assessments for learning (RTI) into a user dashboard that is role-based that with the ability to create, view, and modify intervention plans, assigned tasks, and notes.	0 1 2 3 ND	

The system must allow for documenting progress with centralized tools to ensure that all intervention team members are aware of their assigned actions and can log observations and track student progress in real-time.	0 1 2 3 ND	
The system must provide detailed reports with aggregated data on student eligibility, plan activation and status, and case management meetings.	0 1 2 3 ND	
The system must provide individualized professional growth plans for any employee.	0 1 2 3 ND	
The system must be able to schedule, collect and record walk ins both formal and informal, announced and un-announced, classroom observations using mobile and online tools against state, district, or school defined templates and forms.	0 1 2 3 ND	
The system must allow each employee to view their observations and evaluations on line both current and historical.	0 1 2 3 ND	
The system must provide workflow tools to facilitate an observation process from planning through post-observation conferences and integrate with the district's calendaring system(s).	0 1 2 3 ND	
The system must allow for the completion and submission of evaluations on line.	0 1 2 3 ND	
The system must provide the ability to upload student perception results.	0 1 2 3 ND	
The system must provide the ability to review and report multiple measures of educator development.	0 1 2 3 ND	
The system must allow HCPS to design (create and customize) its own model (and workflows) for measuring educator effectiveness.	0 1 2 3 ND	
The system must allow for attaching of evaluations to personnel electronic records.	0 1 2 3 ND	

	Rating	Comments
The system must be able to conduct data analysis across entire staff and should allow for the creation of reports that provide snapshot at grade, school and system level for comprehensive analysis of performance appraisal data.	0 1 2 3 ND	
The system must allow for managing and monitoring of employee support programs, e.g. record mentor/mentee hours, document feedback, communication tools, linkage to professional development library etc.	0 1 2 3 ND	

Professional Development	**Rating**	**Comments**
The system must be able to inform and guide professional growth plans with common district and/or school goals and resources.	0 1 2 3 ND	
The system must allow for the upload, storage, and retrieval of any supporting electronic artifacts with appropriate permissions.	0 1 2 3 ND	
The system must be capable of importing and working with any scoring components that are defined by the district.	0 1 2 3 ND	
The system must provide tracking and management of professional development for all employees of the district.	0 1 2 3 ND	
The system must have the ability to build PD plans for all employees that are aligned to school and/or district goals	0 1 2 3 ND	
The system must be able to measure PD effectiveness through ongoing course and instructor evaluations.	0 1 2 3 ND	
The system must provide the ability to track attendance, activity completion; certification credits (where applicable) and costs.	0 1 2 3 ND	
The system must provide certification management and offer training transcripts for each employee: The transcript tracks all certification requirements and provides status (i.e. registered, pending approval, completed or verified)	0 1 2 3 ND	

	Rating	Comments
The system must provide a PD profile summary for each employee that includes: Profile details such as assignment, certification status and expiration date and goals summary, automatically notify users when their certificate is close to expiration	0 1 2 3 ND	
The system must have the ability to create a searchable, online catalog of professional development activities and offerings that: Permits online registration by individuals via activity catalog	0 1 2 3 ND	
The system must be able to consolidate professional development resources and activities.	0 1 2 3 ND	
The system must provide the ability to build a library of professional development resources and materials that can be searched online and cross referenced to Danielson (minimally version 2007) domains and competencies and Maryland Instructional Leadership Framework outcomes.	0 1 2 3 ND	
The system must provide the ability for employees to submit requests for professional development topics along with appropriate workflow for approval as defined by the district.	0 1 2 3 ND	

Gradebook System	**Rating**	**Comments**
The system must have multiple levels of user security and controls for managing web page postings and visibility at both the school and district levels.	0 1 2 3 ND	
The system must have self-service password reset functionality.	0 1 2 3 ND	
The system must be able to receive daily (at a minimum) uploads of teacher, student and course information.	0 1 2 3 ND	
The system must be able to have weighted grading, scale and rounding as well as allow for teachers to edit calculations and weights, and offer extra credit options.	0 1 2 3 ND	
The system must be able to export grade book information into non-proprietary format.	0 1 2 3 ND	

The system must be capable of standards-based grading.	0 1 2 3 ND	
The system must allow for IEP progress reporting and goal reporting.	0 1 2 3 ND	
The system must have the ability to create and generate customized progress and interim reports.	0 1 2 3 ND	
The system must have the ability to accept input of attendance from the District's Student Attendance System	0 1 2 3 ND	
The system must have the ability to accept input of grades manual and automatic (such as those exported from scantron software in CSV format and exported from or synchronized with the Learning Management System)	0 1 2 3 ND	
The system must be flexible for teachers to be able set up and use according to their preferences for example creating groups and sub-groups within classes to assign and or omit activities/assignments.	0 1 2 3 ND	
The system must allow teachers to enter free-form text commenting on student work.	0 1 2 3 ND	
The system must allow Teachers' to upload data on demand as well as allow for automated scheduling of data uploads per district requirements.	0 1 2 3 ND	
The system must be able to accept entries for incomplete work with the ability to add weighting.	0 1 2 3 ND	
The system must be configurable to account for days the district is closed by graying out those days.	0 1 2 3 ND	
The system must allow for copying assignments between classes.	0 1 2 3 ND	
The system must function on mobile devices (e.g., Ipad, Iphone, Galaxy Tablet etc.)	0 1 2 3 ND	
The system must allow teachers to push multiple assignments at one time.	0 1 2 3 ND	
The system must allow movement of students and their grades between different sections of the same class.	0 1 2 3 ND	

	Rating	Comments
The system must allow teachers, site based admins, and central office personnel access to view student and parent views.	0 1 2 3 ND	
Web Portal System/Collaboration	**Rating**	**Comments**
The system must be capable of handling multiple-parent logins.	0 1 2 3 ND	
The system must be capable of providing access to guardians recognized in the SIS profile.	0 1 2 3 ND	
The system must provide a unified web presence for parents and guardians to access everything related to their students including grades, schedules, attendance, assignments, homework, student goals, teacher notes, report cards, interim reports, service learning hours, and standardized test results while also complying with the requirements of Common Core and PARCC.	0 1 2 3 ND	
The system must be able to disseminate information to parents and guardians online and/or electronically including notifications of attendance, schedules, interim reports, report cards, and any other relevant documents.	0 1 2 3 ND	
The system must handle the ability to accept published scheduling data for parental/guardian review.	0 1 2 3 ND	
The system must allow parents and guardians the ability to monitor academic achievement of their children in real-time.	0 1 2 3 ND	
The system must provide the ability to create a custom calendar to keep track of due dates and school events with the ability to provide electronic notification.	0 1 2 3 ND	
The system must provide parents and guardians access to detailed performance reports related to standardized state tests and district assessments.	0 1 2 3 ND	
The system must have a simple and intuitive layout with minimal clicks to access materials.	0 1 2 3 ND	
The system must provide a repository that allows for content to be organized in a hierarchical structure.	0 1 2 3 ND	

The system must provide testing tools for creating assessments with multimedia, learning games, and other interactive tools such as polls and provide automated scoring options.	0 1 2 3 ND	
The system must provide in-depth data gathering and reporting on learning outcomes based on configurable rubrics, and allows for longitudinal analysis of cohorts as well as individuals.	0 1 2 3 ND	
The system must have open standards (IMS CP, QTI etc.) incorporated wherever appropriate to provide as many options as possible with no proprietary components that require separate licensing or lock in data.	0 1 2 3 ND	
The system must provide access to content that integrates well with interactive tools.	0 1 2 3 ND	
The system must provide tools for authoring portable and supported media-rich content, importing content, drag-and-drop interfaces, as well as uploading rich content types such as podcasts, video clips, etc.	0 1 2 3 ND	
The system must integrate with the District's Gradebook system by providing windows for assignment completion, options for multiple attempts in assignments, and the re-scoring of activities.	0 1 2 3 ND	
The system must allow for intuitive and one-step embedding from outside content.	0 1 2 3 ND	
The system must support student portfolios and other alternate assessments.	0 1 2 3 ND	
The system must provide for limited storage of student files, but should permit school-level LMS administrator to expand storage limits for special cases (Video Production, Graphic Design magnet program students, etc.). Recommended minimum is 1 gigabyte.	0 1 2 3 ND	
The system must allow for feedback on curriculum from teachers for curriculum review and action, and sharing of resources inputted by teachers for peer and curriculum office review. The system must have interoperability with the district's content curriculum management system.	0 1 2 3 ND	

The system must have firm migration tools with sufficient documentation to allow for migration of existing courses.	0 1 2 3 ND	
The system must provide a framework for diverse storage and use strategies, from public, private and shared workspaces, to subscription-based content (e.g., podcasts and feeds) to archival content.	0 1 2 3 ND	
The system must provide copyright management where citations for resources used with permission are housed and linked to objects. The system must also prompt students to select copyright classification before uploading or altering content.	0 1 2 3 ND	
The system must provide archival tools that support automatic backup of completed courses with student submissions and discussions intact. Instructors have full access and control of completed courses.	0 1 2 3 ND	
The system must provide a high level of flexibility for the use of email (asynchronous by roster, individual or group) as well as instant messaging, chat and threaded discussions within the confines of the HCPS Acceptable Use Policy.	0 1 2 3 ND	
The system must provide secure drop-boxes and shared folders for file exchange among students as well as instructors and allow for bulk downloads of attached files.	0 1 2 3 ND	
The system must provide the hierarchy to support sections within a single course so that course content is shared among sections. Instructors can define sub-groups of students which then link to separate content repositories and tools.	0 1 2 3 ND	
The system must contain a full-featured e-portfolio tool that provides for gathering, review and presentation of work products to support any portfolio strategy (resume, learning, tenure, etc). Reporting tools allow for individual, departmental or institutional assessments. Should also include opportunities for mentors to provide feedback. Allow for re-submission or artifacts, and the ability for students to publish the portfolio to a presentation link.	0 1 2 3 ND	

The system must provide a hierarchical and flexible component for anonymous evaluations at course, department and institutional level for either summative or formative purposes. Includes item pools, templating, announcements, reminders, and tools to easily target different audiences.	0 1 2 3 ND	
The system must provide a collaborative calendar with pop-up announcements. Release of course content and assessments can be easily scheduled for student access.	0 1 2 3 ND	
The system must provide a campus-wide framework that supports collaborative work such as wiki with version tracking, threaded discussion, instant messaging and chat, whiteboard, web conferencing (audio and video). Enables subgroups to be defined within courses for collaboration. Provides non-course sites to support special project work among small groups.	0 1 2 3 ND	
The system must provide the ability to easily search and harvest vetted open educational resources from multiple websites.	0 1 2 3 ND	
The system must be able to tag content to align with Common Core Standards or district curriculum expectations and outcomes.	0 1 2 3 ND	
The system must be able to tag content to state and national curriculum standards.	0 1 2 3 ND	
The system must be able to design and produce own content with appropriate versioning and workflow controls.	0 1 2 3 ND	
The system must allow newly discovered content to be re-aggregated and re-purposed to create new learning pathways.	0 1 2 3 ND	
The system must allow users to rate and comment on content items to increase visibility and use.	0 1 2 3 ND	
The system must be able to manage a full range of content type including images, videos, audio clips, PDFs, Zip files, Word Documents etc.	0 1 2 3 ND	

The system must be able to manage external content from sources such as Open Educational Resource (OER) initiatives, YouTube, Google Books, iTunes etc.	0 1 2 3 ND	
The system must allow for teachers or curriculum managers to write assessments and assessment items.	0 1 2 3 ND	
The system must allow for curriculum managers to approve assessments/assessment items written by a teacher.	0 1 2 3 ND	
The system must allow for pre-loaded assessment items that align with PARCC.	0 1 2 3 ND	
The system must have the ability to tag assessments/assessment items by unit, author, approver, school, grade, learning standard, keyword, and school.	0 1 2 3 ND	
The system must have the ability for students to take an assessment online (via multiple devices) and get immediate feedback/results.	0 1 2 3 ND	
The system must have the ability for teachers to grade an assessment online (via multiple devices).	0 1 2 3 ND	
The system must have the ability for teachers to scan assessment results (via Scantron or other equivalent technology).	0 1 2 3 ND	
The system must integrate assessment results with the Gradebook functionality.	0 1 2 3 ND	
The system must allow for remote syncing to devices that may not have an active connection to the Internet for remote use. Then provide re-syncing once an active connection is re-established.	0 1 2 3 ND	