

REQUEST FOR PROPOSALS

ADDENDUM # 1

ISSUED: 08/08/13

RFP NUMBER: CSP903714
INDEX NUMBER: EDU072

The State of Ohio, through the Department of Administrative Services, Office of Procurement Services, for the Ohio Department of Education is requesting proposals for:

OHIO COMPUTER-BASED ASSESSMENTS

Attached are page(s) 1 to 43 to this Request for Proposal (RFP). Remove the corresponding page(s) from the existing RFP and replace with the attached.

Reason for Addendum. This addendum is issued to clarify specifications, extend the bid open date, and re-paginate the document.

PROPOSAL DUE DATE:
OPENING LOCATION:

*August 28, 2013
Department of Administrative Services
General Services Bid Desk
4200 Surface Road
Columbus, Ohio 43228-1395



Office of
Procurement Services
Service · Support · Solutions

REQUEST FOR PROPOSAL

RFP NUMBER: CSP903714
INDEX NUMBER: EDU072
UNSPSC CATEGORY: 86000000

The state of Ohio, through the Department of Administrative Services, Office of Procurement Services, on behalf of the Ohio Department of Education is requesting Proposals for:

OHIO COMPUTER-BASED ASSESSMENTS

OBJECTIVE: The state of Ohio is seeking test development, administration and analysis of subject tests for Science and Social Studies to complement the English Language Arts and Mathematics (based on Common Core Standards) assessments available from Partnership for Assessments of Readiness for College and Career (PARCC).

| | |
|------------------------|----------------------------|
| RFP ISSUED: | July 16, 2013 |
| INQUIRY PERIOD BEGINS: | July 16, 2013 |
| INQUIRY PERIOD ENDS: | August 14, 2013 at 8:00 AM |
| *PROPOSAL DUE DATE: | August 28, 2013 by 1:00 PM |

Offeror must submit both a "Technical Proposal" and a "Cost Proposal" as a part of its Proposal package. These are two separate components which shall be submitted in separate sealed envelopes/packages, clearly identified on the exterior as either "Technical Proposal" or "Cost Proposal" with the respective RFP Number and due date on each. Offeror must submit this signed cover page with its technical Proposal.

Submit Sealed Proposals to:

Department of Administrative Services
Office of Procurement Services
Attn: Bid Desk
4200 Surface Road
Columbus, OH 43228-1395

Note: Please review the [Proposal Instructions](#) on our Web site.

| | |
|---|--|
| Offeror Name and Address: _____ _____ _____ _____ E-Mail Address: _____ Phone Number: () _____-_____, Ext. _____ | Name/Title: _____ _____ Signature: _____ By submitting a response to this RFP, and signing above, Offeror acknowledges, understands and agrees to comply with the RFP requirements and confirms all the instructions and links have been read and understood. |
|---|--|

*Indicates change.

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RFP GLOSSARY OF TERMS

| | |
|--|--|
| AA: | Affirmative Action |
| AERA: | The American Educational Research Association |
| Agency: | The Ohio Department of Education (ODE) |
| APA: | The American Psychological Association |
| Calendar Year: | January 1 through December 31 of the respective year |
| CBT: | Computer-Based Testing: assessments administered by a computer based platform. The platform should work with a range of devices, i.e., desk top, laptops, tablets, perhaps other devices |
| College and Career Ready Indicator: | PLD Level 4 or 5. A student who is determined to be College- and Career-Ready by PARCC has demonstrated the academic knowledge, skills, and practices in ELA/Literacy and mathematics necessary to enter directly into and succeed in entry-level, credit-bearing courses in those content areas in programs leading to a credential or degree (aligned to the student's career aspirations), from two-and four-year public institutions of higher education. (Note: this is inclusive of any public postsecondary institution awarding degrees and/or credentials that are aligned with entry into middle and high skills jobs--i.e. programs that are typically at least one year in length--including public technical colleges/institutions) |
| Content Committee: | A content committee will be established for each subject area at each grade level. The Content Committee will meet to review draft item and test specifications and test items and passages. The committee will determine the appropriate grade level content and difficulty and shall be composed of parents, teachers, district/school curriculum staff, district/school administrators and higher education staff. |
| Contractor: | Vendor after Award |
| CRI: | Constructed Response Items are test items that require the test taker to generate via written/typed/computer input an answer to the task noted in the stem or set-up of the item. |
| CSP: | Competitive Sealed Proposal |
| DAS: | Department of Administrative Services |
| EOC: | End of Course exams assess student learning at the completion of a specific course, regardless of the grade level of the student when they take the course. |
| EOD: | Equal Opportunity Division |
| EOY: | End of Year tests assess student learning in a content area at the end of a specific grade level |
| Fairness and Sensitivity Review Committee: | A Fairness and Sensitivity Review Committee will meet to review draft item and test specifications, as well as test items and passages. It will determine the appropriate distribution of gender, ethnic and other group characteristics in test items and passages. The committee will also determine whether the test items and passages are fair for all students and no biases exist. |
| FEI: | Federal Employer Identification |
| IEP: | Refers to an Independent Education Plan developed for students with disabilities. Plan identifies specific testing modifications and accommodations required in accord with their specific disability. |
| LEP: | Limited English Proficiency |
| Linear: | Refers to a fixed form CBT assessment without any computer adaptive capacity |
| Mandatory: | Must, Will, Shall |
| Moderation Panel: | A panel of individuals, teachers, who have been through range finding and have helped to identify the scoring training materials, will provide training and support to classroom teachers in scoring Performance-Based Assessment tasks. |

*Indicates change 08/08/13.

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| NCME: | The National Council on Measurement in Education |
| OAA: | The current Ohio Achievement Assessments will be phased out as Ohio Computer-Based Assessments aligned to standards become operational. |
| OAC: | Ohio Administrative Code |
| OAKS: | Ohio Administrative Knowledge System (Ohio's Accounting System) |
| OBG: | Ohio Business Gateway |
| OCBA: | Ohio Computer-Based Assessments, replacing OAA and OGT |
| ODE: | The Ohio Department of Education |
| Offeror: | Vendor Submitting Proposal |
| OGT: | The Ohio Graduation Test, currently a graduation requirement, will be phased out as End of Year and End of Course assessments become operational. |
| OPAPP: | The Ohio Performance Assessment Pilot Project has engaged in a process of introducing OPAPP Dyads, or linked learning and assessment tasks utilized formatively in classrooms. It is the plan of the Ohio Department of Education to produce OPAPP-like Dyads to become a part of the non-summative assessment system for Ohio in the subjects of Science and Social Studies. OPAPP dyads will be offered in grades and subject areas when an end of year test is not offered. |
| OPS: | Office of Procurement Services |
| ORC: | Ohio Revised Code |
| OTELA: | The Ohio Test of English Language Acquisition measures English language proficiency at each grade level in students for whom English is not their first language. |
| PARCC: | Partnership for Assessment of Readiness for College and Careers. Ohio is a member of PARCC. Assessments in English language arts and mathematics are being developed through this coalition to replace the OAA and OGT in those content areas. This RFP seeks a vendor to provide a comparable testing system aligned to standards in science and social studies. |
| PBA: | Performance-Based Assessments or Performance Based Tasks are assessments requiring the test taker to engage in tasks requiring higher order skills beyond recall by demonstrating a skill or understanding by taking some sort of action with a consequence. For example, drag and drop item to order something by magnitude as the result of a research effort or problem solving as in an experiment. These PBAs will complement the summative assessments. |
| PLD: | Performance Level Descriptors are the range of reporting levels in a hierarchy that represents an ability level identified by an assessment score. There will be 5 Performance Levels ranging from, for example (a la PARCC), Level 5 Superior command of the knowledge, skills and abilities (KSA) embodied by Common Core or related standards; Level 4 Solid command of KSA; Level 3 Partial command of KSA; Level 2 Limited Command; Level 1 Very Limited command of KSA |
| Rangefinding: | A rangefinder committee will be established for each subject area at each grade level. The Rangefinder Committee will meet to review sample student responses and score sample responses to obtain anchor or exemplar papers to be used in the scoring of constructed-response items. The committee will be composed of teachers, district/school curriculum staff, district/school administrators and higher education staff. The Rangefinder Committee will meet after an operational test has been constructed but before the test is administered. |
| RFP: | Request for Proposal |
| SOS: | Secretary of State |
| Standard Setting Committee: | Standard Setting Committees will meet to recommend scoring standards and to provide data for the State Board to establish cut scores for each of the assessments. |
| State of Ohio fiscal year: | The period from July 1 of one (1) calendar year through June 30 of the following calendar year |
| Task Dyad Learning System: | In the off grades of summative assessments in science (grades 3,4,6,7) and social studies (3,5,7, ,8) students will be expected to complete a performance based assessment (non-summative) made up of learning tasks and assessment tasks. This dyad will require the students to apply knowledge and associated higher order skills in a demonstration of mastering the associated 2-3 curriculum learning goals. This Learning activity will typically take the student about 2 hours followed by an aligned Assessment task of 2 hours on another class day. |
| TEI: | Technology-Enhanced Items are assessment items that include features only available by computer based delivery. An example would include a routine multiple choice item with a drag and drop or hot spot feature or other enhancements such as an animation. |
| UNSPSC: | The United Nations Standard Products and Services Code |

1.0 EXECUTIVE SUMMARY

1.1 INTRODUCTION

This is a Request for Competitive Sealed Proposals (RFP) under Section 125.071 of the Ohio Revised Code (ORC) and Section 123:5-1-08 of the Ohio Administrative Code (OAC). The Department of Administrative Services (DAS), Office of Procurement Services, on behalf of the Ohio Department of Education (the Agency), is soliciting competitive sealed proposals (Proposals) for Ohio Computer-Based Assessments. If a suitable offer is made in response to this RFP, the state of Ohio (State), through DAS, may enter into a contract (the Contract) to have the selected Offeror (the Contractor) perform all or part of the Project (the Work). This RFP provides details on what is required to submit a Proposal for the Work, how the State will evaluate the Proposals, and what will be required of the Contractor in performing the Work.

This RFP also gives the estimated dates on page one, for the various events in the submission process. While these dates are subject to change, prospective Offerors must be prepared to meet them as they currently stand.

1.2 CONTRACT PERIOD

Once awarded, the term of the Contract will be from the award date through June 30, 2018. The State may solely renew all or part of this Contract at the discretion of DAS for a period of one month and subject to the satisfactory performance of the Contractor and the needs of the Agency. Any other renewals will be by mutual agreement between the Contractor and DAS for any number of times and for any period of time. The cumulative time of all mutual renewals may not exceed four (4) years and are subject to and contingent upon the discretionary decision of the Ohio General Assembly to appropriate funds for this Contract in each new biennium.

1.3 BACKGROUND

The state of Ohio is seeking test development, administration and analysis of subject tests for Science and Social Studies to complement the English Language Arts and Mathematics (based on Common Core Standards) assessments available from Partnership for Assessments of Readiness for College and Career (PARCC). Ohio intends that the Science and Social Studies assessments will mirror the PARCC format of a variety of item types (including Technology-Enhanced Items) with multiple sessions of performance assessments and summative End of Year assessments. Ohio further intends to administer all assessments on a variety of devices including school available computing devices such as desk tops, lap tops, tablets, thin client devices, etc. according to the recommended hardware and operating systems specifications provided by PARCC, and provide multiple sessions (summative with performance and end of year). The computer-based OCBA will be in a linear fixed form format (not a computer adaptive test) similar to the PARCC formats.

ODE wishes to provide non-summative performance-based tasks (PBA) within each content area (science and social studies) in the grades when summative assessments are not offered (see Product Development Table 1). A bank of tasks for formative, non-summative purposes has been developed through the Ohio Performance Assessment Pilot Project (OPAPP). More information about this project and the instructional and assessment tasks is provided in the titled Supplement B: Task Dyad Learning System Implementation Model. ODE anticipates that these tasks will provide the initial basis for an item bank.

In addition, this RFP seeks a contractor to continue the current Ohio Test of English Language Acquisition (OTELA) until it is replaced by the English Language Proficiency Assessment (ELPA). ELPA is currently under development and expected to become operational during the 2016-2017 school year.

1.3.1 Objectives.

DAS has the following objectives that it wants this Work to fulfill, and it will be the Contractor's obligation to ensure that the personnel the Contractor provides are qualified to perform their portions of the Work. Ohio expects to launch the Ohio Computer-Based Assessments in school year 2014-2015

The summative assessments will include two sessions with a performance based component followed by a summative assessment. For Science, there will be grade-level-appropriate end-of-year summative (EOY) assessments based on Ohio Content Standards for grades 5 and 8, and end-of-course exams (EOC) in Physical Science and Biological Sciences for high school students. For Social Studies, there will be grade-level-appropriate assessments based on Ohio Content Standards for grades 4 and 6, and end-of-course exams for American History and American Government for high school students. Science and Social Studies assessments will be developed according the item specifications and test blueprints as developed for Ohio. All assessments will include a performance-based component for tested years and for the non-tested years in elementary grades 4 through 8 to grades 9 through 11 in high school (additional information about existing performance-based tasks is found in Supplement C Assessment Blueprints.)

*The selected Contractor will perform a range of tasks and provide a variety of deliverables. In general these tasks and deliverables can be grouped into six functions: project management, test development, administration, scoring and reporting, technical (psychometric), and professional development and public engagement. For purposes of organizing this document, the tasks and deliverables will be listed under these functions. The ODE uses a variety of advisory committees in the test development process and in scoring and reporting test results. The Contractor will be responsible for working closely with these committees. Committees include Fairness and Sensitivity Review Committees; Content Advisory Committees: Technical Advisory Committee, Rangefinder Committees and Standard Setting Committees. See Supplement A for more information about the committees. There will be ten (10) to fifteen (15) members per committee. The Contractor is responsible for securing the meeting space and any equipment needed and all costs associated with the meeting excluding food costs. Committee members are reimbursed by the Contractor for lodging and travel. Contractor shall include reimbursement for a substitute teacher for meetings held during the school year but not during the summer or on non-contract days. Food costs are not included per agency policy.

| | Science | Social Studies | OTELA |
|--|--|--|---|
| EOY Exams including PBA and summative assessment | Grades 5, 8 | Grades 4, 6 | Continue existing exams K-12 in four grade bands: K-2; 3-5; 6-8; 9-12 through 2015-16 |
| EOC Exams including PBA and summative assessment | High School: Physical Science, Biological Sciences | High School: American History, American Government | |
| Non-Summative TLDS | Grades 3, 4, 6, 7 | Grades 3, 5, 7, 8 | |

1.3.2 Multiple Award Contract This RFP may result in a Multiple Award Contract (MAC). A MAC is a contract made with more than one supplier of the same or similar types of supplies or services at varying prices. The state's obligations under a MAC are subject to the Ohio Controlling Board's continuing authorization to use the MAC program authorizing the use of Multiple Award Contracts.

This Request for Proposals (RFP) is organized according to the three assessment products referred to throughout this document as Science, Social Studies, and OTELA. Contractors may submit proposals for each and/or all of the products. Proposals must address each product proposed according to the specifications and deliverables as outlined below. These deliverables and tasks can be grouped into six functions:

1. Project Management;
2. Test Development;
3. Administration;
4. Scoring and Reporting;
5. Technical (psychometric); and,
6. Professional Development and Public Engagement.

These functions apply to each of the products requested. Each has associated deliverables discussed in depth below under Contractor Responsibilities.

It is the intent of the State to award the Contract by assessment product. An Offeror may propose to service one product, two products or all products. If multiple contractors are selected, it is expected they will cooperate and coordinate their work to maximize efficiency.

1.3.3 Milestone, Completion and Delivery Dates

1. Contractor selection and award notification: August 30, 2013 (estimated).
2. Work to begin: September 15, 2013.
3. Acceptance of a detailed design for the EOY and EOC, including review by Ohio's Technical Advisory Committee (TAC) date: January 2014.
4. Acceptance of drafts of the tests date: November 1, 2013.
5. Implementation by: December 2014.
6. Teacher resources and professional development for science and social studies assessments designed and implemented: no later than spring 2014.

*Contractor shall attend the TAC meetings. These meetings are held in Columbus. The committee shall meet for one (1) to two (2) days. Contractor is responsible for securing meeting space locally in Columbus. Meetings are normally held at a meeting center or a hotel.

*Indicates change 08/08/13.

1.3.4 Services to be provided by the Contractor include, but are not limited to:

1. Design, development, administrations/operations, scoring, and reporting of an articulated, coordinated, and coherent assessment system aligned to academic content standards;
2. Development of an item bank for each assessment, including replenishing of items. Where applicable, existing items in current ODE item banks may be aligned to the new standards and put into use. Items will become and remain the property of the ODE;
3. House all relevant item banks;
4. Ensure and document the technical quality of the assessments and scores;
5. Provide qualified staff to monitor project, conduct meetings and provide deliverables;
6. Develop and provide resources and materials to promote public understanding of the assessment program;
7. Develop and disseminate resources and materials to promote educator ability to utilize the assessment results to inform instructional decisions;
8. Provide all other materials required for assessment system; and
9. Document program development and implementation.

The table below shows projections on the number of school districts expected to participate in the testing program.

| | # of Districts | # of Schools |
|-----------|----------------|--------------|
| Public | 613 | 794 |
| Nonpublic | 16 | 184 |
| Community | N/A | 139 |
| Total | 629 | 1117 |

The Contractor must develop the deliverables incrementally and provide ODE with a prototype application at each stage of development for testing the proof of concept. The Contractor must develop and implement an assessment system that meets all of the requirements described in this RFP.

Concurrent with the development and administration of assessments, the Contractor is responsible for developing, producing, and disseminating written, social media, and web-based presence and/or video materials that inform students, parents, educators, and business persons about the purpose, use, content, and format of the Ohio Computer-Based Assessments (OCBA). In addition, the Contractor is responsible for developing and disseminating the written, social media, and web-based presence and/or video teacher resource materials that help teachers to understand the relationships among the OCBA, Ohio's academic content standards, local curriculum, and instructional practices.

1.3.5 Qualified Applicants

ODE is seeking qualified applicants able to demonstrate adequate experience in the development, delivery and scoring of tests of similar scope and complexity, particularly through computer-based delivery systems. Successful candidates must demonstrate their ability to work with ODE and its stakeholders throughout the development, delivery, scoring and reporting process, a sound financial ability, as well as their experience in the developing and working with Performance-Based Assessment tasks. ODE expects the assignment of a minimum of one full-time project manager as well as adequate FTE coverage for all other tasks by appropriately qualified personnel as detailed below.

1. Project Manager (must be dedicated full-time to this Contract). Required qualifications:
 - A. Project management experience on a project of similar size and scope developing similar test-related materials on a large-scale assessment.
 - B. Project management experience in item bank development and replenishing on a project of similar size and scope developing similar products on a large-scale assessment.
 - C. Project management experience in scoring on a similar project on a large-scale assessment.
2. Information Technology Administration Manager. Required qualification:
 - A. Demonstrated ability to manage a platform of the size and scope required by this project.
3. Item Development Manager. Required qualifications:
 - A. Experience in item and test development for a large-scale assessment.
 - B. Experience with item and test development for computer-based administration
4. Performance-Based Assessment Manager. Required qualifications:
 - A. Experience in development and implementation of performance-based tasks for formative assessment
 - B. Experience in development of performance-based tasks for summative assessment.

5. English as a Second Language Assessments Manager. Required qualifications:
 - A. Experience in developing, implementing, and scoring alternate assessments of limited English proficient students
 - B. Experience with large-scale assessment
6. Scoring Manager. Required qualifications:
 - A. Experience in scoring multiple formats (multiple choice and constructed response)
 - B. Experience scoring in a short timeline for a large scale assessment
7. Lead Item Writers. Requested qualification:
 - A. Thirty-six (36) months experience item writing in applicable content area
8. Meeting Coordinator. Required qualifications:
 - A. Experience in coordinating meetings
 - B. Experience working across a comparable geographic area
9. Help Desk Manager. Required qualifications:
 - A. Experience in development of help desk functions
 - B. Demonstrated ability to manage both technical and functional information required by a range of consumers in the course of testing.
10. Scoring Directors/Team Leaders. Required qualifications:
 - A. Experience in scoring tests for a specific age group.
 - B. Demonstrated content knowledge relevant to the tested area.
11. Psychometrician. Required qualifications:
 - A. Experience in psychometric activities appropriate for a large-scale assessment
 - B. Experience using one-and-multi-parameter IRT models, item parameter and step difficulties to scale and equate test forms containing different item types
12. Item Writers. Required qualification:
 - A. Twenty-four (24) months experience item writing in the applicable content area.
13. Team members. Required qualifications.
 - A. Experience conducting various committee meetings
 - B. Experience conducting content and fairness and sensitivity reviews

Offerors must clearly detail how proposed staff members meet all requirements for each position. Offeror must complete Forms 5.2.5 and 5.2.6 for each proposed key staff member and may include resumes with additional information as needed.

1.4 SCOPE OF WORK

Ohio expects to launch the Ohio Computer-Based Assessments in school year 2014-2015. The summative assessments will include two sessions with a performance based component followed by a summative assessment. For Science, there will be grade-level-appropriate end-of-year summative (EOY) assessments based on Ohio Content Standards for grades 5 and 8, and end-of-course exams (EOC) in Physical Science and Biological Sciences for high school students. For Social Studies, there will be grade-level-appropriate assessments based on Ohio Content Standards for grades 4 and 6, and end-of-course exams for American History and American Government for high school students. Science and Social Studies assessments will be developed according to the item specifications and test blueprints as developed for Ohio. All assessments will include a performance-based component for tested years. Additionally, the Ohio Computer-Based Assessments will include Task Dyad Learning System (TDLS) Performance-Based Assessments for the non-tested years in elementary grades 3-8 and grades 9-11 in high school (additional information about performance-based tasks is found in Supplement B: Task Dyad Learning System (TDLS)).

The selected Contractor will perform a range of tasks and provide a variety of deliverables. In general these tasks and deliverables can be grouped into six functions: project management, test development, administration, scoring and reporting, technical (psychometric), and professional development and public engagement. For purposes of organizing this document, the tasks and deliverables will be listed under these functions. The ODE uses a variety of advisory committees in the test development process and in scoring and reporting test results. The Contractor will be responsible for working closely with these committees.

This Request for Proposals (RFP) is organized according to the three assessment products referred to throughout this document as Science, Social Studies, and OTELA. Contractors may submit proposals for each and/or all of the products. Ohio will consider all proposals from qualified Offerors and reserves the right to select across Offerors or select one Offeror. If multiple contractors are selected, it is expected they will cooperate and coordinate their work to maximize efficiency. Proposals must address each product proposed according to the specifications and deliverables as outlined as follows.

1.4.1 Deliverables

The Contractor will be asked to perform a range of tasks and provide a variety of deliverables for each of the three products: science, social studies and OTELA. These deliverables and tasks can be grouped into six functions: project management, test development, administration, operations, scoring and reporting, technical (psychometric), and professional development and public engagement. For purposes of organizing this document, the deliverables and tasks will be listed under these functions.

Table 3
Summary of Test Development and Implementation

| | Tested Grades | First Tested School Year | Available for Use | Components | Administration Time | Scoring Deadline |
|--------------------------|---------------|--------------------------|----------------------------------|--|---------------------|--|
| Grade 3-8 Science | 5,8 | 2014-2015 | Late February | Performance Assessments. Half hand scored and half machine scored by Contractor. | 60-75 minutes | 25 calendar days following close of testing window |
| Grade 3-8 Science | 5,8 | 2014-2015 | May | End of Year Exams inclusive of selected response, constructed response and technically enhanced items. To be machine scored by the Contractor. | 45-60 minutes | Immediate to five days. |
| Grade 3-8 Science | 3,4,6,7 | 2014-2015 | August 1 | Task Dyad Learning System (TDLS) Learning Tasks | 1 to 4 hours | Non-summative teacher-scored |
| Grade 3-8 Science | 3,4,6,7 | 2014-2015 | Mid-February | TDLS Assessment tasks, teacher scored based on training and simulations to be provided by Contractor. | 60-90 minutes | Vendor-scored and teacher-scored |
| Biology | | 2014-2015 | Approx. ¾ of way through course. | **Performance Assessments. Half hand-scored by Contractor and half machine scored by the Contractor. | 60-90 minutes | 25 calendar days following close of testing window |
| Biology | EOC | 2014-2015 | May [†] | Inclusive of selected response, constructed response and technically-enhanced items to be machine-scored by the Contractor | 60-90 minutes | Immediate to five days. |
| Physical Science | | 2014-2015 | Approx. ¾ of way through course. | **Performance Assessments. Half hand-scored by Contractor and half machine scored by the Contractor. | 60-90 minutes | 25 calendar days following close of testing window |
| Physical Science | EOC | 2014-2015 | May [†] | Inclusive of selected response, constructed response and technically-enhanced items to be machine-scored by the Contractor | 60-90 minutes | Immediate to five days. |
| Grade 3-8 Social Studies | 4,6 | 2014-2015 | Late February | Performance Assessments Half hand scored and half machine scored by Contractor | 60-75 minutes | 25 calendar days following close of testing window |
| Grade 3-8 Social Studies | 4,6 | 2014-2015 | May | End of Year Exams inclusive of selected response, constructed response and technically enhanced items. To be machine scored by the Contractor | 45-60 minutes | Immediate to five days. |
| Grade 3-8 Social Studies | 3,5,7,8 | 2014-2015 | August 1 | TDLS Learning Tasks | 1 to 4 hours | Non-summative teacher-scored |
| Grade 3-8 Social | 3,5,7,8 | 2014-2015 | Mid-February | TDLS Assessment tasks, teacher scored based on training and | 60-90 minutes | Vendor-scored and |

| Studies | | | | simulations to be provided by Contractor | | teacher-scored |
|---------------------|--|--|---|--|--|--|
| American History | | 2014-2015 | Approx. ¾ of way through course. | **Performance Assessments. Half hand-scored by Contractor and half machine scored by the Contractor. | 60-90 minutes | 25 calendar days following close of testing window |
| American History | EOC | 2014-2015 | May [†] | Inclusive of selected response, constructed response and technically-enhanced items to be machine-scored by the Contractor | 60-90 minutes | Immediate to five days. |
| American Government | | 2014-2015 | Approx. ¾ of way through course. | **Performance Assessments. Half hand-scored by Contractor and half machine scored by the Contractor. | 60-90 minutes | 25 calendar days following close of testing window |
| American Government | EOC | 2014-2015 | May [†] | Inclusive of selected response, constructed response and technically-enhanced items to be machine-scored by the Contractor | 60-90 minutes | Immediate to five days. |
| Grade K-12 OTELA | K-12 in four grade bands: K-2; 3-5; 6-8; 9-12. | Ongoing, will end when new ELPA* is operational in 2016-2017 | Mid-January through first week of March | Four tests given separately: Reading, Writing, Listening, Speaking in each grade band. <u>K-2:</u> Observational, Test Administrator marks score sheet. <u>3-5 and 6-8:</u> Reading – 20 MC; Writing 10 MC and 2 prompts; Listening 18 MC; Speaking 12 tasks. <u>9-12:</u> Reading – 20 MC; Writing 11 MC and 3 prompts; Listening 20 MC; Speaking 12 tasks. | Estimated times. Reading 25-30 minutes; Writing 35-40 minutes; Listening 30 minutes; Speaking 25-30 minutes. | 60 Calendar days after close of testing window (first week of March) |

* The English Language Proficiency Assessment (ELPA) is currently under development through a 12-state collaborative effort funded through an Enhanced Assessment Grant.

**Indicates change 08/08/13.

***†End of Course exams should also be available in December to schools operating on block scheduling. Students take the full summative given for each administration (PBA and EOY) when course is completed and those on a block schedule do not wait until May.

Note: Each of the content areas is expected to include a PBA component at each grade level. The ODE has been working through the Ohio Performance Assessment Project (OPAPP) to develop an initial bank of assessment tasks. These are to provide the basis for the PBA component. Additional information about the development of OPAPP dyads is included in Supplement B: Task Dyad Learning System Implementation Model. In order to allow for budget constraints, the non-summative components (Task Dyad Learning System) should be priced separately and independently of the summative components such that this portion of the scope of work could be deleted as necessary.

Plan B Deliverables. Offerors are also asked to submit information on their ability to respond to a set of deliverables titled Plan B. ODE is currently a participant in the test-development process of PARCC, moving forward towards implementation of Common Core aligned assessments in English language arts and mathematics for the 2014-2015 school year. Should there be any interruption in this process, however, ODE is still legislatively bound to implementation of Common Core aligned assessments in all core content areas. Therefore, ODE requests, in addition to the primary deliverables, a calculation of the ability of the Offeror to provide, through already-existing materials or otherwise, should the need arise, aligned assessments in English language arts and mathematics in the tested grades of three through eight, and to provide aligned end of year assessments in English language arts in each of grades 9-12 and aligned end of course assessments in Algebra I, Algebra II, Integrated mathematics 1,2 and 3, and Geometry.

Note: Contractor must ensure that all of the tasks listed below are completed by the dates agreed to in the Contractor Management Meetings or the dates specified in the tasks, whichever is applicable.

A. PROJECT MANAGEMENT

Deliverable 1: The Contractor must provide for continuous monitoring of the implementation status of the project and for coordination of the work (i.e., procedures, materials, reports, and timelines) of the Contractor, the ODE, and the subcontractors (if applicable).

*Deliverable 2: The Contractor must convene and facilitate all committees as described in Supplement A that will advise the Contractor and ODE on the transition from Ohio Achievement Assessment (OAA) and Ohio Graduation Test (OGT) to OCBA, including transfer of existing item banks. Committee meetings are held in central Ohio.

*Contractor is responsible for securing meeting space locally in Columbus for all meetings. All committees shall consist of ten (10) to fifteen (15) members. Meetings are normally held at a meeting center or a hotel. Contractor is responsible for meeting space costs including any audiovisual and web access support. Meeting expenses are to be included in the Project Management of the Cost Summary. Committee members are reimbursed by Contractor for lodging and travel (mileage) but no food costs per agency policy. If committee members travel over 100 miles for multi-day meetings, Contractor is responsible for the cost of lodging. Substitutes shall be paid for during school year but not for summer or contract days. No stipends.

*Transition planning would require representatives from each Contractor, ODE staff and leadership, and would include several TAC members. The committees shall meet for two (2) days at a minimum. ODE will use local TAC members to eliminate any lodging expenses. Meeting expenses are to be included in the Project Management of the Cost Summary.

*Expected duration of meetings are as follows: CAC, one (1) to two (2) days; Fairness, two (2) days; Rangelinding two (2) to four (4) days; TAC, one (1) to two (2) days, and Standard Setting, two (2) to four (4) days.

Deliverable 3: The Contractor must provide consultative services to ODE during the transition from previous Contracts, as well as from this Contract to the next Contract.

Deliverable 4: The Contractor must coordinate with the contractors selected to develop and score other (Ohio) state tests.

Deliverable 5: The Contractor must formulate and adhere to systems of quality control and test security in keeping with the high stakes nature and expectations of the testing program.

B. TEST DEVELOPMENT

*Deliverable 6: The Contractor must verify that existing items, item banks, and test materials are aligned with newly adopted academic content standards. Contractor must be able to store and make available for use all item banks from previous contractor. The Contractor must be able to maintain and have available for use paper and pencil forms of the OGT for administration over years 2014-2017 as determined by ODE. Contractor shall be responsible for printing the paper forms. Current Contractor will field test approximately 250 items per test for 2013-2014. Items were written to the newly adopted academic content standards and built to QTI standards. The following link will provide a sample test: <http://education.ohio.gov/Topics/Testing/Testing-Materials/>

*Deliverable 7: The Contractor must develop and deliver test specifications, item specifications and style guides. This deliverable does not apply to the OGT and OTELA.

*Deliverable 8: The Contractor must develop new items and deliver to the ODE and committees for review and approval prior to field-testing. The number of items to be developed is based on an analysis of the item bank against test specs/blueprints. ODE cannot give a specific number since the number of items is a function of the number of items successful in the field test. The current Contractor develops approximately 250 items per test/grade and about 80% of these go operational.

*There is a Content Advisory Committee (CAC) and a Fairness committee for review and approval of draft items with ODE having the final say on any item. For the Fairness Committees, two (2) committees are organized by grades: 3 to 8 and high school. All other committees are grade and content specific. There are ten (10) to fifteen (15) members per committee. Usually CAC meets for three (3) to four (4) days, Fairness for one (1) to two (2) days. Participants are teachers and other stakeholders. Committee members are reimbursed by Contractor for lodging and travel but no meals per agency policy. Substitutes can be paid for during school year but not for summer or contract days. No stipends. See this link for a description of committees: <http://education.ohio.gov/getattachment/Topics/Testing/Testing-Forms-Rules-and-Committees/Documents-and-Forms/Advisory-Committee-Descriptions.pdf.aspx> This deliverable does not apply to the OGT and OTELA.

*Deliverable 9: The Contractor must develop, and deliver for ODE a plan for sampling for embedded field test forms. This deliverable does not apply to the OGT and OTELA.

*Deliverable 10: The Contractor must conduct field tests of embedded items with the routine administration of the assessments. This deliverable does not apply to the OGT and OTELA.

*Deliverable 11: The Contractor must deliver field-tested items and associated statistics to the ODE and the Content Advisory and Fairness committees for review and approval. This deliverable does not apply to the OGT.

*Deliverable 12: The Contractor must deliver to the ODE for approval drafts of operational test forms (items and corresponding item statistics) that meet test specifications and any other criteria and procedures for constructing test forms. Draft forms must be presented in the same format and on the same platform as expected for administration to students. Note: A practice version of all assessments is to be publicly available September 2014. In addition, for each assessment, the Contractor is expected to annually provide two forms (one for regular use, one for breaches). For OGT maintenance purposes, Contractor should anticipate a total of four forms (to be provided by the current vendor), using two per year. Practice versions shall be half-length for science and social studies in all grades with first operational fully released post administration per state law. The same are required for Plan B. No such release required for OTELA or TDLS.

*Deliverable 13: The Contractor must develop and deliver for ODE approval a technical manual that documents the test development process. This deliverable does not apply to OTELA.

*Deliverable 14: The Contractor must create, maintain, and annually deliver to the ODE, item banks. Note: the first operational test is legislatively required to be released to the public by June 2015. Additional forms are not required to be released under current law. This deliverable does not apply to OTELA.

C. ADMINISTRATIVE OPERATIONS

*Deliverable 15: The Contractor must create, and be able to routinely deliver the assessments in a computer-based administration mode either with a platform similar to the proposed PARCC administration platform or actually in cooperation with the administrators of the PARCC platform. See the PARCC website for further information on the PARCC platform. It is the intent for the Ohio CBAs to be consistent so students have a seamless experience across subjects. This deliverable does not apply to the OGT and OTELA.

The following table outlines Assessment System Functions expected of the Contractor. These functions are not exhaustive. ODE expects Offerors to propose solutions and requirements for a fully-developed computer-based administration system to be delivered.

*Indicates change 08/08/13.

| Table 4 Assessment System Functions | |
|--|--|
| Delivery Platform | Test Registration Test Scheduling Scoring Routing Score Monitoring Assessment Data Storage Delivery Platform Customer Support Platform conformance and Assurance Testing Student Toolbox |
| Shared Services | Portal Authentication/Single Sign On/Identity Management Logging and Audit Monitoring and Alerting Common Identifier System Shared Services Help Desk Shared Services conformance and Assurance Testing Assessment Technology Integration Testing |
| Content Management | Item Authoring Test Authoring Test Spec Authoring Item Bank Test Packager Resource Center |
| Scoring | Key-based and Rule-based Scoring Score Routing Item Response Scoring Test Scoring Test Analysis Automated Scoring Human Scoring Paper Scanning |

| | |
|-----------------|--|
| Data Management | Data Warehouse Reporting Engine Analytics Engine |
|-----------------|--|

*Notes on Table 4.

- a. All platforms (if multiple) must be seamless, compatible and fully synchronized so that there are no additional burdens on students and test administrators as they take assessment across content areas.
- b. ODE is seeking comprehensive data warehousing and common psychometric analytics for classical and IRT analysis for use by contractors and ODE staff. Data warehouse shall include storage of longitudinal data on students as prescribed by agency policy and state law. Stored data shall also include PARCC results along with ODE science and social studies results.

*Deliverable 16: The Contractor must develop, print and deliver ancillary test-administration materials, including administration manuals, school and district test coordinator manuals, and forms necessary for accurately accessing the assessments on the test platform. All materials must be web-accessible through a secure browser interface. Contractor should propose any potential use of social media distribution for these ancillary materials as well as other information of value to any and all stakeholders including students, parents, teachers, school administrators etc. These materials must complement and coordinate in look and message such materials available from PARCC so that all assessment related material has a consistent look (See also Deliverable 35). Offerors may do search on the ODE website for examples of paper and pencil manuals as well as their newsletters for OAA and OGT that note where to find such documents.

*Deliverable 17: The Contractor must ensure training, troubleshooting, and problem resolution for administering assessments on the test platform. ODE expects 70% computer based testing by 2014-2015. Customer support must be available beginning September 2014. This deliverable does not apply to OTELA.

*Deliverable 18: The Contractor must be able to produce an equivalent version of the assessments in paper and pencil form for a few districts that are not capable of delivering a computer based assessment for religious or cultural reasons, i.e., Amish students. ODE estimates 30% shall be paper and pencil tests. Given ODE's intentions of being consistent with PARCC, awarded Contractor shall produce similar looking test books. There will be approximately 900 copies of manuals in hard copy (all district plus community and chartered non-publics) as well as available in electronic form.

D. SCORING/REPORTING

*Deliverable 19: The Contractor must conduct a demonstration of computer-based assessment delivery including technologically-enhanced item types and performance based assessments (PBA) for the purpose of confirming accuracy and efficiency of these procedures. This deliverable does not apply to the OGT.

Deliverable 20: The Contractor must be able to score the EOY selected-response portion of tests with machine scoring.

*Deliverable 21: The Contractor must score the constructed-response portion and PBA and TDLS Assessment Tasks with hand and/or machine scoring. OTELA is all Contractor-scored. ODE is open to using artificial intelligence (AI) scoring for portions of the Performance Based Assessments, provided that such items and expected responses are conducive to AI scoring. For the OAA, 10% second scoring is required. For the OGT, 100% second scoring is required. While there is no need to produce a Braille version of the TDLS, Offerors shall propose the use of technology for accommodations.

Deliverable 22: The Contractor must combine scores from selected-response scoring and constructed-response scoring and develop and deliver complete score reports.

*Deliverable 23: The Contractor must develop state score reports and deliver to ODE for review and approval; these reports must be delivered to ODE as soon as possible following the close of the testing window. These reports must be delivered in both paper copy and electronic copy. Contractor will propose the fastest timeline within their capabilities. ODE suggests a timeline that includes immediate feedback for machine-scored portions where appropriate to not more than thirty (30) calendar days for complete reports. Classroom, school, district and state aggregated reports are required.

*Deliverable 24: The Contractor must develop and deliver additional reports for districts and parents, including reports on teachers as raters. These reports will be inclusive of data that will be provided to ODE by PARCC. Online delivery of Family Reports is required along with the printing and delivery of one copy each per family to the school district. This deliverable does not apply to the OGT.

*Indicates change 08/08/13.

*Deliverable 25: The Contractor must store student responses from operational tests and re-score individual student's tests upon request by ODE. Electronic storage should be considered long term: ten (10) to twelve (12) years or more. Rescore information can be found at the following link:
<http://education.ohio.gov/getattachment/Topics/Testing/District-Test-Coordinator-Newsletter/March-2013/March-OAA-2013.pdf.aspx>

E. TECHNICAL/PSYCHOMETRIC

All technical, psychometric as well as test development, administration and reporting work must be conducted according to the most recent version of the Standards for Educational and Psychological Testing as promulgated by APA, AERA, and NCME. It is expected that all best practices and evidence based procedures for efficiency and specific outcomes are demonstrated and applied.

Deliverable 26: The Contractor must develop and deliver sampling plans to obtain representative samples of Ohio students for the purposes of field testing items, equating test forms, and obtaining impact data for standard setting.

*Deliverable 27: The Contractor must conduct standard setting processes for all assessments. Contractors shall set standards but there will be no linking or equating. This deliverable does not apply to the OGT.

*Deliverable 28: The Contractor must scale items and equate test forms and produce and deliver preliminary technical reports for the purpose of documenting the scaling and equating. The scaling and equating portions of this deliverable do not apply to the OGT.

Deliverable 29: The Contractor must develop and deliver final technical reports for the purpose of documenting statistical properties of the tests, including validity and reliability evidence based on test results of all students tested.

Deliverable 30: The Contractor must collect and report evidence as required by No Child Left Behind peer review requirements. Such evidence may include, but is not limited to, results from alignment studies; results from validation studies; written policies on providing accommodations for students with disabilities and LEP students; written policies on native-language testing of LEP students; and score reports showing disaggregation of student achievement data by the statutorily specified student subgroups. See page 25 for further information regarding the No Child Left Behind peer review process.

*Deliverable 31: The Contractor must score field test items embedded in the operational test forms and develop and deliver field test item statistic reports. This deliverable does not apply to the OGT.

*Deliverable 32: The Contractor must modify, deliver, score and report assessments for students with disabilities whose Individual Education Plans specify regular testing with modifications. Note: tests must be developed with capability for such modifications as change in font size, non-reading assessments to be read aloud, different presentation environments such as extended time or additional breaks, etc. The tests must maintain consistency with PARCC accommodations policies. This deliverable does not apply to the OGT.

*Deliverable 33: The Contractor must modify, deliver, score and report assessments for English-limited students who require accommodations such as translations or translation scripts, audio English or audio foreign language, bilingual forms, etc. The tests must maintain consistency with PARCC accommodations policies. Spanish and Japanese were used in 2013 for printed test books. Other languages were supported via translation.

F. PROFESSIONAL DEVELOPMENT/PUBLIC ENGAGEMENT

*Deliverable 34: The Contractor must develop and deliver a plan, solicit stakeholder feedback, and implement the plan as revised to maximize opportunities for teacher training and related professional development to inform instructional practice and curriculum decisions, as well as intervention strategies. ODE is seeking professional development on all new assessments as they involve technology and performance based assessments. For example, PD on the technology enhanced item types and how they will be used in the new assessments. PD shall be developed one time but updated as necessary. Face-to-face training sessions are not required or expected. Training shall be delivered in webinar or virtual format.

Deliverable 35: The Contractor must develop and deliver informational brochures, a web site and social media presences for educators, parents, students, business and industry, and the general public.

Deliverable 36: The Contractor must develop and deliver practice tests and ancillary materials for the proposed computer platform for public access.

Deliverable 37: The Contractor must collaborate with ODE in order to develop and deliver model policies and procedures for district use, including adequate security procedures, appropriate to the testing format and mode of delivery.

G. PLAN B DELIVERABLES

Offerors are asked to provide a separate cost estimate for the provision of a bank of assessments to meet minimum state assessment requirements in the content areas of English language arts and mathematics (grades 3-8), end of year assessments in English language arts (grades 9-12) and end of course exams in algebra I and II, integrated mathematics I, II and III and geometry. Each of these assessments would align to the Common Core. This would be considered as a separate contract with ODE only in the event of delay or other interruption to the planned implementation of assessments currently under development by PARCC.

Offerors are expected to organize needed work to accomplish Plan B into deliverables and provide a cost estimate for each one. See the notes above the heading Project Management on page 9. Deliverables are expected to contain equivalent detail to that required for other aspects of the project and to be similar or comparable with regard to such details as working with stakeholder committees, etc.

1.4.2 Work Plan

The Offeror must provide a clear work plan describing their approach to accomplishing each of the deliverables within the appropriate timeline. ODE desires descriptions of the work that are succinct, clearly organized (tabbed and labeled) and provide insight into any unique contribution brought to the process by the individual Offeror.

The Offeror must provide item samples for each type of the Science and Social Studies. The samples should include the following:

| *Table 5 Item Samples Required | | | | | |
|---|---|----------------------------------|--|------------------------|-----------------------|
| END OF COURSE/END OF YEAR ITEM SAMPLES | | PBA ITEM SAMPLES | | TDLS TASK ITEM SAMPLES | |
| Science | Social Studies | Science | Social Studies | Science | Social Studies |
| Physical Science 8 th Grade | American Government 4 th Grade | Biology 5 th Grade | American History *6 th Grade | 6 th Grade | 7 th Grade |

The Offeror should take note that lengthy proposals clearly repurposed from other projects or filled with non-essentials (company advertising materials, laudatory publications and the like) are distracting to the evaluators. Any information included should show evidence of having been thoughtfully considered for inclusion, direct and to the point.

CONTRACTOR RESPONSIBILITIES. The Contractor must meet all RFP requirements and perform Work as defined in the Scope of Work.

Contract Management Meetings. Prior to the implementation of work under this Contract, at the beginning of any renewal period and throughout the duration of the Project, the State will require the Contractor to participate in contract management meetings. The purpose of the meetings is to determine the status of the project and if it is necessary to further define and clarify the deliverables, tasks, subtasks, work assignments, methods and due dates required by the Contract. For more information on these meetings, see Deliverable 1. If the Contract is revised or added to in any way, the revisions or additions must be made in writing in the form of a change order pursuant to the Changes section of this Contract.

1.5 CONFIDENTIAL INFORMATION

The process to procure goods and services by DAS is open to inspection by the public. DAS makes available prices (offered and accepted), terms of payment, Proposal materials, evaluation scores, product information, and other types of information DAS uses in evaluating and/or awarding the Contract, consistent with Ohio's public records law. DAS will seek to open the Proposals in a manner that avoids disclosing their contents. Additionally, DAS will seek to keep the contents of all Proposals confidential until the Contract is awarded. Further, the DAS will open for public inspection all Proposals provided to the DAS in response to this RFP after award.

1.6 REGISTRY OF OFFERORS

DAS will prepare a registry of Proposals containing the name and address of each Offeror. The registry will be on the Office of Procurement Services Web site and open for public inspection after the Proposals are received.

1.7 INSTRUCTIONS

Link to Web site for Instructions is available in Section 5.1.

1.8 REQUIRED REVIEW

Offerors shall carefully review the entire RFP and all the referenced Web links. Offerors shall promptly notify DAS through the inquiry process of any ambiguity, inconsistency, or error they discover. Notifications must be received by the deadline for receipt of questions in the inquiry process.

*Indicates change 08/08/13.

1.9 NUMBER OF PROPOSALS TO SUBMIT Offeror must submit one (1) original, completed and signed in blue ink, and eight (8) copies for a total of nine (9) Proposal packages. The Offeror must also submit a complete copy of the Proposals on a CD in Microsoft Office (Word, Excel, or Project) 2003 or higher, format and/or PDF format as appropriate.

2.0 EVALUATION OF PROPOSALS

2.1 MANDATORY REQUIREMENTS Table 6 contains items that are Mandatory Requirements for this RFP.

Determining the Offeror's ability to meet the Mandatory Requirements is the first step of the DAS evaluation process. The Offeror's response must be clearly labeled "Mandatory Requirements" and collectively contained in Tab 2 of the Offeror's Proposal in the "Offeror Required Information and Certification" section.

DAS will evaluate Tab 2 alone to determine whether the Proposal meets all Mandatory Requirements (accept/reject). If the information contained in Tab 2 does not clearly meet every Mandatory Requirement, the Proposal may be disqualified by DAS from further consideration.

2.2 TABLE 6 - MANDATORY PROPOSAL REQUIREMENTS

| Mandatory Requirements | Accept | Reject |
|--|--------|--------|
| 1. Documentation of a minimum of three projects similar in size and complexity within the past five years. Complete Form 5.2.4 for each prior project. | | |
| 2. Offeror attests in its Executive Summary that they are able to support administration of the OCBA in both an on-line format and a paper-pencil format. This Executive Summary shall be included with Tab 2, Offeror Required Information. | | |

If the State receives no Proposals meeting all of the mandatory requirements, the State may elect to cancel this RFP.

2.3 PROPOSAL EVALUATION CRITERIA If the Offeror provides sufficient information to DAS in its Proposal, demonstrating it meets the Mandatory Requirements, the Offeror's Proposal will be included in the next step of the evaluation process which involves the scoring of the Proposal Technical Requirements (Table 3), followed by the scoring of the Cost Proposals. In the Proposal evaluation step, DAS rates the Proposals based on the following listed criteria and the weight assigned to each criterion. The possible points allowed in this RFP are distributed as indicated in the Table 2 - Scoring Breakdown. Each Proposal passing the Mandatory Requirements will be evaluated by an evaluation committee made up of a representative(s) from DAS, Agency team members, and potentially a subject matter expert or an independent consultant.

2.4 TABLE 7 - SCORING BREAKDOWN

| Criteria | Maximum Allowable Points |
|---------------------------------|--------------------------|
| Proposal Technical Requirements | 1,080 Points |
| Proposal Cost | 190 Points |
| Total | 1,270 Points |

The following scale (0-9) will be used to rate each Proposal on the criteria listed in the Technical Proposal Evaluation table.

| | | | |
|---------------------------|-------------------|---------------------|-----------------------------|
| DOES NOT MEET 0 POINTS | MEETS 5 POINTS | EXCEEDS 7 POINTS | GREATLY EXCEEDS 9 POINTS |
|---------------------------|-------------------|---------------------|-----------------------------|

DAS will score the Proposals by multiplying the score received in each category by its assigned weight and adding all categories together for the Offeror's Total Technical Score in Table 3. Representative numerical values are defined as follows:

DOES NOT MEET (0 pts.): Response does not comply substantially with requirements or is not provided.

MEETS (5 pts.): Response generally meets the objectives (or expectations).

EXCEEDS (7 pts.): Response indicates the objectives will be exceeded.

GREATLY EXCEEDS (9 pts.): Response significantly exceeds objectives (or expectations) in ways that provide tangible benefits or meets objectives (or expectations) and contains at least one enhancing feature that provides significant benefits.

2.5 TABLE 8 - TECHNICAL PROPOSAL EVALUATION

| Criterion | Weight | Rating (0 to 9) | Extended Score |
|---|--------|-----------------|----------------|
| Offeror Profile | | | |
| Each Proposal must include a profile of the Offeror's history, capability, capacity, and relevant experience working on projects similar to this Work. (Complete all areas of Form 5.2.3). | 5 | | |
| Criterion | Weight | Rating (0 to 9) | Extended Score |
| The Offeror has demonstrated sufficiency of resources to meet the Project timeline and deliverables. | 1 | | |
| Staffing Plan. Offeror's proposal shall include: | | | |
| The qualifications of the key qualified personnel that will be involved in the Work. | 1 | | |
| The proposed role definition of key personnel and the percentage of the time dedicated to the Work for respective role(s) and individuals. | 1 | | |
| The expertise and previous experience of staff to develop quality deliverables in the allowable time frame. | 2 | | |
| Scope of Work. Offeror's Work Plan must clearly address how it intends to provide all the following deliverables and tasks. | | | |
| A. PROJECT MANAGEMENT | | | |
| Deliverable 1: The Contractor must provide for continuous monitoring of the implementation status of the project and for coordination of the work (i.e., procedures, materials, reports, and timelines) of the Contractor, the ODE, and the subcontractors (if applicable). | 3 | | |
| Deliverable 2: The Contractor must convene and facilitate committees that will advise the Contractor and ODE on the transition from Ohio Achievement Assessment (OAA) and Ohio Graduation Test (OGT) to OCBA including transfer of existing item banks. | 3 | | |
| Deliverable 3: The Contractor must provide consultative services to ODE during the transition from this Contract to the next Contract. | 3 | | |
| Deliverable 4: The Contractor must coordinate with the contractors selected to develop and score other state tests. | 3 | | |
| Deliverable 5: The Contractor must formulate and adhere to systems of quality control and test security in keeping with the high stakes nature and expectations of the testing program. | 3 | | |
| B. TEST DEVELOPMENT | | | |
| Deliverable 6: The Contractor must verify that existing items, item banks, and test materials are aligned with newly adopted academic content standards. Contractor must be able to store and make available for use all item banks from previous contractor. The contractor must be able to maintain and have available for use paper and pencil forms of the OGT for administration over years 2014-2017 or as to be determined | 2 | | |
| Deliverable 7: The Contractor must develop and deliver test specifications, item specifications and style guides | 3 | | |
| Deliverable 8: The Contractor must develop new items and deliver to the ODE and committees for review and approval prior to field-testing. | 3 | | |
| Deliverable 9: The Contractor must develop, and deliver for ODE a plan for sampling for embedded field test forms. | 3 | | |

| Criterion | Weight | Rating (0 to 9) | Extended Score |
|---|--------|--------------------|-------------------|
| Deliverable 10: The Contractor must conduct field tests of embedded items with the routine administration of the assessments. | 3 | | |
| Deliverable 11: The Contractor must deliver field-tested items and associated statistics to the ODE and committees for review and approval. | 3 | | |
| Deliverable 12: The Contractor must deliver to the ODE for approval drafts of operational test forms (items and corresponding item statistics) that meet test specifications and any other criteria and procedures for constructing test forms. Draft forms must be presented in the same format and on the same platform as expected for administration to students. Note: A practice version of all assessments is to be publicly available September 2014. In addition, for each assessment, the vendor is expected to annually provide two forms (one for regular use, one for breaches). For OGT maintenance purposes, Offerors should anticipate a total of four forms (to be provided by the current contractor), using two per year. | 3 | | |
| Deliverable 13: The Contractor must develop and deliver for ODE approval a technical manual that documents the test development process. | 3 | | |
| Deliverable 14: The Contractor must create, maintain, and annually deliver to the ODE, item banks. Note: the first operational test is legislatively required to be released to the public by June 2015. | 3 | | |
| C. ADMINISTRATIVE OPERATIONS | | | |
| Deliverable 15: The Contractor must create, and be able to routinely deliver the assessments in a computer based administration mode either with a platform similar to the proposed PARCC administration platform or actually in cooperation with the administrators of the PARCC platform. | 3 | | |
| Deliverable 16: The Contractor must develop, print and deliver ancillary test-administration materials, including administration manuals, school and district test coordinator manuals, and forms necessary for accurately accessing the assessments on the test platform. All materials must be web-accessible through a secure browser interface. Contractor should propose any potential use of social media distribution for these ancillary materials as well as other information of value to any and all stakeholders including students, parents, teachers, school administrators etc. These materials must complement and coordinate in look and message such materials available from PARCC so that all assessment related material has a consistent look | 3 | | |
| Deliverable 17: The Contractor must ensure training, troubleshooting, and problem resolution for administering assessments on the test platform. | 3 | | |
| Deliverable 18: The Contractor must be able to produce an equivalent version of the assessments in paper and pencil form for a few districts that are not capable of delivering a computer based assessment for religious or cultural reasons, i.e., Amish students. | 3 | | |
| D. SCORING/REPORTING | | | |
| Deliverable 19: The Contractor must conduct a demonstration of computer-based assessment delivery including technologically-enhanced item types and performance based assessments (PBA) for the purpose of confirming accuracy and efficiency of these procedures. | 3 | | |
| Deliverable 20: The Contractor must be able to score the EOY selected-response portion of tests with machine scoring. | 3 | | |
| Deliverable 21: The Contractor must score the constructed-response portion and PBA with hand and/or machine scoring. | 3 | | |
| Deliverable 22: The Contractor must combine scores from selected-response scoring and constructed-response scoring and develop and deliver complete score reports. | 3 | | |
| Deliverable 23: The Contractor must develop state score reports and deliver to ODE for review and approval; these reports must be delivered to ODE as soon as possible after the assessments are administered. These reports must be delivered in both paper copy and electronic copy. Contractor will propose the fastest timeline within their capabilities. | 3 | | |
| Deliverable 24: The Contractor must develop and deliver additional reports for districts and parents. These reports will be inclusive of data that will be provided to ODE by PARCC. | 3 | | |

| Criterion | Weight | Rating (0 to 9) | Extended Score |
|---|--------|-----------------|----------------|
| Deliverable 25: The Contractor must store student responses from operational tests and re-score individual student's tests upon request by ODE. | 3 | | |
| E. TECHNICAL/PSYCHOMETRIC | | | |
| Deliverable 26: The Contractor must develop and deliver sampling plans to obtain representative samples of Ohio students for the purposes of field testing items, equating test forms, and obtaining impact data for standard setting. | 3 | | |
| Deliverable 27: The Contractor must conduct standard setting processes for all assessments. | 3 | | |
| Deliverable 28: The Contractor must scale items and equate test forms and produce and deliver preliminary technical reports for the purpose of documenting the scaling and equating. | 3 | | |
| Deliverable 29: The Contractor must develop and deliver final technical reports for the purpose of documenting statistical properties of the tests, including validity and reliability evidence based on test results of all students tested. | 3 | | |
| Deliverable 30: The Contractor must collect and report evidence as required by No Child Left Behind peer review requirements. Such evidence may include, but is not limited to, results from alignment studies; results from validation studies; written policies on providing accommodations for students with disabilities and Limited English Proficient (LEP) students; written policies on native-language testing of LEP students; and score reports showing disaggregation of student achievement data by the statutorily specified student subgroups. | 3 | | |
| Deliverable 31: The Contractor must score field test items embedded in the operational test forms and develop and deliver field test item statistic reports. | 3 | | |
| Deliverable 32: The Contractor must modify, deliver, score and report assessments for students with disabilities whose Individual Education Plans (IEP) specify regular testing with modifications. Note: tests must be developed with capability for such modifications as change in font size, non-reading assessments to be read aloud, different presentation environments such as extended time or additional breaks, etc. Must maintain consistency with PARCC accommodations policies. | 3 | | |
| Deliverable 33: The Contractor must modify, deliver, score and report assessments for English-limited students who require accommodations such as translations or translation scripts, audio English or audio foreign language, bilingual forms, etc. Must maintain consistency with PARCC accommodations policies. | 3 | | |
| F. PROFESSIONAL DEVELOPMENT/PUBLIC ENGAGEMENT | | | |
| Deliverable 34: The Contractor must develop and deliver a plan, solicit stakeholder feedback, and implement the plan as revised to maximize opportunities for teacher training and related professional development to inform instructional practice and curriculum decisions, as well as intervention strategies. | 3 | | |
| Deliverable 35: The Contractor must develop and deliver informational brochures, a web site and social media presences for educators, parents, students, business and industry, and the general public. | 3 | | |
| Deliverable 36: The Contractor must develop and deliver practice tests and ancillary materials for the proposed computer platform for public access. | 3 | | |
| Deliverable 37: The Contractor must collaborate with ODE in order to develop and deliver model policies and procedures for district use, including adequate security procedures, appropriate to the testing format and mode of delivery. | 3 | | |

Total Technical Score: _____

In this RFP, DAS asks for responses and submissions from Offerors, most of which represent components of the above criteria. While each criterion represents only a part of the total basis for a decision to award the Contract to an Offeror, a failure by an Offeror to make a required submission or meet a mandatory requirement will normally result in a rejection of that Offeror's Proposal. The value assigned above to each criterion is only a value used to determine which Proposal is the most advantageous to the State in relation to the other Proposals that DAS received.

Once the technical merits of a Proposal are evaluated, the costs of that Proposal will be considered. It is within DAS' discretion to wait to factor in a Proposal's cost until after the conclusion of any interviews, presentations, demonstrations or discussions. Also, before evaluating the technical merits of the Proposals, DAS may do an initial review of costs to determine if any Proposals should be rejected because of excessive cost. DAS may reconsider the excessiveness of any Proposal's cost at any time in the evaluation process.

- 2.6 COST PROPOSAL POINTS DAS will use the information Offeror gives on the Cost Summary Form to calculate Cost Proposal Points. DAS will calculate the Offeror's Cost Proposal points after the Offeror's total technical points are determined, using the following method:

Cost points = (lowest Offeror's cost/Offeror's cost) x Maximum Allowable Cost Points as indicated in the "Scoring Breakdown" table. The value is provided in the Scoring Breakdown table. "Cost" = Total Not to Exceed Cost identified in the Cost Summary section of Offeror's Proposal. In this method, the lowest cost proposed will receive the maximum allowable points.

The number of points assigned to the cost evaluation will be prorated, with the lowest accepted Cost Proposal given the maximum number of points possible for this criterion. Other acceptable Cost Proposals will be scored as the ratio of the lowest Cost Proposal to the Proposal being scored, multiplied by the maximum number of points possible for this criterion.

An example for calculating cost points, where Maximum Allowable Cost Points Value = 60 points, is the scenario where Offeror X has proposed a cost of \$100.00. Offeror Y has proposed a cost of \$110.00 and Offeror Z has proposed a cost of \$120.00. Offeror X, having the lowest cost, would get the maximum 60 cost points. Offeror Y's cost points would be calculated as \$100.00 (Offeror X's cost) divided by \$110.00 (Offeror Y's cost) equals 0.909 times 60 maximum points, or a total of 54.5 points. Offeror Z's cost points would be calculated as \$100.00 (Offeror X's cost) divided by \$120.00 (Offeror Z's cost) equals 0.833 times 60 maximum points, or a total of 50 points.

Cost Score: _____

- 2.7 FINAL STAGES OF EVALUATION The Offeror with the highest point total from all phases of the evaluation (Technical Points + Cost Points) will be recommended for the next phase of the evaluation.

Technical Score: _____ + Cost Score: _____ = Total Score: _____

If DAS finds that one or more Proposals should be given further consideration, DAS may select one or more of the highest-ranking Proposals to move to the next phase. DAS may alternatively choose to bypass any or all subsequent phases and make an award based solely on the Proposal evaluation phase.

- 2.8 REJECTION OF PROPOSALS DAS may reject any Proposal that is not in the required format, does not address all the requirements of this RFP, or that DAS believes is excessive in price or otherwise not in the interest of the State to consider or to accept. In addition, DAS may cancel this RFP, reject all the Proposals, and seek to do the Work through a new RFP or by other means.



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3.0 COST SUMMARY

3.1 SUBMISSION The Cost Summary shall be submitted with the Proposal (under separate cover labeled as the Cost Proposal). All prices, costs, and conditions outlined in the Proposal shall remain fixed and valid for acceptance for 120 days, starting on the due date for Proposals. No price change shall be effective without prior written consent from DAS, Office of Procurement Services.

The Offeror's total cost for the entire Work must be represented as the firm, fixed price. All costs for furnishing the services must be included in the Cost Proposal.

3.2 THE OFFEROR'S FEE STRUCTURE The Contractor will be paid as proposed on the Cost Summary after the Agency approves the receipt of product(s)/services and continued completion of all deliverables. All costs must be in U.S. Dollars.

3.3 REIMBURSABLE EXPENSES None; there will be no additional reimbursement for travel or other related expenses. The State will not be responsible for any costs not identified.

3.4 BILL TO ADDRESS
Attention: James Wright
Ohio Department of Education
25 South Front Street MS 509
Columbus, Ohio 43215

FUNDING SOURCE. General Revenue Funds and Elementary and Secondary Education Act of 1965, as amended, Title VI, Part A, Subpart I, Section 6111.

Budget Guidance. Offerors should utilize the following assumptions in developing not-to-exceed budget amounts. Offerors should expect 135,000 test participants per tested grade. Cost per tested student should not exceed \$15 per student per administration for summative and \$7 per student per administration for non-summative assessments. ODE anticipates OTELA testing of 39,000 students annually at a cost of no more than \$15 per student per administration. ODE anticipates a declining number of OGT tests for a minimum of two years following implementation of the new assessments. Offerors should expect three annual administrations at a cost not to exceed \$10 per student per administration.

Ohio Computer-Based Assessments
CSP903714
UNSPSC CATEGORY CODE: 86000000

OFFEROR: _____

Offerors shall include a narrative explaining costs and providing a breakout of costs both with and without non-summative components.

*Indicates change 08/08/13.

| SCIENCE | COST YEAR 1 *10/01/13- 06/30/14 | COST YEAR 2 07/01/14- 06/30/15 | COST YEAR 3 07/101/15- 06/30/16 | COST YEAR 4 07/01/16- 06/30/17 | COST YEAR 5 07/01/17- 06/30/18 |
|---------------------|--|---|--|---|---|
| Project Management: | \$ | \$ | \$ | \$ | \$ |
| Test Development: | \$ | \$ | \$ | \$ | \$ |
| Administration: | \$ | \$ | \$ | \$ | \$ |

| SCIENCE | COST YEAR 1 *10/01/13- 06/30/14 | COST YEAR 2 07/01/14- 06/30/15 | COST YEAR 3 07/101/15- 06/30/16 | COST YEAR 4 07/01/16- 06/30/17 | COST YEAR 5 07/01/17- 06/30/18 |
|---|--|---|--|---|---|
| Scoring and Reporting | \$ | \$ | \$ | \$ | \$ |
| Technical (Psychometric): | \$ | \$ | \$ | \$ | \$ |
| Professional Development and Public Engagement: | \$ | \$ | \$ | \$ | \$ |
| TOTAL | \$ | \$ | \$ | \$ | \$ |
| SOCIAL STUDIES | COST YEAR 1 *10/01/13- 06/30/14 | COST YEAR 2 07/01/14- 06/30/15 | COST YEAR 3 07/101/15- 06/30/16 | COST YEAR 4 07/01/16- 06/30/17 | COST YEAR 5 07/01/17- 06/30/18 |
| Project Management: | \$ | \$ | \$ | \$ | \$ |
| Test Development: | \$ | \$ | \$ | \$ | \$ |
| Administration: | \$ | \$ | \$ | \$ | \$ |
| Scoring and Reporting | \$ | \$ | \$ | \$ | \$ |
| Technical (Psychometric): | \$ | \$ | \$ | \$ | \$ |
| Professional Development and Public Engagement: | \$ | \$ | \$ | \$ | \$ |
| TOTAL | \$ | \$ | \$ | \$ | \$ |
| OTELA | COST YEAR 1 *10/01/13- 06/30/14 | COST YEAR 2 07/01/14- 06/30/15 | COST YEAR 3 07/101/15- 06/30/16 | COST YEAR 4 07/01/16- 06/30/17 | COST YEAR 5 07/01/17- 06/30/18 |
| Project Management: | \$ | \$ | \$ | \$ | \$ |
| Test Development: | \$ | \$ | \$ | \$ | \$ |

| OTELA | COST YEAR 1 *10/01/13- 06/30/14 | COST YEAR 2 07/01/14- 06/30/15 | COST YEAR 3 07/101/15- 06/30/16 | COST YEAR 4 07/01/16- 06/30/17 | COST YEAR 5 07/01/17- 06/30/18 |
|---|--|---|--|---|---|
| Administration: | \$ | \$ | \$ | \$ | \$ |
| Scoring and Reporting | \$ | \$ | \$ | \$ | \$ |
| Technical (Psychometric): | \$ | \$ | \$ | \$ | \$ |
| Professional Development and Public Engagement: | \$ | \$ | \$ | \$ | \$ |
| TOTAL | \$ | \$ | \$ | \$ | \$ |
| TOTAL FOR ALL TESTING AREAS | \$ | \$ | \$ | \$ | \$ |

| PLAN B MATHEMATICS | COST YEAR 1 *10/01/13- 06/30/14 | COST YEAR 2 07/01/14- 06/30/15 | COST YEAR 3 07/101/15- 06/30/16 | COST YEAR 4 07/01/16- 06/30/17 | COST YEAR 5 07/01/17- 06/30/18 |
|---|--|---|--|---|---|
| Project Management: | \$ | \$ | \$ | \$ | \$ |
| Test Development: | \$ | \$ | \$ | \$ | \$ |
| Administration: | \$ | \$ | \$ | \$ | \$ |
| Scoring and Reporting | \$ | \$ | \$ | \$ | \$ |
| Technical (Psychometric): | \$ | \$ | \$ | \$ | \$ |
| Professional Development and Public Engagement: | \$ | \$ | \$ | \$ | \$ |
| TOTAL | \$ | \$ | \$ | \$ | \$ |

| PLAN B ENGLISH LANGUAGE ARTS | COST YEAR 1 *10/01/13- 06/30/14 | COST YEAR 2 07/01/14- 06/30/15 | COST YEAR 3 07/101/15- 06/30/16 | COST YEAR 4 07/01/16- 06/30/17 | COST YEAR 5 07/01/17- 06/30/18 |
|---|--|---|--|---|---|
| Project Management: | \$ | \$ | \$ | \$ | \$ |
| Test Development: | \$ | \$ | \$ | \$ | \$ |
| Administration: | \$ | \$ | \$ | \$ | \$ |
| Scoring and Reporting | \$ | \$ | \$ | \$ | \$ |
| Technical (Psychometric): | \$ | \$ | \$ | \$ | \$ |
| Professional Development and Public Engagement: | \$ | \$ | \$ | \$ | \$ |
| TOTAL | \$ | \$ | \$ | \$ | \$ |
| TOTAL FOR ALL PLAN B TESTING | \$ | \$ | \$ | \$ | \$ |

*OGT Costs. Note that OGT for School Year 2013-14 is responsibility of current Contractor.

| OGT | COST YEAR 2 07/01/14 - 06/30/15 | COST YEAR 3 07/01/15 - 06/30/16 | COST YEAR 4 07/01/16 - 06/30/17 |
|---------------------------|--|--|--|
| Project Management | | | |
| Administration | | | |
| Scoring and Reporting | | | |
| Technical (Psychometric): | | | |
| TOTAL | | | |

All costs must be in U.S. Dollars.

All Offerors who seek to be considered for a contract award must submit the above information in the format specified. The Original Cost Summary must be included in a separate, sealed envelope/package labeled on the exterior as "Cost Proposal" with the RFP Number and due date.

*Indicates change 08/08/13.

4.0 AWARD OF THE CONTRACT

4.1 CONTRACT AWARD DAS intends to award the Contract based on the schedule in the RFP, if DAS decides the Work is in the best interests of the State and has not changed the award date.

DAS expects the Contractor to commence the Work upon receipt of a state issued purchase order. If DAS awards a Contract pursuant to this RFP and the Contractor is unable or unwilling to commence the Work, DAS reserves the right to cancel the Contract and return to the original RFP process and evaluate any remaining Offeror's Proposals reasonably susceptible of being selected for award of the Contract. The evaluation process will resume with the next highest ranking, viable Proposal.

4.2 CONTRACT If this RFP results in a Contract award, the Contract will consist of this RFP including the Terms and Conditions, all forms, written addenda to this RFP, the Contractor's accepted Proposal and written authorized addenda to the Contractor's Proposal. It will also include any materials incorporated by reference in the above documents and any purchase orders and amendments issued under the Contract. The general terms and conditions for the Contract are contained in the following link:

<https://procure.ohio.gov/Zip/5.3%20Terms%20and%20Conditions.pdf>

If there are conflicting provisions between the documents that make up the Contract, the order of precedence for the documents is as follows:

1. The one-page Contract Signature Page, Form 5.2.2
2. The RFP, as amended, including the Terms and Conditions;
3. The documents and materials incorporated by reference in the RFP;
4. The Executive Order. EO2011-12K incorporated by reference in the RFP;
5. The Contractor's Proposal, as amended, clarified, and accepted by the State; and
6. The documents and materials incorporated by reference in the Contractor's Proposal.

Notwithstanding the order listed above, amendments issued after the Contract is executed may expressly change the provisions of the Contract. If they do so expressly, then the most recent amendment will take precedence over anything else that is part of the Contract.

5.0 LINKS

To be applicable to all Proposals and subsequent award(s), including sections named below:

5.1 Instructions

- 5.1.1 Proposal Instructions
- 5.1.2 Proposal Format & Documentation Required
- 5.1.3 Evaluation of Proposals

5.2 Forms

- 5.2.1 Offeror Required Information
- 5.2.2 Contract Signature Page
- 5.2.3 Offeror Profile
- 5.2.4 Offeror Prior Projects
- 5.2.5 Offeror's Candidate References
- 5.2.6 Offeror's Candidate Education, Training, Experience
- 5.2.7 Offeror Performance Form
- 5.2.8 Contractor/Subcontractor Affirmation and Disclosure

5.3 Terms and Conditions

- 5.3.1 Performance and Payment
- 5.3.2 Work and Contract Administration
- 5.3.3 Ownership & Handling of Intellectual Property & Confidential Information
- 5.3.4 Representations, Warranties and Liabilities
- 5.3.5 Acceptance and Maintenance
- 5.3.6 Construction
- 5.3.7 Law & Courts

5.4 Additional Resources

| | |
|---------------------------------|---|
| EOD Reporting | http://eodreporting.oit.ohio.gov/searchEODReporting.aspx |
| Office of Budget and Management | http://obm.ohio.gov/LandingPages/Vendor/default.aspx |
| Office of Procurement Services | http://procure.ohio.gov/proc/index.asp |
| Ohio Shared Services | http://www.ohiosharedservices.ohio.gov/Home.aspx |
| Ohio Business Gateway | http://business.ohio.gov/ |
| Ohio Secretary of State | http://www.sos.state.oh.us/SOS/Businesses.aspx |
| | Ohio's Science Standards |
| | Ohio's Social Studies Standards |
| | Information on OTELA/ELL Testing |
| | PARCC |
| | No Child Left Behind Peer Review (Collection of Evidence) |

All links are subject to change in accordance with state of Ohio laws, Ohio Revised Code, Ohio Administrative Code, Executive Orders or any other updates issued by the state of Ohio, Department of Administrative Services, and the Office of Procurement Services. It is the Offeror's responsibility to read and be aware of any changes, corrections, updates or deletions to any information included in the link(s) above.



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6.0 Guide for Proposal Submission.

This guide outlines steps for submission of a Proposal in response to the advertised Request for Proposal. This guide does not contain the complete instructions for preparing and submitting a Proposal and anything stated herein shall not be considered a term or condition of the Contract. The complete instructions can be found in section 5.1.1, Proposal Instructions.

- 6.1 _____ Read the entire document, including all Web site links. Note critical items such as: Mandatory Requirements; goods or services required, submittal date and time; number of copies to submit; contract requirements; reporting requirements; minimum qualifications; read and understand the terms and conditions.
- 6.2 _____ Take advantage of the “question and answer” period specified in the schedule of events. Questions must be submitted on-line in the Inquiry Process as explained in the Instructions. See section 5.1.1, Proposal Instructions.
- 6.3 _____ Follow the format required in the RFP Instructions when preparing the response in chronological order. Provide point-by-point responses to all sections in a clear and concise manner. See section 5.1.3, Proposal Format & Documentation Required.
- 6.4 _____ Use the forms provided; i.e. Signed RFP Cover Page, Offeror Required Information, Contract Signature Page, Offeror Profile and Prior Projects, Key Personnel forms, Disclosure Form, and Cost Summary Form, See section 5.2, Forms.
- 6.5 _____ Provide complete answers/descriptions. Do not assume the State or any evaluation committee member will know what the Offeror’s capabilities are or what items/services the Offeror can provide, even if previously contracted with the State. The Proposals are evaluated based solely on the information and materials provided in the Offeror’s response.
- 6.6 _____ Check the State’s Web site for RFP addenda. It is the responsibility of the Offeror to be aware of additional information posted on the Web.
- 6.7 _____ The following documents may be submitted with the Proposal or within five (5) business days of request from the Office of Procurement Services: Secretary of State Certification, Affirmative Action, proof of insurance. No award will be made without this documentation. Offeror’s Proposal may be eliminated from further consideration upon failure to submit within the specified time frame
- 6.8 _____ If not a current vendor of the state of Ohio, the Offeror will download both the W-9 and Vendor Information Form and submit to Ohio Shared Services (OSS) at vendor@ohio.gov. See section 5.4, Additional Resources.
- 6.9 _____ Review and read the RFP Document again to make sure that you have addressed all requirements. Read and understand Supplements, if applicable. Offeror’s original response and the requested copies must be identical and be complete. The copies are provided to the evaluation committee members and used to score the response.
- 6.10 _____ Offeror’s response must be submitted on time. Late Proposals are never accepted. Make sure the response is labeled on the exterior of the envelope/package with the RFP# and due date, and whether the packet is for the Technical Proposal or the Cost Proposal. Do not place the Cost Proposal in the Technical Proposal.

SUPPLEMENT A
ADVISORY COMMITTEE DESCRIPTIONS

CONTENT ADVISORY COMMITTEES. These committees are specific to a given test. The purpose of these committees is to review and evaluate test questions and related test materials to ensure that each question is a valid and appropriate measure of the academic content standards for that particular subject area and grade-level.

FAIRNESS/SENSITIVITY COMMITTEES. These committees are associated with all tests related to a grade level or combination of grade level. The purpose of these committees is to review and evaluate test questions and related test materials to ensure that test questions are fair and unbiased for all groups of Ohio students.

RANGEFINDER COMMITTEES. These committees are specific to a given test (e.g., Third Grade Reading Achievement Test, Ohio Graduation Test in mathematics). These committees are necessary whenever a test contains 'open-ended' questions (i.e. non-multiple choice questions). These committees establish the range, from no credit, to partial credit, to complete credit, of acceptable student responses.

STANDARD SETTING COMMITTEES. These committees are specific to a given test (e.g., Third Grade Reading Achievement Test, Ohio Graduation Test in mathematics). Unlike other advisory committees, these committees meet only once, to recommend the performance standards (i.e., the score for basic, proficient, and advanced achievement) for a given test.

TECHNICAL ADVISORY COMMITTEE. The Technical Advisory Committee (TAC) will meet to review technical procedures and policies for the assessments. The committee will be composed of recognized experts in the assessment area.

***COMMITTEE INFORMATION.** There will be ten (10) to fifteen (15) members per committee. Committee members are reimbursed by the Contractor for lodging and travel. Contractor shall include reimbursement for a substitute teacher for meetings held during the school year but not during the summer or on non-contract days. Food costs are not included per agency policy. Contractors are responsible for securing meeting space at business/conference center and/or hotels.

*Indicates change 08/08/13.

SUPPLEMENT B
TASK DYAD LEARNING SYSTEM (TDLS) IMPLEMENTATION MODEL

*BACKGROUND. It is the plan of the Ohio Department of Education to produce Task Dyad Learning System (TDLS) tasks to become a part of the non-summative assessment system for Ohio in the subjects of Science and Social Studies building on our work with the Ohio Performance Assessment Pilot Project (OPAPP) as described at <http://education.ohio.gov/Topics/Testing/Next-Generation-Assessments/Ohio-Performance-Assessment-Pilot-Project-OPAPP>

The TDLS consists of a pair of performance tasks that are linked to one another: a Learning Task and an Assessment Task. The Learning Task is a large, multi-day, multi-learning goal lesson. The Learning Task is aligned to at least two or three skills or practices for the associated discipline. The Learning Task is a curriculum-embedded performance-based task that is aligned to the content statements and skills or scientific practices in Ohio's New Learning Standards for Social Studies and Science. The Learning Task includes rubrics designed for use by teachers to provide feedback to students and for use by students to guide their work. The Assessment Task is a summative one-day, up to two-hour long performance-based assessment that is aligned to one (or two) of the learning goals in the Learning Task. The Assessment Task is used to assess how well students have mastered the skill learned in the Learning Task.

The purpose of these types of assessments is to prepare students and teachers for the performance assessment components of the summative assessments, as well as to help teachers accomplish the depth of understanding and skill mastery required by the New Learning Standards and the Ohio Computer-Based Assessments.

DEVELOPMENT. The development of the dyad is complex. As a part of a Pilot Project funded by Ohio's Race to the Top grant (Ohio Performance Assessment Pilot Project), training modules for task writing were created. Teachers underwent training, using the video based modules or in a live, face-to-face setting, such as a summer institute, and then teachers created the Learning Tasks. Revisions and finalization of the task were done by ODE staff working in conjunction with the vendor .

Once the learning goals of the tasks have been identified and developed (by October) the vendor could begin to develop the associated Assessment Tasks. The development cycle for the vendor could start with a first batch of tasks arriving in December, with completion of the development cycle in May, when the Learning Tasks are also finalized. Content Advisory and Fairness Committee meetings could be held in the summer before field testing, allowing for some tasks to be revised, if needed, before field testing. A Range-Finding Committee meeting would be held following the field test of the Assessment Task before scoring will begin.

IMPLEMENTATION OF THE TDLS. Training for implementation can be accomplished using the training modules created with Race to the Top funds. Teachers would complete the modules and then be granted access to the Learning Tasks. Teachers would then be free to implement the Learning Tasks when it fits best into the curriculum they are teaching.

The Assessment Tasks could either be delivered during a window (to mimic the PARCC assessments and the end-of-year performance assessments) or they could be offered once the Learning Tasks are completed (on a rolling basis), whichever is most appropriate, given any technology limitations that need to be considered (in the schools and by the vendor, alike).

The delivery of both components of the Task Dyad Learning System will be on the same test delivery administration computer based platform identified for the EOYs, EOCs and PBAs. It is important that the administration of the TDLS be consistent with the other assessments in the system. Also, it is important that accommodations provided for the other assessments also be provided for the TDLS. This means that the delivery of accessibility tools should be universal to the delivery system.

SCORING AND REPORTING. Teachers will be involved in the scoring of these assessments so that they can quickly develop an understanding of the expectations of performance for students and apply that knowledge to their classroom practices. The involvement of teachers in the scoring process is for professional development and to support the Ohio Teacher Evaluation System (OTES).

For the Assessment Tasks in the TDLS tasks, 100% of student work is scored by the Contractor. In addition, a sample of student work shall be scored by the teacher of record for classes that are assessed using the TDLS. Each teacher shall be trained to score student work samples through an on-line system provided by the Contractor. Each participating teacher shall score a sample of the teacher's own students with the expectation that this is a sample of not less than 20 student work samples. These samples shall be identified as the teacher's own students but without identifying which student. Each participating teacher shall score a sample of not less than 20, of the student work done by students in classes in a variety of other districts. The Contractor shall report on the performance of teachers as raters and include measures such as the point biserial correlation of the focal teacher compared to the pool of other teachers, a measure of rater severity for each teacher and the SEM for that measure, and a measure of the fit of the rater for each teacher using a Many Facet Rasch Model. A report on the teacher as a rater that not only reports on the measures indicated, above, but also places those measures in the context of other raters.

TECHNICAL REPORT. The Contractor shall report on the performance of teachers as raters and include measures such as the point biserial correlation of the focal teacher compared to the pool of other teachers, a measure of rater severity for each teacher and the SEM for that measure, and a measure of the fit of the rater for each teacher using a Many Facet Rasch Model. The Contractor will provide a report on the teacher as a rater that not only reports on the measures indicated, above, but also places those measures in the context of other raters.

*Indicates change 08/08/13.

SUPPLEMENT C
ASSESSMENT BLUEPRINTS

General Description of the Summative Examinations

In 2010 Ohio adopted new rigorous academic content standards for science and social studies. A model curriculum based on these new standards was adopted in 2011.

An achievement examination that aligns to the new standards and model curriculum is mandated by Ohio Revised Code 3301.079. The examinations will be administered as a two-part summative test, in a computer-delivered format, to measure progress toward the standards and to provide information to teachers and administrators. These examinations include for Social Studies: for High School, American History and American Government; and Grade 4 and Grade 6 grade specific examinations. For Science: for High School, Biology and Physical examinations; and for Grade 5 and Grade 8 grade specific examinations.

Test Design: Two-Part Summative Exam

The structure of the Summative Exams follows the general outline of the summative assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium for measuring progress toward the Common Core standards in English language arts and mathematics. The examinations will consist of two parts: a performance-based assessment (PBA) that will be administered approximately three-quarters of the way through the course and an end-of-course examination (EOC) that will be given near the end of the course. Both the PBA and the EOC are fixed forms that are administered in an online format. The PBA is different in that, in addition to technology-enhanced items (graphic-response and short-answer items), it also contains constructed-response items that require the student to type a response into the computer interface. These items are scored by human scorers rather than by computer. The lead time needed to score the items means that the PBA must be administered approximately three-quarters of the way through the course. Outcomes are reported back to schools by the time the second part of the examination, the EOC, is administered, close to the end of the course. After the student has completed both parts of the examination, his or her scores will be combined to yield a comprehensive view of the student's progress.

The two parts of the examination are described in more detail below.

Part I: A Performance-Based Assessment

The Performance-Based Assessment (PBA) will assess the student's knowledge of material from approximately the first three quarters of the course, as specified in this document. The assessment will consist of approximately 9-12 items worth 20 points overall. It will require students to engage with course content at a significant cognitive depth and a meaningful level of analysis. Following the PARCC model, the PBA will present a combination of discrete items and *tasks*, or sets of items linked to stimuli that engage significant content aligned to the model curriculum. An example of a task stimulus might be a set of data tables or charts, a simulation, or a set of passages or maps, linked around a central theme. The sequence of items associated with the stimulus draws the student into deeper analysis and interpretation of the source materials than might ordinarily be possible in a single item. Each task might consist of one or more human-scored constructed response items or technology-enhanced graphic response items that require the student to construct, rather than select, a response.

Part II: End-of-Course Examination

The End-of-Course Examination will cover the entire content of the course as specified in this document. It will be administered as close as possible to the end of the course (after approximately 90% of the course). All the items on it will be scored by computer, making possible a very quick return of scores. Like the PBA, the EOC will contain a combination of item types, but approximately fifty percent of the points on the examination will come from selected response (multiple choice) items. The remainder will be a combination of technology enhanced items (short answer and graphic response items). Some of the items may make up tasks as in the PBA.

Description of Item Types

The several types of items on the examination fall into two categories: those scored by machine and those that require human scorers to evaluate the response.

Machine scored: Machine scored items are scored automatically by the testing software to yield an immediate score. The machine scored items in this examination are multiple choice, short answer and graphic response

A Multiple choice item consists of the following:

- a brief statement that orients the student to the context of the question (optional)
- a stimulus (document, data table, graphic, etc.) on which the question is based (optional)
- a question
- four answer options.

A Short Answer item consists of the following:

- a brief statement that orients the student to the context of the question (optional)
- a stimulus (document, data table, graphic, etc.) to which the question refers (optional)
- a question or prompt
- a response area. The student types a response to answer the question.

A Graphic Response item consists of the following:

- a brief statement that orients the student to the context of the question (optional)
- a stimulus (document, data table, graphic, etc.) to which the question refers (optional)
- a question or prompt
- a graphic response interface on which the student manipulates objects using a computer mouse to create a response to the question. The response interface may be a map, a chart or graph, a picture or a diagram on which the student must position objects correctly.

A Simulation consists of the following:

- an interactive animated graphic interface that simulates an historical situation or social relationship. Information is displayed in the form of dynamic maps or illustrations, statistical tables, or charts and graphs. Data inputs can be adjusted by the student to reflect changes in the historical or social context, and the graphics adjust themselves to account for the new information.
- When a simulation is used as part of a task, it will be accompanied by more than one of the other item types above. The simulation functions as an interactive stimulus that provides information for the student to reflect on, analyze, or synthesize with other knowledge into a cognitively demanding set of answers.

Human-scored: Human-scored items are scored against rubrics by trained scorers. The human-scored tasks on this examination are the constructed response items.

A Short Constructed Response item (SCR) consists of the following:

- a brief statement that orients the student to the context of the questions (optional)
- one or more stimuli (documents, graphics, data displays, etc.) to which the questions refer (optional)
- a question or set of questions that require a detailed written response or responses. The responses are scored according to a rubric or set of rubrics that address multiple dimensions in the student work.

An Extended Constructed Response item (ECR) contains the same components as the SCR but requires a more elaborated response.

Test Blueprint High School American Government

The test blueprint tables on the following pages display the distribution of item types across the examination. Table 1 displays the two parts of the examination separately. Table 2 lists the government topics covered in each reporting category. Table 3 shows the breakout of the combined parts of the examination by item type and reporting category.

American Government Summative Exam Blueprint DRAFT 3_12_13

Table 1

| Reporting Category | Format | Points per Item | Min Items | Max Items | Min Points | Max Points | Sum |
|--------------------|----------------------------------|-----------------|-----------|-----------|------------|------------|-----|
| Performance Based | MC | 1 | 0 | 0 | 0 | 0 | 20 |
| | Graphic Response or Simulation | 2 | 2 | 5 | 4 | 10 | |
| | Graphic Response or Short Answer | 1 | 0 | 0 | 0 | 0 | |
| | Hand-scored | 2 | 3 | 6 | 6 | 12 | |
| | Hand-scored | 4 | 0 | 1 | 0 | 4 | |
| End of Course | MC | 1 | 18 | 24 | 18 | 24 | 44 |
| | Graphic Response or Simulation | 2 | 8 | 12 | 16 | 24 | |

| | | | | | | | |
|--|----------------------------------|---|---|---|---|---|--|
| | Graphic Response or Short Answer | 1 | 0 | 8 | 0 | 8 | |
| | Hand-scored | 2 | 0 | 0 | 0 | 0 | |
| | Hand-scored | 4 | 0 | 0 | 0 | 0 | |

Table 2

| Reporting category | American Government Topic(s) | Number of content statements in category |
|--------------------|---|--|
| A | Historical Documents (Basic Principles #6, 8-13; Ohio & Local Govt #18) | 8 |
| B | Civic Participation & Skills | 8 |
| | Basic Principles of the U.S. Constitution | |
| | Structure & Function of the Federal Govt | |
| | Role of the People | |
| C | Ohio State & Local governments | 5 |
| | Public Policy | |
| | Government & the economy | |

Table 3

| Reporting Category | Format | Points per Item | Min Items | Max Items | Min Points | Max Points | Sum |
|--------------------|----------------------------------|-----------------|-----------|-----------|------------|------------|-----|
| A | MC | 1 | 5 | 12 | 5 | 12 | 18 |
| | Graphic Response or Short Answer | 2 | 2 | 6 | 4 | 12 | |
| | Graphic Response or Short Answer | 1 | 0 | 4 | 0 | 4 | |
| | Hand-scored | 2 | 0 | 3 | 0 | 6 | |
| | Hand-scored | 4 | 0 | 1 | 0 | 4 | |
| B | MC | 1 | 5 | 12 | 5 | 12 | 25 |
| | Graphic Response or Short Answer | 2 | 2 | 6 | 4 | 12 | |
| | Graphic Response or Short Answer | 1 | 0 | 4 | 0 | 4 | |
| | Hand-scored | 2 | 0 | 3 | 0 | 6 | |
| | Hand-scored | 4 | 0 | 1 | 0 | 4 | |
| C | MC | 1 | 5 | 12 | 5 | 12 | 21 |
| | Graphic Response or Short Answer | 2 | 2 | 6 | 4 | 12 | |
| | Graphic Response or Short Answer | 1 | 0 | 4 | 0 | 4 | |
| | Hand-scored | 2 | 0 | 3 | 0 | 6 | |
| | Hand-scored | 4 | 0 | 1 | 0 | 4 | |

Test Blueprint High School American History

The test blueprint tables on the following pages display the distribution of item types across the examination. Table 1 displays the two parts of the examination separately. Table 2 lists the history topics covered in each reporting category. Table 3 shows the breakout of the combined parts of the examination by item type and reporting category.

American History Summative Exam Blueprint DRAFT 3_12_13

Table 1

| Reporting Category | Format | Points per Item | Min Items | Max Items | Min Points | Max Points | Sum |
|--------------------|----------------------------------|-----------------|-----------|-----------|------------|------------|-----|
| Performance Based | MC | 1 | 0 | 0 | 0 | 0 | 20 |
| | Graphic Response or Simulation | 2 | 2 | 5 | 4 | 10 | |
| | Graphic Response or Short Answer | 1 | 0 | 0 | 0 | 0 | |
| | Hand-scored | 2 | 3 | 6 | 6 | 12 | |
| | Hand-scored | 4 | 0 | 1 | 0 | 4 | |
| End of Course | MC | 1 | 18 | 24 | 18 | 24 | 44 |
| | Graphic Response or Simulation | 2 | 8 | 12 | 16 | 24 | |
| | Graphic Response or Short Answer | 1 | 0 | 8 | 0 | 8 | |
| | Hand-scored | 2 | 0 | 0 | 0 | 0 | |
| | Hand-scored | 4 | 0 | 0 | 0 | 0 | |

Table 2

| Reporting Category | American History Topic(s) | Percent of Total Content Statements | Points |
|--------------------|---|-------------------------------------|--------|
| A | Historical thinking & skills | 28% | 18 |
| | Historical documents | | |
| B | Industrialization & Progressivism | 39% | 25 |
| | Foreign Affairs from Imperialism to Post-World War I | | |
| | Prosperity, Depression & The New Deal | | |
| | From Isolation to World War | | |
| C | The Cold War | 33% | 21 |
| | Social Transformation in the U.S. (1945-1994) | | |
| | United States and the Post-Cold War World (1991 to Present) | | |

Table 3

| Reporting Category | Format | Points per Item | Min Items | Max Items | Min Points | Max Points | Sum |
|--------------------|----------------------------------|-----------------|-----------|-----------|------------|------------|-----|
| A | MC | 1 | 5 | 12 | 5 | 12 | 18 |
| | Graphic Response or Short Answer | 2 | 2 | 6 | 4 | 12 | |
| | Graphic Response or Short Answer | 1 | 0 | 4 | 0 | 4 | |
| | Hand-scored | 2 | 0 | 3 | 0 | 6 | |
| | Hand-scored | 4 | 0 | 1 | 0 | 4 | |
| B | MC | 1 | 5 | 12 | 5 | 12 | 25 |
| | Graphic Response or Short Answer | 2 | 2 | 6 | 4 | 12 | |
| | Graphic Response or Short Answer | 1 | 0 | 4 | 0 | 4 | |
| | Hand-scored | 2 | 0 | 3 | 0 | 6 | |
| | Hand-scored | 4 | 0 | 1 | 0 | 4 | |
| C | MC | 1 | 5 | 12 | 5 | 12 | 21 |
| | Graphic Response or Short Answer | 2 | 2 | 6 | 4 | 12 | |
| | Graphic Response or Short Answer | 1 | 0 | 4 | 0 | 4 | |
| | Hand-scored | 2 | 0 | 3 | 0 | 6 | |
| | Hand-scored | 4 | 0 | 1 | 0 | 4 | |

Test Blueprint Grade 4 Social Studies

The test blueprint on the following page displays the distribution of item types across the two parts of the assessment. Table 1 of the blueprint displays the two parts of the assessment separately. Table 2 of the assessment shows the breakout of the combined parts of the assessment by reporting category.

Grade 4 Social Studies Summative Exam Blueprint DRAFT 3_12_13

Table 1

| Reporting Category | Format | Points per Item | Min Items | Max Items | Min Points | Max Points | Sum |
|--------------------|----------------------------------|-----------------|-----------|-----------|------------|------------|-----|
| Performance Based | MC | 1 | 0 | 0 | 0 | 0 | 20 |
| | Graphic Response or Simulation | 2 | 2 | 5 | 4 | 10 | |
| | Graphic Response or Short Answer | 1 | 0 | 0 | 0 | 0 | |
| | Hand-scored | 2 | 3 | 6 | 6 | 12 | |
| | Hand-scored | 4 | 0 | 1 | 0 | 4 | |
| End of Year | MC | 1 | 18 | 24 | 18 | 24 | 44 |
| | Graphic Response or Simulation | 2 | 8 | 12 | 16 | 24 | |
| | Graphic Response or Short Answer | 1 | 0 | 8 | 0 | 8 | |
| | Hand-scored | 2 | 0 | 0 | 0 | 0 | |
| | Hand-scored | 4 | 0 | 0 | 0 | 0 | |

Table 2

| Reporting Category | Format | Points per Item | Min Items | Max Items | Min Points | Max Points | Sum |
|-------------------------|----------------------------------|-----------------|-----------|-----------|------------|------------|-----|
| History | MC | 1 | 5 | 12 | 5 | 12 | 21 |
| | Graphic Response or Short Answer | 2 | 2 | 6 | 4 | 12 | |
| | Graphic Response or Short Answer | 1 | 0 | 4 | 0 | 4 | |
| | Handscored | 2 | 0 | 3 | 0 | 6 | |
| | Handscored | 4 | 0 | 1 | 0 | 4 | |
| Government | MC | 1 | 5 | 12 | 5 | 12 | 22 |
| | Graphic Response or Short Answer | 2 | 2 | 6 | 4 | 12 | |
| | Graphic Response or Short Answer | 1 | 0 | 4 | 0 | 4 | |
| | Handscored | 2 | 0 | 3 | 0 | 6 | |
| | Handscored | 4 | 0 | 1 | 0 | 4 | |
| Geography/ Economics | MC | 1 | 5 | 12 | 5 | 12 | 21 |
| | Graphic Response or Short Answer | 2 | 2 | 6 | 4 | 12 | |
| | Graphic Response or Short Answer | 1 | 0 | 4 | 0 | 4 | |
| | Handscored | 2 | 0 | 3 | 0 | 6 | |
| | Handscored | 4 | 0 | 1 | 0 | 4 | |

Test Blueprint Grade 6 Social Studies

The test blueprint on the following page displays the distribution of item types across the two parts of the assessment. Table 1 of the blueprint displays the two parts of the assessment separately. Table 2 of the blueprint shows the breakout of the combined parts of the assessment by reporting category.

Grade 6 Social Studies Summative Exam Blueprint DRAFT 3_12_13

Table 1

| Reporting Category | Format | Points per Item | Min Items | Max Items | Min Points | Max Points | Sum |
|--------------------|----------------------------------|-----------------|-----------|-----------|------------|------------|-----|
| Performance Based | MC | 1 | 0 | 0 | 0 | 0 | 20 |
| | Graphic Response or Simulation | 2 | 2 | 5 | 4 | 10 | |
| | Graphic Response or Short Answer | 1 | 0 | 0 | 0 | 0 | |
| | Handscored | 2 | 3 | 6 | 6 | 12 | |
| | Handscored | 4 | 0 | 1 | 0 | 4 | |
| End of Year | MC | 1 | 18 | 24 | 18 | 24 | 44 |
| | Graphic Response or Simulation | 2 | 8 | 12 | 16 | 24 | |
| | Graphic Response or Short Answer | 1 | 0 | 8 | 0 | 8 | |
| | Handscored | 2 | 0 | 0 | 0 | 0 | |
| | Handscored | 4 | 0 | 0 | 0 | 0 | |

Table 2

| Reporting Category | Format | Points per Item | Min Items | Max Items | Min Points | Max Points | Sum |
|-------------------------|----------------------------------|-----------------|-----------|-----------|------------|------------|-----|
| History | MC | 1 | 5 | 12 | 5 | 12 | 21 |
| | Graphic Response or Short Answer | 2 | 2 | 6 | 4 | 12 | |
| | Graphic Response or Short Answer | 1 | 0 | 4 | 0 | 4 | |
| | Handscored | 2 | 0 | 3 | 0 | 6 | |
| | Handscored | 4 | 0 | 1 | 0 | 4 | |
| Government | MC | 1 | 5 | 12 | 5 | 12 | 22 |
| | Graphic Response or Short Answer | 2 | 2 | 6 | 4 | 12 | |
| | Graphic Response or Short Answer | 1 | 0 | 4 | 0 | 4 | |
| | Handscored | 2 | 0 | 3 | 0 | 6 | |
| | Handscored | 4 | 0 | 1 | 0 | 4 | |
| Geography/ Economics | MC | 1 | 5 | 12 | 5 | 12 | 21 |
| | Graphic Response or Short Answer | 2 | 2 | 6 | 4 | 12 | |
| | Graphic Response or Short Answer | 1 | 0 | 4 | 0 | 4 | |
| | Handscored | 2 | 0 | 3 | 0 | 6 | |
| | Handscored | 4 | 0 | 1 | 0 | 4 | |

Test Blueprint High School Biology

The test blueprint tables on the following pages display the distribution of item types across the examination. Table 1 displays the two parts of the examination separately. Table 2 lists the biology topics covered in each reporting category.

Biology Summative Exam Blueprint

Table 1

| Reporting Category | Format | Points per Item | Min Items | Max Items | Min Points | Max Points | Total Points |
|--------------------|----------------------------------|-----------------|-----------|-----------|------------|------------|--------------|
| Performance-Based | MC | 1 | 0 | 0 | 0 | 0 | 20 |
| | Graphic Response or Short Answer | 2 | 3 | 7 | 6 | 14 | |
| | Graphic Response or Short | 1 | 0 | 0 | 0 | 0 | |

| | | | | | | | |
|-------------|----------------------------------|---|----|----|----|----|----|
| | Answer | | | | | | |
| | Human-scored | 2 | 1 | 4 | 2 | 8 | |
| | Human-scored | 4 | 0 | 1 | 0 | 4 | |
| End of Year | MC | 1 | 18 | 22 | 18 | 22 | 36 |
| | Graphic Response or Short Answer | 2 | 5 | 9 | 10 | 18 | |
| | Graphic Response or Short Answer | 1 | 3 | 8 | 3 | 8 | |
| | Human-scored | 2 | 0 | 0 | 0 | 0 | |
| | Human-scored | 4 | 0 | 0 | 0 | 0 | |

Table 2

| Reporting Category | Format | Points per Item | Min Items | Max Items | Min Points | Max Points | Sum |
|--------------------|----------------------------------|-----------------|-----------|-----------|------------|------------|-----|
| Heredity | MC | 1 | 4 | 6 | 4 | 6 | 13 |
| | Graphic Response or Short Answer | 2 | 1 | 4 | 2 | 8 | |
| | Graphic Response or Short Answer | 1 | 1 | 3 | 1 | 3 | |
| | Human-scored | 2 | 0 | 1 | 0 | 2 | |
| | Human-scored | 4 | 0 | 1 | 0 | 4 | |
| Evolution | MC | 1 | 4 | 6 | 4 | 6 | 15 |
| | Graphic Response or Short Answer | 2 | 1 | 4 | 2 | 8 | |
| | Graphic Response or Short Answer | 1 | 1 | 3 | 1 | 3 | |
| | Human-scored | 2 | 0 | 1 | 0 | 2 | |

| | | | | | | | |
|--|----------------------------------|---|---|---|---|---|----|
| | Human-scored | 4 | 0 | 1 | 0 | 4 | |
| Diversity and Inter-dependence of Life | MC | 1 | 4 | 6 | 4 | 6 | 15 |
| | Graphic Response or Short Answer | 2 | 1 | 4 | 2 | 8 | |
| | Graphic Response or Short Answer | 1 | 1 | 3 | 1 | 3 | |
| | Human-scored | 2 | 0 | 1 | 0 | 2 | |
| | Human-scored | 4 | 0 | 1 | 0 | 4 | |
| Cells | MC | 1 | 4 | 6 | 4 | 6 | 13 |
| | Graphic Response or Short Answer | 2 | 1 | 4 | 2 | 8 | |
| | Graphic Response or Short Answer | 1 | 1 | 3 | 1 | 3 | |
| | Human-scored | 2 | 0 | 1 | 0 | 2 | |
| | Human-scored | 4 | 0 | 1 | 0 | 4 | |

Test Blueprint High School Physical Science

The test blueprint tables on the following pages display the distribution of item types across the examination. Table 1 displays the two parts of the examination separately. Table 2 lists the physical science topics covered in each reporting category.

Physical Science Summative Exam Blueprint 3_13_13

Table 1

| Reporting Category | Format | Points per Item | Min Items | Max Items | Min Points | Max Points | Total Points |
|--------------------|----------------------------------|-----------------|-----------|-----------|------------|------------|--------------|
| Performance-Based | MC | 1 | 0 | 0 | 0 | 0 | 20 |
| | Graphic Response or Short Answer | 2 | 3 | 7 | 6 | 14 | |
| | Graphic Response or Short Answer | 1 | 0 | 0 | 0 | 0 | |
| | Human-scored | 2 | 1 | 4 | 2 | 8 | |
| | Human-scored | 4 | 0 | 1 | 0 | 4 | |
| End of Year | MC | 1 | 18 | 22 | 18 | 22 | 36 |
| | Graphic Response or Short Answer | 2 | 5 | 9 | 10 | 18 | |
| | Graphic Response or Short Answer | 1 | 3 | 8 | 3 | 8 | |
| | Human-scored | 2 | 0 | 0 | 0 | 0 | |
| | Human-scored | 4 | 0 | 0 | 0 | 0 | |

Table 2

| Reporting Category | Format | Points per Item | Min Items | Max Items | Min Points | Max Points | Sum |
|--------------------|----------------------------------|-----------------|-----------|-----------|------------|------------|-----|
| Matter | MC | 1 | 5 | 7 | 5 | 7 | 16 |
| | Graphic Response or Simulation | 2 | 1 | 4 | 2 | 8 | |
| | Graphic Response or Short Answer | 1 | 1 | 3 | 1 | 3 | |
| | Human-scored | 2 | 0 | 2 | 0 | 4 | |
| | Human-scored | 4 | 0 | 1 | 0 | 4 | |
| Energy & Waves | MC | 1 | 5 | 7 | 5 | 7 | 16 |
| | Graphic Response or Simulation | 2 | 1 | 4 | 2 | 8 | |
| | Graphic Response or Short Answer | 1 | 1 | 3 | 1 | 3 | |
| | Human-scored | 2 | 0 | 2 | 0 | 4 | |
| | Human-scored | 4 | 0 | 1 | 0 | 4 | |
| Forces & Motion | MC | 1 | 5 | 7 | 5 | 7 | 16 |
| | Graphic Response or Simulation | 2 | 1 | 4 | 2 | 8 | |
| | Graphic Response or Short Answer | 1 | 1 | 3 | 1 | 3 | |
| | Human-scored | 2 | 0 | 2 | 0 | 4 | |
| | Human-scored | 4 | 0 | 1 | 0 | 4 | |
| The Universe | MC | 1 | 2 | 6 | 2 | 6 | 8 |
| | Graphic Response or Simulation | 2 | 1 | 2 | 2 | 4 | |
| | Graphic Response or Short Answer | 1 | 0 | 3 | 0 | 3 | |
| | Human-scored | 2 | 0 | 0 | 0 | 0 | |
| | Human-scored | 4 | 0 | 0 | 0 | 0 | |

Test Blueprint Grade 8 Science

The test blueprint below displays the distribution of item types across the two parts of the assessment. Table 1 shows the two parts of the assessment separately. Table 2 shows the breakout of the combined parts of the assessment by reporting category.

Grade 8 Science Summative Exam Blueprint DRAFT 3_13_13

Table 1

| Reporting Category | Format | Points per Item | Min Items | Max Items | Min Points | Max Points | Total Points |
|--------------------|----------------------------------|-----------------|-----------|-----------|------------|------------|--------------|
| Performance-Based | MC | 1 | 0 | 0 | 0 | 0 | 20 |
| | Graphic Response or Short Answer | 2 | 3 | 7 | 6 | 14 | |
| | Graphic Response or Short Answer | 1 | 0 | 0 | 0 | 0 | |
| | Human-scored | 2 | 1 | 4 | 2 | 8 | |

| | | | | | | | |
|-------------|----------------------------------|---|----|----|----|----|----|
| | Human-scored | 4 | 0 | 1 | 0 | 4 | |
| End of Year | MC | 1 | 18 | 22 | 18 | 22 | 36 |
| | Graphic Response or Short Answer | 2 | 5 | 9 | 10 | 18 | |
| | Graphic Response or Short Answer | 1 | 3 | 8 | 3 | 8 | |
| | Human-scored | 2 | 0 | 0 | 0 | 0 | |
| | Human-scored | 4 | 0 | 0 | 0 | 0 | |

Table 2

| Subject | Format | Points per Item | Min Items | Max Items | Min Points | Max Points | Sum |
|------------------|----------------------------------|-----------------|-----------|-----------|------------|------------|-----|
| Earth Science | MC | 1 | 6 | 9 | 6 | 9 | 22 |
| | Graphic Response or Short Answer | 2 | 2 | 5 | 4 | 10 | |
| | Graphic Response or Short Answer | 1 | 1 | 4 | 1 | 4 | |
| | Human-scored | 2 | 0 | 2 | 0 | 4 | |
| | Human-scored | 4 | 0 | 1 | 0 | 4 | |
| Life Science | MC | 1 | 5 | 8 | 5 | 8 | 17 |
| | Graphic Response or Simulation | 2 | 2 | 5 | 4 | 10 | |
| | Graphic Response or Short Answer | 1 | 1 | 4 | 1 | 4 | |
| | Human-scored | 2 | 0 | 2 | 0 | 4 | |
| | Human-scored | 4 | 0 | 1 | 0 | 4 | |
| Physical Science | MC | 1 | 5 | 8 | 5 | 8 | 17 |
| | Graphic Response or Simulation | 2 | 2 | 5 | 4 | 10 | |
| | Graphic Response or Short Answer | 1 | 1 | 4 | 1 | 4 | |
| | Human-scored | 2 | 0 | 2 | 0 | 4 | |
| | Human-scored | 4 | 0 | 1 | 0 | 4 | |

Test Blueprint Grade 5 Science

The test blueprint below displays the distribution of item types across the two parts of the assessment. Table 1 shows the two parts of the assessment separately. Table 2 shows the breakout of the combined parts of the assessment by reporting category.

Grade 5 Science Summative Exam Blueprint DRAFT 3_13_13

Table 1

| Subject | Format | Points per Item | Min Items | Max Items | Min Points | Max Points | Total Points |
|-------------------|----------------------------------|-----------------|-----------|-----------|------------|------------|--------------|
| Performance-Based | MC | 1 | 0 | 0 | 0 | 0 | 20 |
| | Graphic Response or Short Answer | 2 | 3 | 7 | 6 | 14 | |

| | | | | | | | |
|-------------|----------------------------------|---|----|----|----|----|----|
| | Graphic Response or Short Answer | 1 | 0 | 0 | 0 | 0 | |
| | Human-scored | 2 | 1 | 4 | 2 | 8 | |
| | Human-scored | 4 | 0 | 1 | 0 | 4 | |
| End of Year | MC | 1 | 18 | 22 | 18 | 22 | 36 |
| | Graphic Response or Short Answer | 2 | 5 | 9 | 10 | 18 | |
| | Graphic Response or Short Answer | 1 | 3 | 8 | 3 | 8 | |
| | Human-scored | 2 | 0 | 0 | 0 | 0 | |
| | Human-scored | 4 | 0 | 0 | 0 | 0 | |

Table 2

| Subject | Format | Points per Item | Min Items | Max Items | Min Points | Max Points | Sum |
|------------------|----------------------------------|-----------------|-----------|-----------|------------|------------|-----|
| Earth Science | MC | 1 | 6 | 8 | 6 | 8 | 16 |
| | Graphic Response or Short Answer | 2 | 1 | 3 | 2 | 6 | |
| | Graphic Response or Short Answer | 1 | 2 | 4 | 2 | 4 | |
| | Human-scored | 2 | 0 | 2 | 0 | 4 | |
| | Human-scored | 4 | 0 | 1 | 0 | 4 | |
| Life Science | MC | 1 | 6 | 9 | 6 | 9 | 20 |
| | Graphic Response or Simulation | 2 | 1 | 3 | 2 | 6 | |
| | Graphic Response or Short Answer | 1 | 2 | 4 | 2 | 4 | |
| | Human-scored | 2 | 0 | 2 | 0 | 4 | |
| | Human-scored | 4 | 0 | 1 | 0 | 4 | |
| Physical Science | MC | 1 | 6 | 9 | 6 | 9 | 20 |
| | Graphic Response or Simulation | 2 | 1 | 3 | 2 | 6 | |
| | Graphic Response or Short Answer | 1 | 2 | 4 | 2 | 4 | |
| | Human-scored | 2 | 0 | 2 | 0 | 4 | |
| | Human-scored | 4 | 0 | 1 | 0 | 4 | |

*SUPPLEMENT D
OHIO GRADUATION TEST SPRING 2013 COUNTS

| OGT | Public (including Community) | | | | | | | |
|--------------------|------------------------------|-------|-------|----------|-----------|------|---------|--------|
| | 10 | 11 | 12 | Adult HS | Test Only | STEM | Missing | Total |
| Spring 2013 | | | | | | | | |
| Headcount | 128989 | 25439 | 10414 | 404 | 828 | 487 | 378 | 166939 |
| Reading | 126922 | 8685 | 2679 | 65 | 63 | 399 | 236 | 139049 |
| Mathematics | 127496 | 13264 | 4593 | 107 | 267 | 431 | 264 | 146422 |
| Writing | 126748 | 9518 | 2850 | 61 | 63 | 418 | 248 | 139906 |
| Science | 127673 | 19092 | 7632 | 310 | 577 | 447 | 316 | 156047 |
| Social Studies | 127103 | 13886 | 5009 | 107 | 217 | 423 | 268 | 147013 |
| All Five | 125302 | | | | | | | |

| Chartered Non-Public | | | | | | | | Home School |
|----------------------|-----|-----|----------|-----------|------|---------|-------|-------------|
| 10 | 11 | 12 | Adult HS | Test Only | STEM | Missing | Total | |
| 12572 | 861 | 249 | 11 | 8 | 0 | 66 | 13767 | 139 |
| 12537 | 246 | 58 | 0 | 3 | 0 | 46 | 12890 | 109 |
| 12528 | 435 | 112 | 3 | 3 | 0 | 53 | 13134 | 119 |
| 12509 | 238 | 56 | 0 | 3 | 0 | 51 | 12857 | 111 |
| 12512 | 626 | 176 | 9 | 8 | 0 | 57 | 13388 | 125 |
| 12497 | 369 | 90 | 3 | 3 | 0 | 49 | 13011 | 119 |
| 12407 | | | | | | | | |

| OGT | Grand Total |
|--------------------|---------------|
| Spring 2013 | |
| Headcount | 180845 |
| Reading | 152048 |
| Mathematics | 159675 |
| Writing | 152874 |
| Science | 169560 |
| Social Studies | 160143 |
| All Five | 137709 |

The above tables provide the number of OGT exams from the Spring 2013 administration. The "Test Only" column refers to students taking only the one exam as needed to complete the five. The "Missing" column provides the number of students who did not bubble in a grade. Use this table to estimate the number of books to be printed for OGT.

*Indicates change 08/08/13.

*SUPPLEMENT E
OHIO GRADUATION TEST SUMMER 2012 AND FALL 2012 COUNTS

| OGT | Public (including Community) | | | | | | | |
|----------------|------------------------------|-------|-------|----------|-----------|------|---------|-------|
| | 10 | 11 | 12 | Adult HS | Test Only | STEM | Missing | Total |
| Summer 2012 | | | | | | | | |
| Headcount | 5141 | 3703 | 2749 | 120 | 786 | 49 | 186 | 12734 |
| Reading | 1265 | 683 | 403 | 16 | 82 | 14 | 33 | 2496 |
| Mathematics | 1961 | 1234 | 900 | 44 | 233 | 22 | 65 | 4459 |
| Writing | 971 | 503 | 315 | 15 | 58 | 17 | 23 | 1902 |
| Science | 2998 | 2317 | 1888 | 88 | 536 | 39 | 108 | 7974 |
| Social Studies | 1866 | 1530 | 1067 | 29 | 216 | 37 | 65 | 4810 |
| Fall 2012 | | | | | | | | |
| Headcount | 2813 | 36986 | 16236 | 398 | 1059 | 105 | 355 | 57952 |
| Reading | 1465 | 17459 | 5878 | 62 | 88 | 96 | 162 | 25210 |
| Mathematics | 1821 | 20445 | 7863 | 109 | 310 | 100 | 173 | 30821 |
| Writing | 1407 | 16293 | 5534 | 64 | 74 | 97 | 154 | 23623 |
| Science | 2131 | 27379 | 11671 | 284 | 765 | 102 | 255 | 42587 |
| Social Studies | 1869 | 21697 | 9463 | 117 | 283 | 96 | 220 | 33745 |

| Chartered Non-Public | | | | | | | | Home | Grand |
|----------------------|------|-----|----------|-----------|------|---------|-------|--------|-------|
| 10 | 11 | 12 | Adult HS | Test Only | STEM | Missing | Total | School | Total |
| 353 | 188 | 63 | 3 | 13 | 0 | 11 | 631 | 12 | 13377 |
| 55 | 21 | 10 | 0 | 1 | 0 | 0 | 87 | 6 | 2589 |
| 175 | 78 | 21 | 0 | 3 | 0 | 4 | 281 | 10 | 4750 |
| 33 | 12 | 4 | 0 | 0 | 0 | 0 | 49 | 5 | 1956 |
| 199 | 110 | 36 | 3 | 11 | 0 | 7 | 366 | 8 | 8348 |
| 126 | 63 | 17 | 0 | 0 | 0 | 1 | 207 | 6 | 5023 |
| 28 | 1457 | 432 | 13 | 15 | 0 | 27 | 1972 | 59 | 59983 |
| 12 | 441 | 149 | 1 | 5 | 0 | 10 | 618 | 41 | 25869 |
| 20 | 779 | 215 | 4 | 8 | 0 | 12 | 1038 | 46 | 31905 |
| 13 | 402 | 137 | 0 | 5 | 0 | 15 | 572 | 39 | 24234 |
| 22 | 965 | 301 | 10 | 11 | 0 | 17 | 1326 | 49 | 43962 |
| 18 | 679 | 204 | 5 | 8 | 0 | 17 | 931 | 49 | 34725 |

*Indicates change 08/08/13.

*SUPPLEMENT F
CURRENT ITEM ALIGNMENT

Item Alignment completed by current Contractor

Table of approximate number of existing items by subject and types
(ER=Extended Response, MC=Multiple choice, SA= short answer)

| | <u>ER</u> | <u>MC</u> | <u>SA</u> |
|----------------------------|-----------|-----------|-----------|
| <u>Science Grade 5</u> | 14 | 222 | 40 |
| <u>Science Grade 8</u> | 28 | 330 | 72 |
| <u>Biology</u> | 3 | 167 | 14 |
| <u>Physical Science</u> | 10 | 169 | 22 |
| <u>Social Studies G 4</u> | 14 | 109 | 34 |
| <u>Social Studies G 6</u> | 8 | 68 | 12 |
| <u>American Government</u> | 7 | 71 | 16 |
| <u>American History</u> | 6 | 243 | 30 |

*Indicates change 08/08/13.