Office of Procurement Services
Service · Support · Solutions

# REQUEST FOR PROPOSAL

RFP NUMBER: CSP903416
INDEX NUMBER: EDU084
UNSPSC CATEGORY: 81111000

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:

ELPA21 Summative Assessment and Screener Production, Administration, Scoring and Reporting

OBJECTIVE: Ohio Department of Education is seeking a contractor to implement the activities needed to successfully produce, administer, score and report the summative test and the screener for the English Language Proficiency Assessment for the 21st Century (ELPA21) system. The Ohio Department of Education requires error-free products and quality assurance of all materials associated with building a high-quality ELPA21 system.

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|---|---|
| RFP ISSUED: | August 13, 2015 |
| INQUIRY PERIOD BEGINS: | August 13, 2015 |
| INQUIRY PERIOD ENDS: | September 2, 2015 at 8:00 AM |
| PROPOSAL DUE DATE: | September 9, 2015 by 1:00 PM |

Proposals received after the due date and time will not be evaluated.

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.

The Offeror must submit this cover page (signed) with its Technical Proposal.

| **Offeror Name and Address:** | **Name/Title:** |
|---|---|
| _____<br>_____<br>_____<br>_____ | _____<br>_____ |
| E-Mail Address:_____<br>Phone Number: ( ) _____-_____Ext._____ | Signature:_____<br>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. |

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RFP GLOSSARY OF TERMS

| | |
|---|---|
| AA: | Affirmative Action |
| Contractor: | Vendor after Award |
| CSP: | Competitive Sealed Proposal |
| DAS: | Department of Administrative Services |
| EOD: | Equal Opportunity Division |
| FEI: | Federal Employer Identification |
| Mandatory: | Must, Will, Shall |
| OAC: | Ohio Administrative Code |
| OAKS: | Ohio Administrative Knowledge System (Ohio's Accounting System) |
| OBG: | Ohio Business Gateway |
| Offeror: | Vendor Submitting Proposal |
| OPS: | Office of Procurement Services |
| ORC: | Ohio Revised Code |
| RFP: | Request for Proposal |
| SOS: | Secretary of State |
| UNSPSC: | The United Nations Standard Products and Services Code |

TERMS SPECIFIC TO CSP903416

| | |
|---|---|
| APIP | Accessible Portable Item Protocol |
| CCSO: | Council of Chief State School Officers |
| CR | Constructed Response |
| CRESST: | National Center for Research on Evaluation, Standards and Student Testing |
| ELL: | English Language Learner |
| ELPA21: | English Language Proficiency Assessment for the 21st Century |
| FERPA | Family Educational Rights and Privacy Act |
| ISR | Individual Student Score Report |
| lv/b) | Low Vision and Blind |
| NCEO: | National Center for Educational Outcomes |
| ODE: | Oregon Department of Education |
| OTELA | Ohio Test of English Language Acquisition |
| TAC: | Technical Advisory Committee |

## 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 ELPA21 Summative Assessment and Screener Production, Administration, Scoring and Reporting. 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 gives the dates on page 1 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 thirty six (36) months 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 ELPA21has utilized the services of WestEd and the Understanding Language team at Stanford University to develop a new set of English Language Proficiency (ELP) Standards that was completed in September 2013. The ELP standards highlight and amplify the *critical language, knowledge about language,* and *skills using language* in the Common Core State Standards necessary for English language learners to be successful in schools.

ELPA21 was supported through the test development phase by an Enhanced Assessment Grant award to create an enhanced assessment system designed to measure the performance of English language learners as they progress through their K-12 education and achieve college and career readiness. The award was given to develop an innovative assessment system; the consortium is committed, therefore, to a constant improvement approach. This assessment system has been built to support best practices in accessibility and validity of assessments for students working toward English language proficiency and to take advantage of innovations afforded by technology. Designed by and for the consortium states and other assessment and English language learning experts, ELPA21 will include strategies for test design, administration, scoring, and reporting that provide students, parents, teachers, administrators, and communities the current and relevant information they need to best support every student as they work toward achieving English language proficiency in support of the college- and career-ready standards in English language arts and mathematics and the Next Generation Science Standards.

There are currently 10 member states (Arkansas, Kansas, Iowa, Louisiana, Nebraska, Ohio, Oregon, South Carolina, Washington, and West Virginia) that have worked in partnership with Stanford University's Understanding Language Initiative, the National Center for Research on Evaluation, Standards & Student Testing (CRESST), and the National Center for Educational Outcomes (NCEO). During the test development phase, the Oregon Department of Education (ODE) has been the lead state agency, and the Council of Chief State School Officers (CCSSO) the project management partner.

All test items developed for the ELPA21 system were field tested in 2014–2015. The summative assessment will be fully operational in the 2015–2016 school year, and the screener will become operational in August, 2016.

1.4 OVERVIEW ELPA21 is an enhanced assessment system designed to measure the English language proficiency (ELP) of English language learners (ELLs) and potential ELLs as they progress through their K–12 education. ELPA21 is designed for states by states and other assessment and content experts of English language development as an efficient means to provide students, parents, teachers, administrators, and communities with information needed to best support all ELLs as they work toward achieving ELP in support of college- and career-readiness. The system includes item development, test design, accessibility and accommodations, administration, scoring, and reporting.

ELPA21 has developed and is committed to maintaining a system of valid and reliable ELP assessment instruments that align in deep and meaningful ways with its English Language Proficiency Standards. These standards can be viewed in electronic form at:
http://www.elpa21.org/sites/default/files/Final%204_30%20ELPA21%20Standards_1.pdf.

The ELPA21 assessment system includes: (1) an annual summative assessment for each of six grades/grade bands for monitoring student progress, tracking accountability, certifying program exit, and guiding instructional placement; and (2) a screener to provide information for English language learner identification and placement. All Consortium states will use these assessments and agreed-upon criteria for entry, placement, and exit from ELL programs. Test items for the screener and summative assessments were field tested in 2014-15. The summative assessments must

be ready for operational use beginning in the 2015-16 school year, and the screener will become operational in August, 2016.

The ELPA21 summative assessments for each of the six grade bands—K, 1, 2–3, 4–5, 6–8, and 9–12—will be administered Jan. 11 – March 4, 2016. Because ELLs arrive in schools with varying levels of English and academic proficiency, each grade band assessment will measure across a wide range of proficiency. These assessments will measure the students' level of English proficiency in the four domains of reading, writing, speaking, and listening. In addition, a comprehension score and an overall score will be reported to facilitate monitoring of student progress.

The assessment system will be securely computer-administered, with the exception of some writing items for K and 1, or when an alternative is provided as an accommodation, and will incorporate technology-enhanced items that allow students to indicate some responses in ways other than traditional item types (e.g., selected-response items). The assessment system will include more interactive item types, especially for speaking and listening tests; improve efficiency of data collection and management; increase security of test content and student data; and reduce administrative burdens on school and district staff. The ELPA21 instrument will reflect best practices in accessibility for all students, accommodations needs, and compliance with the APIP (Accessible Portable Item Protocol) Standard.

1.4.1 Contractor Qualifications The Offeror shall submit a descriptive summary of its governance structure and corporate organization, including a detailed description of positions relevant to this RFP. This summary should include an organizational chart and define key responsibilities within the organization, as well as all functional positions relevant to the ELPA21 project. The Offeror shall also submit a technical proposal that supports all tasks related to the successful delivery, reporting, and technical analysis of the ELPA21 test described in the RFP.

It is highly desirable that Offerors of this RFP meet the following qualifications:

1.4.1.1 The Offerors have prior experience in working on projects similar in size, scope, technical requirements, and function to the proposed contract.
1.4.1.2 The system development and technical staff has educational background in software, web system design, and computer programs with work experience in system design and development of large-scale online assessment software and systems, including test engines. The staff also has educational background and experiences in developing assessments amenable to accessibility and accommodations.
1.4.1.3 The scoring staff has experience in the field of performance assessment services, including item-specific rubric development, hand-scoring, and automated-scoring of constructed-response questions.
1.4.1.4 The reporting staff has work experience in providing error-free reports with experience in establishing effective quality control and accuracy measures for successful delivery of score reports.
1.4.1.5 The psychometric staff has educational background and experience in equating, scaling, and psychometric research and analysis.
1.4.1.6 The data management staff has work experience in building and maintaining data warehouses, integrating methods and processes for tracking, monitoring, and reporting quality data, and ensuring that data management systems are designed for long-term flexibility.

1.5 <u>SCOPE OF WORK</u>

1.5.1 Major tasks and services for this project shall include:

1.5.1.1 Key Dates—Develop a workable timeline for the entire contract to be approved by the Ohio Department of Education.
1.5.1.2 Assessment Guide—Develop an Assessment Guide for each grade band.
1.5.1.3 Test Delivery and Administration—Deliver test materials, develop and release a test administration platform, conduct quality assurance over all testing materials, the assessment system, and other resources, and provide high-quality editorial review and proofing.
1.5.1.4 Test Administration Training—develop a comprehensive plan that specifies approaches and strategies for test administration training and support for both summative and screener administrations.
1.5.1.5 Test Scoring and Analyses—Score all selected-response, constructed-response, and technology enhanced items, and provide reports and data files.
1.5.1.6 Data Review—Conduct a review of item data after field testing items, and post-administration.
1.5.1.7 Accessibility Features and Accommodations— Develop and update an Accommodations Manual (Appendix A) in cooperation with the Ohio Department of Education.
1.5.1.8 Paper Forms – Provide a paper form for each grade band for summative administration annually for each of three years, for a total of three paper forms. Provide a paper form of the screener for each grade band.
1.5.1.9 Large Print Forms— Provide one paper large-print form for each grade band annually, for each of three years for a total of three large print paper forms for summative administration. Provide a

paper large-print form for each grade band for the screener.

1.5.1.10 Low Vision and Blind (lv/b) Forms: For summative administration, provide one lv/b form for each grade band (K, 1, 2-3, 4-5, 6 – 8, 9 – 12) that is electronically administered in part, designed for paper based, linear braille presentation in part, and is supplemented by some items that have physical administration requirements (e.g., provision of realia). For Years 2 and 3, the Offeror will develop additional forms for each grade band for use by low vision and blind students for a total of three forms. Allow for development of staged adaptive testing in Years 2 and 3. For the screener, develop one lv/b form for each grade band as described above.

1.5.1.11 Hand Scoring of Constructed Responses—Select and train scoring directors and readers and conduct scoring activities for all constructed-response items; identify papers suspected of plagiarism, teacher interference, and troubling content.

1.5.1.12 Computer-based Objective Scoring — Utilize computer-based objective scoring methods to score appropriate constructed-response items.

1.5.1.13 Practice Test — Provide an online practice test that includes approximately 20 sample items for each grade band appropriate for practice by users of standard forms.
Provide an online practice test for users of the lv/b forms as well.

1.5.1.14 Test Administration Website—Provide and host a professional website that serves as a central location for all information relevant to test administrations and the online assessment system.

1.5.1.15 Online Assessment System—Design and develop all features and functions of the online assessment system as specified in the RFP. The Offeror shall ensure that the system runs smoothly and quickly with no content, programmatic, or technical errors.

1.5.1.16 Technology-related Materials—Develop all technology-related materials (e.g., Technology Guidelines, Online Assessment System Technology Manual) as specified in the RFP.

1.5.1.17 Meetings—Conduct all meetings (e.g., webinars, conference calls, in-person meetings) as required in the RFP.

1.5.1.18 Support Services—Provide training webinars and “Tier 1” Help Desk services for State Assessment Directors and Chiefs, as specified in the RFP.

1.5.1.19 Quality Assurance—Provide a Quality Assurance Manual that describes the procedures used to assess the quality of all phases of the project.

1.5.2 Deliverables Table 1 lists the required deliverables and timelines for Year 1 of this contract. Offerors will provide tentative dates for each activity in the table below. Required deliverables and the timeline for first and subsequent years will be proposed by the Offeror and approved by the Ohio Department of Education at the kickoff meeting for each contract year. The dates shown below may be adjusted at the mutual consent of the Ohio Department of Education and the Offeror.

**Table 1**
**Schedule of Major Deliverables for Year 1, SY2015-16**

| Month-Year | Activity |
|---|---|
| Project Management | |
| | Kickoff Meeting |
| | First Annual Planning Meeting |
| | Programming Meeting |
| | Second Annual Planning Meeting |
| | Submit final Project Report to Ohio Department of Education |
| Item Development | |
| | Submit plan for field testing new items |

**Table 1 (Continued)**
**Schedule of Major Deliverables for Year 1, SY2015-16**

| Test Development | |
|---|---|
| | Submit a publishable version of Assessment Framework to Ohio Department of Education |
| | Submit draft summative test production plan to Ohio Department of Education |
| | Submit final summative test production plan to Ohio Department of Education |
| | Submit final Summative Test Administration Manual to Ohio Department of Education |
| | Submit final Summative Test Coordinators Manual to Ohio Department of Education |
| | Test Administration Website ready go live |
| | Complete one practice test for each grade band |
| | Load summative test forms to the system |
| | Provide paper forms of the summative test for each grade band, including large print |
| | Finalize lv/b summative test forms for each grade band |
| | Cognitive laboratories for lv/b test forms |
| | Submit final Assessment Guide to Ohio Department of Education |
| | Submit draft screener production plan |
| | Submit final screener production plan |
| | Submit final Screener Test Administration Manual |
| | Submit final Screener Test Coordinators Manual |
| | Finalize screener test forms and test maps |
| | Provide paper forms of the screener for each grade band, including large print |
| | Finalize lv/b screener test forms for all grade bands |

**Table 1 (Continued)**
**Schedule of Major Deliverables for Year 1, SY2015-16**

| | |
|---|---|
| Test Administration Training | |
| | Submit a comprehensive training plan to Ohio Department of Education |
| | Submit a Help Desk Services plan to Ohio Department of Education |
| | Using a Personal Needs Profile- like tool |
| | Using the Online Assessment Demonstration Site |
| | Online Assessment Program Webinar |
| | First Pre Operational Summative Test Webinar |
| | Second Pre-Operational Summative Test Webinar |
| | First Pre Screener Webinar |
| | Second Pre Screener Webinar |
| Assessment Research and Reporting | |
| | Submit a Platform and System Trial study plan to Ohio Department of Education |
| | Submit a test scoring and data analyses plan to Ohio Department of Education |
| | Submit a study/data analysis plan for universal features, accessibility features, and accommodations (or a subset) |
| | Finalize the scoring and data analyses plan |
| | Conduct Platform and System Trial studies |
| | Submit Platform and System Trial results and recommendations to Ohio Department of Education |
| | Conduct range finding meetings for summative |
| | Complete scoring of student responses for summative |
| | Complete data analyses for summative |
| | Submit final summative test data and analysis results to Ohio Department of Education |
| | Submit sampling plan for screener |

**Table 1 (Continued)**
**Schedule of Major Deliverables for Year 1, SY2015-16**

| | |
|---|---|
| | Complete data analyses for screener |
| | Complete range-finding meetings for screener |
| | Submit final Technical Report to Ohio Department of Education |
| | Complete comparability studies of electronic and paper forms for both the summative and screener instruments |
| **Score Reports** | |
| | Individual Student Reports (in-site date) |
| | Translated templates for Individual Student Reports |
| | School-level and District-level Reports (in-site date) |
| | General Research File to state(s) (in-site date) |
| | Screener – Individual Student Reports/template |
| | **Helpdesk** |
| | Submit training and staffing plan for Tier 1 customer service for state assessment directors and chiefs |
| **Development of an Online Assessment System** | |
| | Submit final Technology Guidelines to Ohio Department of Education |
| | Complete all registration functions |
| | Test registration functions on staging server (state QC) |
| | Complete Personal Needs Profile - like functions |
| | Complete all student testing functions |
| | Test student testing functions on the staging server (state QC) |
| | Complete all functions of the online system for test administration |
| | Test all the entire system on the staging server (state QC) |
| | Submit final Online Assessment System Technology Manual |

**Table 1 (Continued)**
**Schedule of Major Deliverables for Year 1, SY2015-16**

| | |
|---|---|
| | Online system is ready for students taking the summative (annual) test |
| | Online system is ready for students taking the screener |
| | Submit open source system codes to Ohio Department of Education |

1.5.3 Functional and Technical Requirements for Test Program

1.5.3.1 Kickoff Meeting. The kickoff meeting will be held in person in Columbus, Ohio at a hotel or meeting facility and will include approximately fifteen (15) representatives. The kickoff meeting generally includes (department staff and the contractor staff). The purpose of the meeting is to address the scope of the work and the timelines, establish working relationships and introductions, and provide a framework of common understanding so that work can begin immediately. The contractor will conduct the meeting, develop an agenda, and produce meeting minutes. Location is to be determined. The contractor will assume the cost for the facility, audio visual equipment, remote log-in access (e.g. web ex), refreshments (coffee, juice and water), and materials. Agenda and materials will be subject to approval by the management partner and contract holder. In addition, the contractor will be responsible for all travel costs and arrangements for ten (10) state representatives. For budgeting purposes, one, one-day meeting can be assumed.

1.5.3.2 Planning Meetings. Two planning meetings will be held in Columbus, Ohio for face-to-face meetings at a hotel or meeting facility. Each will include approximately fifteen (15) state representatives. The purpose of each meeting is to reflect on previous implementation, discuss program issues, future work and deliverables, and propose suggestions for improving the program moving forward. For each meeting, the contractor may consider a virtual setting. Virtual meetings can be scheduled to take place in multiple sessions across a few days. Agenda and materials will be subject to approval by the (management partner and contract holder). If a face-to-face setting is preferred, the contractor will assume the cost for the facility, audio visual equipment, remote log-in access (e.g. web ex), refreshments (coffee, juice and water), and materials. In addition, the contractor will be responsible for all travel costs and arrangements for ten (10) state representatives. For budgeting purposes, two, one-day meetings can be assumed for face-to-face meetings.

1.5.3.3 Programming Meeting. One programming meeting should be held virtually or face-to-face in Columbus, Ohio for face-to-face meetings at a hotel or meeting facility. It will include approximately ten (10) state representatives. The purpose of the meeting is to conclude plans for test scoring along with item analysis data reporting requirements and specifications that ensure the delivery and accuracy of scoring and reporting components of the online assessment system and program. The contractor will conduct the meeting, develop an agenda, and produce meeting minutes. Agenda and materials will be subject to approval by (the management partner and contract holder). If a face-to-face meeting is preferred, the contractor will assume the cost for the facility, audio visual equipment, remote log-in access (e.g. web ex), refreshments (coffee, juice and water), and materials. In addition, the contractor will be responsible for all travel costs and arrangements for seven (7) state representatives. For budgeting purposes, one two-day meeting can be assumed. Virtual meetings can be scheduled to take place in multiple sessions across a few days. The contractor should cost both options, virtual and face-to-face.

1.5.3.4 Technical Advisory Committee (TAC) Meetings. Two TAC meetings will be held in person in Columbus, Ohio for face-to-face meetings at a hotel or meeting facility. Each will include the seven (7) TAC members, approximately fifteen (15) department staff, two AES staff, approximately three (3) American Institutes for Research (AIR) representatives and approximately two (2) Data Recognition Corporation (DRC) staff. The purpose of the meeting is to review assessment policy. The contractor will conduct the meeting, develop an agenda, and produce meeting minutes. Agenda and materials will be subject to approval by department. The contractor will assume the cost for the facility, audio visual equipment, remote log-in access (e.g. web ex), refreshments (coffee, juice and water), and materials. In addition, the contractor will be responsible for all travel costs and arrangements for seven (7) TAC members. For budgeting purposes, two-day meetings can be assumed for each meeting.

1.5.3.5 Weekly Telephone Conference Meetings. The weekly meetings will be held via WebEx (or comparable online meeting application). The purpose of the weekly meeting is to track project tasks and services and to discuss/resolve outstanding issues related to all aspects of the program. It is highly recommended that the contractor use a GANTT-like project management tool. The contractor will conduct the meetings,

develop an agenda and project management report that are distributed two days before the meeting, and produce meeting minutes within one day of the meeting.

1.5.3.6 Regular Communication. The contractor will be expected to maintain frequent contact as needed via email and telephone. All materials and data will be uniquely identified, and full context including impetus and explicit need and timeline for follow up by the program manager contract holder should be included.

1.5.3.7 Monthly Reporting. The contractor will be expected to produce a 1-2 page monthly report summarizing the activities accomplished over the past month, activities pending and issues that require resolution.

1.5.3.8 Project Report. At the end of Year 1 of this contract and at the end of each subsequent year, the contractor will prepare a final project report that summarizes the contract's activities, including a table of contents, overview, timeline of major activities, content development summary, online assessment system summary, summary of data and reporting activities, and any other additional information relevant to the program. Graphs, charts, and diagrams should be included. This document will also include complete systems documentation as specified in the technical specifications of this RFP. The final document must be approved by the Ohio Department of Education.

1.5.3.9 Secure File Transfer Protocol (SFTP)/Online Directory. The contractor will maintain an SFTP site for the receipt and transmission of data files and other deliverables between states and the contractor. All such transmissions involving student level data will be done in such a manner as to maintain confidentiality as directed under the Family Educational Rights and Privacy Act (FERPA). The site should be well organized and maintained for the entire length of the contract. Backup and recovery procedures will be established and implemented by the contractor. The contractor is required to provide a system that allows for the automatic registration of schools/students using an upload of a file prepared in a format specified by the Ohio Department of Education.

1.5.4 Functional and Technical Requirements for the Summative and Screener Test Production

The contractor shall produce all summative and screener test forms, manuals, training materials, and ancillary materials. All materials will be posted on the test administration website and non-secure materials may also be shared on (the state's webpage), and in outreach materials produced by ELPA21 and its states. Forms will be developed according to the specifications provided by the Ohio Department of Education. The Ohio Department of Education requires attractive, high quality, accessible, error-free materials. For each publication, the contractor should submit a development plan for the (contract holder's) approval.

Review of materials by the state members will not be construed by the contractor as proofing and absolutely does not relieve the contractor of responsibility for error. These procedures should be reflected in the contractor's time schedule. The Ohio Department of Education requires a minimum of five working days for each round of review of any major materials (e.g., test forms, manuals, Assessment Guide) at all appropriate stages in the production process. The Ohio Department of Education maintains the right to modify any materials (including reports) throughout the period of this contract as the needs of the program change.

1.5.4.1 Item Format. The contractor will render multiple-choice items, constructed-response items, speech-capture constructed response items, and technology-enhanced items.

1.5.4.1.1 Selected-response (SR) items will require students to select the correct answer among four choices and be scored as specified in the item specifications. The format may include traditional multiple-choice item type or non-traditional item type such as selection of one line in the text that supports a student answer or multiple-correct multiple choice items.

1.5.4.1.2 Constructed-response (CR) items will differ in structure based on grade/grade band but may include up to 4-point items that require students to produce an extended written response. The written response portion will be scored using a 0–2, 0–3, or 0–4 point scale. CR item prompts must use vocabulary and grammar structures appropriate for ELLs so as to prevent or minimize distortion of assessment results due solely to inadequate reading or listening comprehension skills. Student responses on CR items will be scored by trained readers and/or automated scoring according to the scoring rubrics created for each item.

1.5.4.1.3 Writing and Speaking Prompts will require students to produce written or spoken responses that may include (for example) giving directions, responding to a written communication such as a letter or an e-mail, describing and/or expressing an idea or opinion. Student responses to writing prompts or speaking prompts will be scored by trained readers and/or automated scoring methods according to the scoring rubrics created for each item.

1.5.4.1.4 Technology-enhanced (TE) items shall include items that use technology to require student response in ways other than multiple-choice format. For example, item response may

include typing the answer in a box, completing a graph, or clicking and dragging a response to a specific location (drag-and-drop, using “hot spot” technology). Technology-enhanced items developed by the contractor should allow for students to construct responses that can be machine scored in order to reduce operational costs

1.5.4.2 Assessment of Speaking Domain. The Offerors must propose and offer an innovative way to measure speaking assessment, and must provide a method to capture and evaluate spoken responses. Preference will be given to the Offerors offering a mechanical interpretation and scoring solution for speaking assessment. Any mechanical interpretation (including artificial intelligence scoring solutions) must be cross-scored to ensure that the human scoring and machine scoring have inter-rater reliability and are aligned to the item-appropriate rubrics.

1.5.4.3 Metadata. Metadata shall be recorded and delivered with each item. Metadata should include item author, item graphic image(s), voice recordings, all stimuli (with source identified) to accompany the item, the rubric, grade level, domain(s) assessed, content practice, rationales for each incorrect MC response option, approvals for each review and quality control step, item revision history, APIP compatibility information, information on accessibility and accommodations, and ELP standard to be assessed. Metadata are required to be tagged or coded to each task. Contractor will use established metadata requirements.

1.5.4.4 Accessibility. All instructions and test items will address accessibility, APIP compatibility and accommodations, and should be braillable or accompanied by a braillable substitute/twin item that addresses the same concept at the same proficiency level. The brailled portions of the lv/b forms must be available in both contracted and non-contracted braille, and reflect the transition toward Unified English Braille, as recommended by BANA.

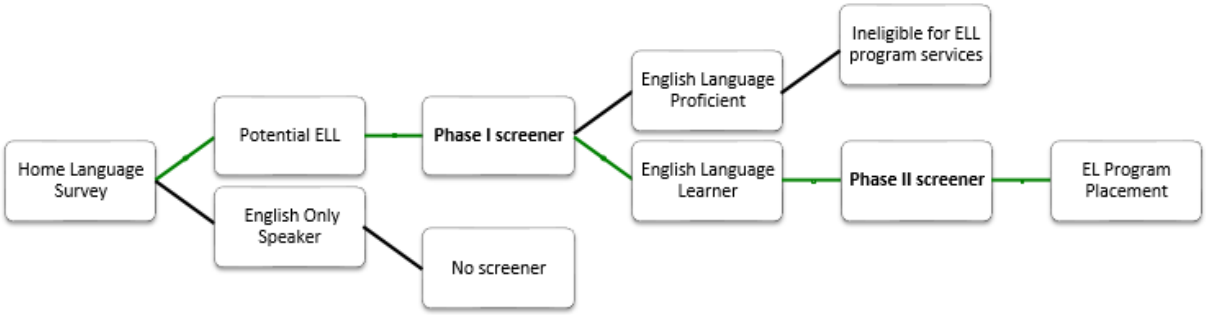
1.5.4.5 Scoring Rubrics. The contractor will apply established scoring rubrics for CR items, writing samples, and speaking evaluations (oral proficiency). The written portion of CR items will be scored using a 0–2, 0–3, or 0–4 point scale. Scoring rubrics should have been written clearly enough to permit scoring by scorers with the greatest possible range of backgrounds while minimizing subjective variability in scoring. Scoring rubrics must be unambiguous and valid in the sense that the assigning of different point values to different student responses makes the student score a valid summary of the inference(s) being made on the basis of the student work. In the case of hand scoring, scoring rubrics used should lead to reliable scores and to make scoring of responses as rapid and accurate as possible. In the case of hand scoring of CR items, a double-blind evaluation system must be used for at least a representative sample of the responses.

1.5.4.6 Copyright/Proprietary Materials. The contractor will be responsible for providing documentation of permission to use any material that is restricted by copyright. All materials (e.g. resources, manuals) developed for this project will become the property of the Ohio Department of Education. These materials will not appear in other instruments or publications used in or out of ELPA21 without prior written approval of the Ohio Department of Education. No royalties will be paid by the ELPA21 consortium, the Ohio Department of Education, or users of ELPA21 to original owners of any such content and the contractor shall not obligate the Ohio Department of Education or the ELPA21 consortium to such payments.

1.5.4.7 Test forms. ELPA21 is committed to innovation in assessment, which is reflected in a disposition of constant improvement to achieve aspirational goals in the following descriptions of tests and test forms:

1.5.4.7.1 Screener. A computer-administered 2-phase screener test must be produced that can be used as a filter to efficiently separate individuals proficient in English from those not proficient in English, and to make appropriate program placements for identified ELLs. This screener test may be drawn from the same item bank as the summative test. Following is an illustration of the 2-phase screener:

Two-Phase Screener




1.5.4.7.2 Summative assessment. Fixed forms of the ELPA21 computer-based summative assessment must be produced for the first year of this contract. It is an aspirational goal that staged adaptive tests will be developed for use at all grade bands, replacing the fixed form orientation for standard forms and for Iv/b forms in the second and following years. The contractor is encouraged to address both fixed forms and staged adaptive test forms in the proposal, with the number of stages and testlets to be jointly determined by the contractor and Ohio Department of Education. (See Multistage Adaptive Tests, Hendrickson. An NCME Instructional Module on Multistage Testing, Educational Measurement: Issues and Practice [College Board], http://ncme.org/linkservid/477753F3-1320-5CAE-6E252080748AE491/showMeta/0/

1.5.4.8 Assessment Framework. The ELPA21 consortium will provide an assessment framework including the basic test design, test blueprint, minimum numbers of items for each ELP standard, specifications for various types of test items, content parameters for each domain test, accessibility principles, etc. to the contractor. The assessment framework will be used to guide operational test form construction and ongoing item development. This document will also be expanded to become the Assessment Guide that teachers can use to prepare their instruction.

1.5.4.9 Assessment Guide. The contractor shall review and revise the Assessment Guide for each grade band. The document will describe the overall design of the test and provide detailed test specifications and basic accessibility principles. In addition, the document may include sample test questions for each test item format and for each PLD, sample scoring rubrics, and key concepts of each ELP standard. The users of the Assessment Guide will be teachers and other test administrators. The contractor should work with the Ohio Department of Education to produce the final version of the Assessment Guide.

1.5.4.10 Field Test New Items. The contractor is responsible for developing a plan for new item try-outs, including embedding new test items in the operational summative test, and a plan for assigning those items to participating students using a stratified random method to ensure a minimum number of students with relevant background characteristics (e.g., disability, proficiency level, SES, language of origin, etc.) try out new items. The test functions should reflect best practices in accessibility for all students, accommodations needs, and compliance with the APIP (Accessible Portable Item Protocol) Standard. It is estimated that 100 items per grade band will need to be field tested annually.

1.5.4.11 Accessibility Features and Accommodations. ELPA21 is committed to maximum accessibility for all ELLs including those with disabilities. To ensure that students with different levels of English language proficiency and ELLs with disabilities are able to demonstrate their ELP knowledge and skills on the ELPA21 assessments, the tests must be designed to eliminate or minimize any factors that are irrelevant to measuring the constructs represented in the ELP standards and test specifications. Toward this end, ELPA21 has carefully determined its criteria for participation (via the definition of English language learners) and the desired accessibility features and accommodations. These are to be included to the full extent in the tests. The current Access and Accommodations Manual is located at Appendix A.

The access features and accommodations are likely to include text-to-speech, magnification and amplification capabilities, color contrast, and compatibility with assistive technology devices, among others. The test delivery platform should also be responsive to students' need to take breaks during the assessment. Features that reflect universal design also will likely need to be built into the system; these include features such as highlighting, mark for review, a digital notepad, and writing tools (e.g., bold, italic, underline, cut, copy, paste). In addition to the features that will be embedded in the online

assessment, ELPA21 is identifying those that will be available outside the technology platform and locally provided. All of these must be provided to students who need them during the assessment.

In addition to those accessibility features and accommodations provided via the technology platform and those provided outside of the platform, it is expected that special forms of the assessment will be needed. These include large print forms and electronically-delivered forms for use by low vision/blind students. These are described in brief here. It is expected that further details will be provided by the successful contractor:

1.5.4.12 Low Vision/Blind (lv/b) Form. One comparable test form for each grade band should be produced annually for three years for summative administration using contracted and non-contracted braille for the braille portions. Additionally, one comparable test form for each grade band should be produced for the screener, using contracted and non-contracted braille for the braille portions. The contractor should designate a person knowledgeable in brailing to proof the braille portions. The contractor will give the Ohio Department of Education evidence that all braille portions are developed correctly, will make test forms and all supplementary materials available for review prior to reproduction, and will assume final responsibility for the accuracy of the lv/b test instrument. Supplemental instructions for test administrators administering an lv/b form and procedures for transferring responses should be provided as needed.

1.5.4.13 Large Print Forms. Produce annually for three years, a standard test form in paper format for each grade band for students with visual impairments documented in IEP or 504 plans who cannot participate in electronic testing. The large print form should be delivered in the most efficient and feasible manner to support the Ohio Department of Education. Supplemental instructions for test administrators administering a large print form and procedures for transferring responses, if appropriate, should be provided as needed.

1.5.4.14 Paper Format Forms. The contractor will develop a comparable paper format form for each grade band (K, 1, 2-3, 4-5, 6 – 8, 9 – 12) for the summative administrations annually for three (3) years. Additionally, the contractor will develop a comparable paper format form for each grade band for administration as a screener. ELPA21 states anticipate using a paper and pencil format as an alternative to computer administration for the operational assessments under the following circumstances: (1) a student's IEP or 504 plan requires the use of paper-based testing; (2) a student's IEP or 504 plan requires that printed copies of the test items be provided; or (3) the religious practices, traditions, or convictions of a student or a student's community are incompatible with computerized test administration. Based on a June 2013 poll of ELPA21 consortium member states, it is currently anticipated that fewer than 1,000 students in ELPA21 states will require a paper format form as an accommodation for the summative assessment. Regarding administration of the screener, there may be additional demand for paper format forms if entering students have had little or no exposure to the use of computers, tablets or other electronic testing devices. The number of copies that may be requested is unknown. In any instance where a school or district is not prepared to support electronically-delivered testing, the cost for paper format testing will be borne by the requesting district. At this time, the number of schools that may be technologically unprepared to engage in electronic testing in 2015-16 is unknown. The contractor will devise a method to bill and collect payment directly from requesting districts for paper format forms for use with students, but agrees to work with the state(s) to establish reasonable costs.

The contractor will develop test administration materials, including test administration directions, applicable to the administration of printed paper format test forms, including large print, for both the summative as well as screener administrations. Any additional costs associated with the use of paper format forms, including but not limited to ordering, delivery of materials, scoring and reporting should be separately estimated but included in the proposal as a point of information.

Currently, selected writing items for Kindergarten and Grade 1 in the summative test administration are proposed to be delivered using a paper format in order to capture students' production of written text. Costs associated with the administration of these writing items to all Kindergarten and Grade 1 students, including test administration directions, should be included in the costs to develop and produce summative test forms as there is no electronic alternative. (See Appendix F.)

1.5.4.15 Translations. General test directions will be translated in x languages as determined by ELPA21. (See Appendices G and H.)

In addition, general test directions that are presented to hearing students with audio will be presented in ASL for deaf/hearing impaired students. (See Appendix A.)

1.5.4.16 Test Administration Manual. The contractor shall develop and compose one test administration manual for each grade band for the summative tests and one for the screener. The manual will contain (1) general information about how to conduct the test, (2) specific test administration instructions, (3)

overview of the online assessment system, (4) accessibility and accommodations information, and (5) checklists. This manual should describe a brief list of the steps a user might take to solve common technical problems. The manual will be used to train school staff on the use of the online assessment system and be accessible as a reference. The contractor shall ensure that the manual proofs are free of typographical and style errors before they are submitted to the Ohio Department of Education. At least three rounds of review are required. The contractor is required to ensure information contained in the manual is correct. The final document should be packaged as a PDF digital resource (including bookmarks and an index) that allows the user to read and print in PDF format (alternatively, the TAM and TCM could be accessed via an electronic link, allowing for embedded video instead of screenshots). Alternatively, the TAM and TCM could be accessed via the Ohio Department of Education website.

1.5.4.17 Test Coordinator Manual. The contractor shall develop a test coordinators manual for the summative test as well as for the screener, which explains steps to be followed to prepare for testing and instructions on what to do during testing as well as what should be done following testing. The manual will contain (1) information about how to prepare for the administration, (2) screenshots/steps for completing tasks in the online assessment system, (3) accessibility and accommodations information, and (4) checklists. The contractor shall ensure that the manual proofs are free of typographical and style errors before they are submitted to the Ohio Department of Education. At least three rounds of review are required. The contractor is required to ensure information contained in the manual is correct. The final document should be packaged as a PDF digital resource (including bookmarks and an index) that allows the user to read and print in PDF format.

1.5.4.18 Copyright/Proprietary Materials. The Ohio Department of Education requires that all materials (including Web pages, manuals, etc.) developed, submitted, and finally approved under this contract shall be proprietary to and copyright held by the Ohio Department of Education. These materials should not appear in other instruments or publications used in or out of the ELPA21 states without prior written approval of the Ohio Department of Education.

1.5.4.19 Test Administration Website. The contractor will provide and host a professional website that serves as a central location for all information relevant to test development. This website will display and house all manuals, resources, and guides, and will provide log-in/password access for all administrative users. It should present accurate, error-free, edited, professional content and information with thorough quality check and validation. The site will be hosted and maintained by the contractor who will coordinate with the Ohio Department of Education on design and content. The contractor will provide a summary and updates on progress of the test administration website and its content for use on (state webpage) and in other state and publicly disseminated materials. Additionally, the contractor will include ELPA21's logo, mission, and vision, and provide a hyperlink to ELPA21.org on the Test Administration Website. The website should also include a search function from the home page and within the password protected area. Analytics for the site will be shared monthly with the Ohio Department of Education, and adjustments to the site will be made based on those analytics by the contractor. For example, if a specific document is being accessed frequently, that document will be moved to a more prominent location on the website.

1.5.4.20 Test Security. Test items and scoring rubrics shall be maintained by the contractor as secure materials.

1.5.4.21 Technical Reporting. The contractor shall be responsible for designing, writing, and producing an annual technical report to provide documentation of all technical work associated with test administration. This report should provide sufficient information to allow for an independent evaluation of the quality of the assessment. The technical report shall be reviewed by the Ohio Department of Education before a final document is produced. The contractor should provide the technical report to the Ohio Department of Education in both hard copy and electronic formats. The hard copy report (10 copies) should be professionally bound and labeled. In addition, an executive summary should be developed.

1.5.4.22 Final Project Report. At the end of the contract year, the contractor shall prepare a final project report that summarizes the year's activities for all development tasks. This project report should also include all the conference call minutes and memos for major decisions, planning meeting minutes, and major decisions related to this contract.

1.5.5 Functional and Technical Requirements for Test Administration Training

A critical change that will occur during the life of the contract that results from this procurement is the transition from a paper-based assessment to an electronically-delivered assessment to measure English language

proficiency. Thus, the proposed plans, current and future capabilities, types of software already developed and yet to be developed, the development and implementation experiences, and qualifications and online assessment experience of current contractor staff and of the organization are of paramount concern in the

selection of a new contractor for the ELPA21 assessment system. For this reason, the Offeror's responses to this section will receive particular scrutiny and review.

1.5.5.1 Platform System Trial. The contractor shall perform a Platform System Trial at least two months before the operational test is administered to ensure the system performs as needed for an error-free administration. Should the administration encounter errors, the contractor shall have a Conflict Mitigation Plan including timeline to correct error to ensure the administration continues with little or no stoppage.

1.5.5.2 Comprehensive Training Plan. The contractor shall develop a comprehensive approach to administration training and support for the summative test as well as for the screener. The approach will include appropriate manuals (including the test administration manual and the test coordinators manual, mentioned above) and a comprehensive training plan for both tests, the summative test and screener. The training plan must include training materials and events, as well as appropriate support services available prior to, during, and following the administration of the test windows. In addition, the training plan must identify a proposed schedule for developing and making available all training materials and events in support of the tests.

The contractor should work closely with state leaders and project staff, particularly members of the Accessibility and Accommodations Standing Advisory Committee, to develop the comprehensive training plan. The plan may include virtual meetings (e.g., webinars) and/or interactive technology-based training resources (e.g., videos, narrated PowerPoint slide sets, etc.) for test coordinators, technology coordinators, test administrators, and teachers. The training plan should address training opportunities for students (e.g., practice tests, guides, and sample materials) and options for how test administrators may certify that they meet minimum requirements to administer the assessment with fidelity. This is critical especially for the screener, if some portion of it is anticipated to be locally scored, and for the administration of any paper-format test forms by school test administrators, as well as the administration of any accommodated forms requiring scribing or transcription of student responses.

1.5.5.3 Practice Test. The contractor shall produce an online practice test that includes approximate 20 sample ELPA21 items for each grade band that will be provided by the consortium. These 20 items will cover all response types (6 TEs, 4 CRs with text response, 4 CRs with spoken response, and 6 SRs) and all delivery formats (at least 4 items requiring headphones, at least 4 items requiring multimedia, at least 2 scenarios with multiple items, and at least 4 items with graphics.) The Ohio Department of Education will identify sample items to the contractor that can be used, including from the field test practice site. In building the practice tests, the contractor should consider how a single set of practice tests could address preparation for both the summative tests and the screener for standard administration, and for the use of assigned accommodations. In addition, the contractor shall design an online practice test that includes items appropriate for use by lv/b students, demonstrating typical response types. The practice tests may include a navigation tutorial that demonstrates the features students will use to progress from item to item; alternatively, a navigation tutorial may be a stand-alone experience.

The practice test for each grade band must reflect the accessibility features and accommodations that will be available for the operational assessment. Please note that delivery formats are not mutually exclusive. The practice test will be delivered via the contractor's online assessment system. Load testing results should be provided to the Ohio Department of Education by November 16, 2015. The practice test, and UAT protocol and Use Cases should be delivered for User Acceptance Testing by November 30, 2015. The practice test will go live by November 30, 2015.

1.5.5.4 Pre -Test Webinars The contractor should conduct two pretest training workshops to district-level test coordinators and technology coordinators November 16, 2015 and November 30, 2015. District test coordinators and technology coordinators will use the materials to train school-level test coordinators. The first workshop may focus on enrollment file upload, accommodation and accessibility functions, and secure registration features. The second workshop may focus on administration, user guidelines, and other aspects of the online field test administration system. The contractor will prepare a PowerPoint presentation, administration manual, and user guide two weeks prior to the workshops. The administrative manual will address the test purpose, test administration, security features and issues, etc. The user guide will provide step-by-step instructions (with screen shots) for test administrator and student login, the Personal Needs Profile - like tool, specifications about the computer platforms and operating systems supported, and resolutions to common technical problems encountered. The webinar will be saved as a video and audio file and be made available within three (3) days of the initial webinar as a link on the state's webpage for those wishing to review the content. In addition a technical

set-up guide will be offered to district technology coordinators, with follow-on support through the Help Desk.

Any materials to be presented during the webinars and then to be made available for training will be reviewed and approved by the Ohio Department of Education. The names and resumes of the personnel responsible for conducting the webinars should be submitted to the Ohio Department of Education for approval. The presenters must be knowledgeable about the online assessment system and test content and have sufficient experience to conduct a webinar for district and school personnel. The presenters will be expected to present a “dry run” prior to delivery and submit the PowerPoint deck to the Ohio Department of Education for approval.

1.5.5.5 Online Assessment Program Webinar. The contractor will conduct two informative webinar sessions for state leaders. The contractor will prepare a PowerPoint presentation and provide a demonstration of the system. The contractor will explain how to conduct the online administrations, how to use the online assessment system, how to retrieve reports, etc. Any materials made available for training will be reviewed by the Ohio Department of Education. The presenters will be expected to present a “dry run” prior to delivery. The webinar will be saved as a video and audio file and be made available as a link on the state webpage for those wishing to review the content.

1.5.5.6 Online Demonstration Site. The contractor will develop an online demonstration site that will be available as a link from the state webpage. A description of this site and its functionality will be provided to the Ohio Department of Education for use in state and publicly disseminated materials. The demonstration site is part of the test administration system and should be developed by the contractor. It will function as the most current version of the online assessment system and will generate accounts for various users (e.g. District Test Coordinator [DTC], Technology Coordinator, Building Test Coordinator [BTC], Test Administrator, and student). Users should be allowed to interact with the system and practice using the main components. Practice should be self-paced. The site can be a training site for DTCs or BTCs to train test administrators. The online demonstration site will also include a help function to assist with the resolution of common technical problems encountered.

1.5.5.7 Help Desk System and Services. The contractor will provide a two-tier system that supports school and district test coordinators. Tier 1 support includes an email help link on the system’s home page and a toll-free number. The Help Desk staff should provide answers (within one business day) to emails written to this address. The contractor will promptly correct problems or errors as they are identified. Tier 2 support includes direct support to district test coordinators and technology coordinators via phone calls or emails during registration and testing, including high-level technology questions about the online assessment system. Experienced Help Desk staff should assist district personnel immediately and inform the Ohio Department of Education once the issues are resolved. The goal for response times for phone calls and chat requests is fewer than 3 minutes and for emails fewer than 10 minutes. The Help Desk must be available from 7am to 9pm Eastern Standard Time (January - May) during the registration and test administration windows for the summative tests, and from 7am to 9pm Eastern Standard Time (September through May), and from 7am to 7pm ET (June through August) once the screener is in place.

The Help Desk must be staffed with experienced Customer Service Representatives (CSRs) who receive training and are proficient in customer service best practices. These CSRs must be trained by contractor’s program staff knowledgeable about the ELPA21 assessments in order to respond accurately to school, school district and SEA phone calls, emails, and other correspondence. Contractor must provide to the Ohio Department of Education, upon request, information on how training is conducted, what is used for training, and who conducts the training. This task also applies to any subcontractor.

The contractor must develop a FAQ and scripts for CSRs to help answer questions, which are provided to the Ohio Department of Education for review. CSRs will be familiar with materials such as manuals, user guides, student test directions, as well as data privacy and test security requirements. Any message sent to all schools/districts must be approved by the Ohio Department of Education. The contractor will send email blasts at the request of the Ohio Department of Education.

For any issues impacting student assessment or the demonstration site of the practice test, the contractor must provide a concise and descriptive message that the Communications lead will send to the District Test Coordinators. Each call or email should be given a unique tracking ID, and the Ohio Department of Education will be given a daily status report. Any technical malfunctions related to registration, student testing, accessibility features or accommodations, and data collection/management, including how they were corrected, should be summarized and reported to the

Ohio Department of Education. The Ohio Department of Education reserves the right to reject the contractor's selection of a help desk staff, in which case the contractor will provide an acceptable replacement.

The CSRs must be able to differentiate questions that are policy related and should be answered by Ohio Department of Education staff, and those that are to be answered by the contractor. Technical issues arising during a test window that cannot be resolved by CSRs immediately must be transferred to contractor's technical support immediately. If students are in the classroom and unable to test, the call must be moved to technical support immediately for resolution, or a recommendation must be provided to have students test at a later time if the problem cannot be resolved within 15 minutes. Technical support must work with the district until the issue is resolved. Technical issues unresolved after 24 hours require detailed daily status updates to the Ohio Department of Education. If the Ohio Department of Education determines the situation warrants a site visit by the contractor, it must occur within 24 hours or by agreement with the district. In cases where the onsite staff is unable to resolve the issue within 48 hours, the contractor must arrange for a higher skilled staff person to visit and resolve the issue.

Issues involving student identifiable information must be dealt with through the school/district as the Ohio Department of Education is forbidden by Ohio law to review identifiable student data.

1.5.6 Functional and Technical Requirements for Constructed-Response Scoring Tasks

The ELPA21 tests will include constructed-response (CR) items that embrace a range of knowledge and skills. The contractor will make all arrangements to provide hand scoring of student responses to CR items. The activities associated with this task include assuring that scorers are properly trained to hand-score the responses according to the rubrics provided by the consortium, providing the student responses to the hand scorers, monitoring the accuracy of the scoring, retrieving those scores from the hand scorer, inserting those scores into the score files, providing documentation to the Ohio Department of Education of the hand scorers' processes, and providing daily scoring reports to the Ohio Department of Education during the test administration. The contractor should propose a cost-effective and reliable method for scoring constructed responses. The proposal should combine the use of both hand scoring and computer-based objective scoring.

1.5.6.1 Hand scoring Process. The final scoring guides, training papers, recalibration sets, and validity papers should be approved by the Ohio Department of Education. Based on the rubrics provided by the consortium, the contractor shall provide a scoring guide and training materials for each scoring team leader and each reader. The contractor will be responsible for all costs and arrangements related to the range-finding meetings at the state level. This includes arrangement for meeting spaces, refreshments, and meeting materials. The contractor will also assume the cost for scorer payment, the facility, refreshments, lunch, and materials, as well as travel reimbursements (hotel, mileage, meals) for participants. In addition, the contractor will provide daily substitute teacher reimbursement ($120 per day average). The contractor will handle all the administrative tasks relative to processing the payments mentioned above.

The hand scoring process must meet industry standards, which means quality control in all aspects, including the choice of training materials and the training of scoring personnel, as well as the ongoing monitoring of the scoring personnel and scoring process (score reports, read-behinds, agreement rates, etc.) The training and scoring must be closely monitored and immediate action taken when scoring issues arise and should not rely on the post-hoc identification of potential problems. Scoring reports should be provided to the Ohio Department of Education promptly for review, and communication between the contractor and the Ohio Department of Education should be maintained during all facets of the hand scoring process. The contractor shall collect and provide to the Ohio Department of Education evidence concerning the reliability of hand scoring procedures. This evidence should include, but is not limited to, measures of inter-rater consistency.

All constructed-response item responses (short answers and extended constructed responses) will be scored by computer-based objective scoring if feasible, or by one reader plus 10% read-behind. The writing topic responses will be scored by two readers. A third reader is required to resolve the scores of the first two readers when their scores are not adjacent.

Offerors may propose a mature remote hand scoring process. Evidence of reliability and description of training process and quality assurance procedures should be described clearly in the proposal.

1.5.6.2 Scoring Project Leader. The contractor should propose a Scoring Project Leader who should have a minimum of a four-year college degree and strong background in and experience with ELL assessments that include open-ended responses and have sufficient experience to establish and

maintain appropriate standards throughout the hand scoring process. The leader must be able to adopt all final score-point decision rules from ELPA21, to explain the subtleties of hand scoring, and to be firm in their application. The project leader will work with the Ohio Department of Education in developing and finalizing the scoring guides, choosing anchor papers, choosing recalibration and validity papers,

and providing full-time supervision of the hand scoring process. The project leader will be on site throughout the training and scoring session and attend planning meetings with the consortium states' staff to plan all scoring activities.

1.5.6.3 Scoring Directors. Scoring Directors will work under the direct supervision of the Scoring Project Leader. They must have, at a minimum, a four-year college degree and considerable experience in scoring constructed responses produced by English language learners. The Scoring Directors must adhere to scoring standards set by the Ohio Department of Education; must resolve problems created by the specific items, scoring rubrics, and individual differences in interpretation; and must ensure that readers score papers according to the standards. Scoring Directors should attend the range finding meeting and should be on site throughout the training and scoring sessions to monitor reader performance, provide recalibration and retraining, and conduct read-behinds to be sure readers are not drifting from the criteria.

1.5.6.4 Readers. Readers must have at least a four-year college degree and have expertise in the content to the extent possible. Experience teaching ELLs is a plus but not a requirement for scoring. Protocols used to ensure consistency in the training of scorers must be included in proposals, including training, initial certification, and monitoring for scorer drift, and re-training and re-certification. A cross section of readers in terms of age, ethnicity, and gender is important. Previous experience in similar projects should be documented. The contractor should provide readers' background information to the Ohio Department of Education.

1.5.6.5 Training Site Facility. The Ohio Department of Education will monitor training and scoring. The contractor should propose the training site. The scoring rooms must be quiet, well-ventilated, and spacious. Furnishings should include sturdy work tables, good lighting, and comfortable seating with a minimum of distractions. If remote scoring is proposed, the proposal should describe how the Ohio Department of Education will monitor scoring at will, in real-time.

1.5.6.6 Plagiarism. The contractor must have procedures in place for handling plagiarism. When students' responses containing exact or almost exact replication of words, phrases, or format are identified, the scoring director should notify the Ohio Department of Education and provide electronically or in paper format the suspect student responses and a document including demographic information such as state, district, and school names and codes, test administrator name and code, and student name. Following examination, the Ohio Department of Education may require the contractor to void these responses.

1.5.6.7 Disturbing Content. If student responses with disturbing content are discovered during the scoring process, the scoring director should send copies of the content with student identifying information to the Ohio Department of Education immediately upon discovery.

1.5.6.8 Reader Reliability and Score-Point Distribution. During the course of the summative test administration, the contractor will supply to the Ohio Department of Education reports for each of the CR items. These reports will include, at a minimum, agreement rates, the reliability of the readers' scores, the score-point distribution, the number and percentage of responses scored automatically and by human scorers, and the number and percentage of responses that were not scorable. A quality assurance plan should be provided in the proposal to demonstrate the reliability of human scoring procedures. At the end of the summative test administration, the contractor will summarize the scoring of all CR items.

1.5.7 Functional and Technical Requirements for Assessment Research and Reporting

1.5.7.1 Data and Reports Processing. The reporting process starts with recording and processing student responses and is completed by producing data files and reports. The contractor must meet the timelines for all the activities and deliverables set forth jointly with the Ohio Department of Education. Specific processing rules and data requirements must be clearly communicated and documented. All the processing requirements and specifications will be documented based on the (contract holder's) decisions. The processing rules document must detail the processes and procedures used in each development and processing step. The contractor shall develop a system to ensure the accuracy of test scores and delivery of reports and files on time. The contractor should implement the most efficient system that begins with preparing student registration files for the summative test administration and culminates with the posting of data files online. A parallel quality assurance system will also be developed and implemented at each stage. During each step, samples of work that represent the actual process will be presented to the Ohio Department of Education for review and approval.

1.5.7.2 Score Reports. Summative administration: The specific information to be included on the individual student score reports (ISRs) will be determined and approved by the Ohio Department of Education. One printed copy of ISRs will be provided for each student in English and shipped to the district where the student tested. The single-page format of the ISRs will be approved by the Ohio Department of

Education and customized for each state with appropriate 'branding,' e.g., the state's logo. The contractor will also provide ISR templates in downloadable PDF format in (10) languages in addition to English that district staff may use to populate with student information and print for distribution to the student's family. The Ohio Department of Education will determine the languages. The system and training to use translated ISRs will be provided by the contractor. The contractor is encouraged to price the cost of printing and shipping ISRs in English, and the cost to provide PDFs that can be locally printed from a CD or USB flash drive that is delivered to each district.

The following reports are also to be prepared and made available electronically, on CDs or USB flash drives securely delivered to each district:

1.5.7.2.1 Student Roster Report (PDF) – This is a roster of the performance of all students in the school after Records Reconciliation;

1.5.7.2.2 District Report (PDF and Excel, or other mutually agreeable format) – This report shows the performances of all students in the district after Records Reconciliation.

State Report - A general research file (GRF) is provided to the Ohio Department of Education showing the performances of all students in the state who tested on the summative test, including those who used an lv/b form. The format will be defined by the Ohio Department of Education. The file should allow for disaggregation by student demographic factors (e.g., gender, grade, language background, etc.) and by disability status. The state report can be accessed electronically using encrypted protocols such as SSL, step or scup.

Consortium Report – Full state data files will be made available to the consortium. The data file must contain all information gathered on each student during the test administration and scoring period including but not limited to: identification numbers assigned by the state; school and district names; responses to items; and all raw and derived data. The file should allow for disaggregation by student demographic factors (e.g., gender, grade, language background, etc.) and by disability status. These files can be accessed electronically using encrypted protocols such as SSL, step or scup.

Screener administration: The specific information to be included on the individual student score reports (ISRs) will be determined and approved by the Ohio Department of Education. ISRs will be electronically downloadable by districts in PDF format. The contractor will provide ISR templates in downloadable PDF format in (10) languages in addition to English that district staff may use to populate with student information and print for distribution to the student's family. The system and training to use translated ISRs will be provided by the contractor.

1.5.7.3 Test File Layout. The contractor will work with the Ohio Department of Education to determine the test file layout and format. The file layout should be documented clearly and should include field names and descriptions, values and value definitions, field starting and ending positions, and additional comments. A test data file must be delivered to the Ohio Department of Education according to the schedule.

1.5.7.4 Scoring. The contractor is responsible for scoring every response from students participating in the test. If a student score is voided due to plagiarism, cheating, or administrative error, that student's responses should be voided. The contractor should propose a computer-based objective scoring plan including the process and engine that will be utilized to score a subset of student responses. Computer-based objective scoring will be used for selected-response items, technology-enhanced items, and some constructed-response items which can produce a look-up list from student responses to the test items or for which there is a finite, definable set of correct responses. A quality assurance plan should be provided in the proposal.

1.5.7.5 Psychometric Services The contractor should expect that the Ohio Department of Education may request the contractor to participate at the state's TAC meeting(s), and that such service be provided at no added cost to the state. Assurances of this must be provided in the contractor's response to this RFP.

1.5.7.6 Bridging Studies. The Ohio Department of Education administered the Ohio Test of English Language Acquisition (OTELA) as its summative assessment and was administered for the last time in spring 2015. The contractor will conduct a bridging study in 2015-2016 to recalibrate accountability targets, Annual Measureable Achievement Objectives 1 and 2 and will participate at Ohio's TAC meeting(s) to present results.

1.5.7.7 Technical Reporting. The contractor shall be responsible for designing, writing, and producing annual technical reports that provide documentation of all technical work associated with the summative test and screener, as well as for field testing new items. The documentation must address modifications, enhancements and current practice. The content of the reports must include detailed narrative descriptions of item statistics review, validity and reliability evidence, scaling, and score reporting. These reports should provide sufficient information to allow for an independent evaluation of the quality of the assessments and to be used for the Peer Review submission. The contractor may use Marianne Perie's article, Guidance for developing a technical manual for English Language Proficiency Assessment (ELPA) as a guide for preparing the technical reports. A link to Perie's article can be found here: http://www.eveaproject.com/doc/EVEA%20paper%20on%20ELPA%20Tech%20Report_1-2-12.pdf. Each technical report shall be reviewed by the Ohio Department of Education before a final document is produced. The final technical report should be submitted to the State for approval.

The contractor shall establish and document methods to collect evidence of the reliability of test scores and the scoring of hand scorable items. Evidence of test score reliability will include but not be limited to inter-rater reliability, internal consistency of total scores, and decision consistency. The use of focus groups including teachers, administrators, and other knowledgeable practitioners, may be used to inform and refine the scoring process.

The contractor may propose a single technical report or multiple reports. Technical documentation must include, but is not limited to, the following contents:

1.5.7.7.1 Assembly of Test Forms
1.5.7.7.2 Field Testing Items
1.5.7.7.3 Test Administration
1.5.7.7.4 Test Accessibility and Accommodations
1.5.7.7.5 Scoring and Scorer Reliability
1.5.7.7.6 Aggregated Results
1.5.7.7.7 Score Reporting and Interpretation
1.5.7.7.8 Validity Evidence

1.5.8 Functional and Technical Requirements for Online Assessment System

The online assessment system will allow for registration and delivery of tests to the students selected to take the summative test and the screener. It will include but is not limited to the ability to support a variety of items and item types, the ability to include resources, flexible navigation, accessibility features and accommodations, a student log-in screen, directions, and a professional appearance. The interface for test administrators must be intuitive and easy to use. The successful contractor shall provide services to maintain system integrity, high-performance server architecture, and server configuration.

The online assessment system will be hosted at a Tier 3 or higher data center, which must be in the continental United States, and must have built-in redundancy to protect against unplanned outages. Daily system backups will be performed by the contractor, including off-site disaster-recovery copies. The vendor will provide all hardware, networking services, and software. The system should be developed using a four-tier platform consisting of a development server, a staging server, a Quality Assurance (QA) server, and a production server. The development server will be used by the contractor's programmers to develop the software components. The QA server will be used by the contractor's QA staff to perform functional and system tests, and the staging server will provide an environment for the Ohio Department of Education to preview system changes before the changes are moved to the production environment. The production servers will be considered the "live" environment and will be accessed only by system users (e.g., DTCs, STCs, teachers, and students).

The contractor shall provide all necessary system enhancements and new versions during the course of the contract at no additional cost. During the term of the contract, it will be necessary to modify the software to accommodate normal fixes and system enhancements. The contractor shall provide software maintenance and support normal fixes and system enhancements. The proposal should include a detailed communication strategy to ensure that the Ohio Department of Education is informed by the contractor in advance of changes that may disrupt service to (state or states) and other systems users. Planned system outages must be scheduled at times when there will be no or minimal disruption to system users.

Offerors should list and/or describe the hardware devices, operating system software, and network infrastructures on which the proposed online assessment system will operate. Offerors should also list additional software or equipment necessary to support or augment the online assessment system. References to applicable standards and/or guidelines should be indicated. The consortium desires that the system be interoperable based on the standards being developed for most state assessments, and complies with industry interoperability standards (CEDS, AIF, SIF, QTI, APIP, etc.)

1.5.8.1 Hardware and Software Requirements. The requirements for hardware and software are listed below:

1.5.8.1.1 The online assessment system shall be delivered via a secure Internet-enabled web-based application. The system will be hosted by the contractor at a Tier 3 (or higher) data center, and must integrate with the data, test item, and test construction systems. The only exceptions are portions of the lv/b forms using realia and paper-format forms. The system should allow for efficient access to data and test items by the Ohio Department of Education.

1.5.8.1.2 Formats for data and items to be used with the system are similar to those used for current testing efforts (e.g., PARCC and Smarter Balanced) and will reflect the data dictionary that will be provided when the contract is awarded.

1.5.8.1.3 Based on the requirements of ELPA21, tests must be delivered within a secure, web-based application that restricts access to the desktop and internet. The secure web-based application must remain compatible with current browser and operating system releases and must function (and be maintained) on current releases of Windows, Chrome, Macintosh, and Android systems. The contractor should expect users to access the system via the following operating systems and browsers.

1.5.8.1.3.1 Operating systems: Windows 7+, Mac OS X 10.6+

1.5.8.1.3.2 Mobile operating systems: iOS 6+, Android 4.1+

1.5.8.1.3.3 Browsers: IE 8+, Firefox 26+, Chrome C31+, Safari 7+

1.5.8.1.4 The system must support input via mouse, keyboard, or microphone.

1.5.8.1.5 Detailed specifications for the optimal headsets that will be used by students for the speaking and listening components of the tests are in Appendix C. The contractor will provide detailed order information for one source of high quality headsets at a low to moderate price.

1.5.8.1.6 The online assessment must be securely accessible via tablet, laptop, and desktop computers. Developers should plan for a minimum resolution of 1024x768 and screen sizes of nine inches or greater. (Appendix D)

1.5.8.1.7 Software Functional Requirements: Offeror's software shall include the following:

| | Required Functionality |
|---|---|
| Source of Items | An automated interface allowing the Ohio Department of Education, or designee, to import test items in various formats (e.g., multiple-choice, constructed response, technology-enhanced, etc.) from ELPA21's item bank. Batch importing via XML must be available as well. |
| Production Cycle | The system must have separate development and production servers for quality assurance and version control. |
| Review of Items | The system must include a secure administration GUI that allows for review of available tests, items inserted into the system, and import and export of test items. Methods must be available to check item availability in development vs. production. |
| Test Interruption | The system must recover data from any unforeseen test interruption and return the test-taker to the point of interruption. |
| System Availability | Tests must be available from 7am to 9pm Eastern Standard Time; reporting and administrative functions must be available 24/7 exclusive of scheduled maintenance. |
| System Usage Reports | The system must allow authorized state administrators access to monitor and view tests that are started, completed, in-progress, and paused; search for and view individual student responses; and, collect system data about response changes (from right to wrong and wrong to right), response time for each item, and start and end times for each test. |
| Item Types | Multiple-choice, constructed response, short answer, technology- enhanced |
| Accessibility and Accommodations | The system must comply with the provisions of the *Americans with Disabilities Act of 1990*, and Section 508 of the *Rehabilitation Act of 1973*, including capacity to adjust font size, text to speech, and other access features and accommodations specified by ELPA21 states. Accommodations will be entered into a Personal Needs Profile – like tool by educators prior to testing. |

| | |
|---|---|
| Personal Needs Profile (PNP) – like Tool | The system must provide functionality to support the creation of profiles provided by the state. These profiles will be used to assign designated accommodations to students. |
| Exportable Files | The system must provide output file according to the ELPA21 specifications, including all items, test history, variables, statistics, and student response by item etc. All digital output files should be encrypted while in transit.<br>The system must back up/protect student responses. |
| Use of Secure Student ID | Student test records must be identified with the local student ID and a unique system-assigned ID. |
| Secure Student Information | The data within the system shall be kept confidential to protect all individual students' privacy, staying consistent with the State's privacy policies and FERPA. All data in the system, items fed into the assessment, and responses to the assessment must be encrypted while in transit. |
| Item Delivery | The system must, by default, prevent students from being presented with the same item more than once, with items out of the tested grade-band, or with incorrectly associated passages, prompts, or stimuli (such as video or audio files). The system should allow administrators to override this functionality if needed. |

| | |
|---|---|
| Users | The system must support a minimum of 150% of the maximum number of peak school day concurrent users with a mean refresh time of less than one second (exclusive of local school conditions). |

1.5.8.1.8 The proposed system must collect student performance data that are organized according to logical groupings as specified by the State. The physical organization of data may vary from the logical groupings based on system design and performance considerations.

1.5.8.1.8.1 The proposed system must have the capacity to deliver universal features, designated features and accommodations. Contractor must document that the intended/approved accessibility features and accommodations were provided and utilized.

1.5.8.1.8.2 Software maintenance agreements must include regularly scheduled upgrades to the online assessment system.

1.5.8.1.9 The system must have available documentation including, but not limited to:

1.5.8.1.9.1 Record level locking to ensure data integrity

1.5.8.1.9.2 Regular backup and disaster recovery protocols that cover archive, recovery, and restart procedures for systems and database components including indices, pointers and tables

1.5.8.1.9.3 Process for load testing, quality control and quality assurance for registration, test administration, scoring and reporting.

1.5.8.1.10 The proposed system must also support password-protected access to the system.

1.5.8.1.10.1 ELPA21 will provide operational summative and screener items as well as new items to be field tested in electronic format with consistent metatagging; these must be uploaded into the proposed system. The system shall have an automated user interface to accept these items, individually and in batch uploads.

1.5.8.1.10.2 The proposed system must also provide a secure user interface for the State that supports administrative additions, changes, and deletions to the test items. A user-friendly GUI must support item entry and editing.

1.5.8.1.10.3 The system must accommodate an active data dictionary which includes cross-reference between data elements, recording and tracking, output definitions, outputs, screen displays, etc. Preliminary data dictionary elements will be provided when the contract is awarded.

1.5.8.1.10.4 The system must limit the number of times test takers can take a test to one (1)

time.

1.5.8.1.10.5 Any changes made relative to the system design must occur globally and not require changes in multiple locations.

1.5.8.1.10.6 The proposal must include the approach used for ensuring that the assessments will be accessible in both high and low bandwidth schools, as well as with both high and low device-to-student ratios. The contractor must indicate the current devices, operating systems, browsers, bandwidth demands and related functionalities supported by the platform, as well as the recommended specifications communicated to clients. The system must have the capability to deliver media-rich test content reliably in a variety of school environments.

1.5.8.1.11 Data warehouse – in anticipation of research using longitudinal data, the contractor will develop a plan for the management and secure maintenance of student performance data for a period of at least three years, and provide a plan for transferring data at the termination of this contract to the consortium. The contractor will also develop a plan for the secure destruction of data, to be implemented at the request of the consortium. Data sharing agreements with states consistent with FERPA requirements should be effected by the contractor in the first year of this contract. (See Appendix E for sample data sharing agreement or guidance for same.)

1.5.8.2 Security and Authentication. The contractor is responsible for the following requirements:

1.5.8.2.1 The online assessment system must be housed in a Tier 3 or higher data center and must be protected from unauthorized access, hackers, viruses, malware, or other tampering. The contractor must monitor for unauthorized access or tampering and have a remediation plan in place. Threats and intrusion attempts must be reported to the Ohio Department of Education.

1.5.8.2.2 The system should support varying permission levels as specified by the Ohio Department of Education and limit access to specific modules and functionality based on permissions.

1.5.8.2.3 The system must require user authentication and complex passwords for all users.

1.5.8.2.4 The secure web-based application used to administer the test should prevent access to other programs, browsers, and the computer desktop during test taking.

1.5.8.2.5 Test takers should only be permitted to access those test to which they have been granted permissions.

1.5.8.2.6 All data in the system should be encrypted while in transit.

1.5.8.3 Technical System Performance. The contractor is responsible for the following requirements:

1.5.8.3.1 The system should provide record level locking to ensure data integrity and should prevent simultaneous editing of the same database record by two different users.

1.5.8.3.2 The system must support automatic and manual restoration of all databases, including indices, pointers and tables, to a status prior to any system-wide failure.

1.5.8.3.3 The system should provide automatic alerts to identify issues before they impact in-progress tests or saved data. Examples include, but are not limited to, slow test refresh times, unexpected testing events, and bandwidth or load capacity issues. Designated Ohio Department of Education staff must be notified immediately when alerts suggest testing issues are expected.

1.5.8.3.4 The system must have all materials backed up in full at least weekly. The contractor must additionally conduct daily incremental backups. All backup media must be kept in a secure location separate from the production and test systems.

1.5.8.3.5 Student responses are saved regardless of page navigation (e.g., the system cannot save only when the student clicks on “Next item”) to ensure no interruption to in-progress tests.

1.5.8.3.6 The contractor shall have in place a disaster recovery plan which incorporates full server redundancy and automatic fail-over mechanisms. The contractor must inform the Ohio Department of Education of the triggers for the plan. The fail-over system should be operational

within four hours.

1.5.8.3.7 The contractor will warranty the functionality of all underlying software used to develop and administer the online assessment system. The contractor will use up-to-date standards for all application and web programming languages in the development of the system.

1.5.8.3.8 The contractor shall have in place the necessary controls to ensure only authorized and tested changes are made to application source code and configuration files, including security and authorization policies for engineers and others working on the system.

1.5.8.3.9 Acceptance testing by the Ohio Department of Education must be included in the proposed timeline. Offerors should describe the acceptance procedures and establish a rigorous sign-off method for all project activities and deliverables. The Ohio Department of Education staff must have the opportunity to evaluate and accept or reject each system component.

1.5.8.4 Technology Guidelines. The contractor will prepare a technology guidelines document that will consist of an overview of the system; introductory section describing the navigation and structure of the secure web-based application; technical specifications for the system; help desk information; suggestions for optimal network bandwidth for testing centers; resources required to properly utilize the system; accessibility features and accommodations; and guidelines for the use of computer labs. The audience for the Technology Guidelines is district and school technology coordinators. The guidelines will include graphics, photos, diagrams, text, and screenshots as needed. The contractor will ensure that the proofs are free of typographical and format errors before they are submitted to the Ohio Department of Education for review. No printing is necessary. The contractor will submit a production and proofreading schedule for this item.

1.5.8.5 Online Assessment System Technical Manual. The contractor is responsible for producing a technical manual to document all technical work associated with the development of the online assessment system. The content of the manual should include detailed narrative descriptions of all components of the system and can include the item management process and specifications, test design as supported by the system, the item selection engine, reports, formats used for examinee results and item responses, etc. A system diagram describing the integration, configuration, and flow of data throughout the platform should be included. The manual should also provide sufficient and clear information to allow for an independent evaluation of the quality of the system.

1.5.8.6 Management Reports. The contractor should provide the following routine management reports to the Ohio Department of Education as required on a regular basis. The contractor should produce as requested by the Ohio Department of Education ad hoc reports to address specific management questions.

1.5.8.6.1 Data backup logs
1.5.8.6.2 Response time/down time reporting
1.5.8.6.3 User accounts and permissions (for both active and inactive users)
1.5.8.6.4 System event logs to track system, application, and security events
1.5.8.6.5 System access summary reports
1.5.8.6.6 Results of load testing
1.5.8.6.7 Quality Assurance reports

1.5.8.7 System Usage Reports. Reports that can be printed or viewed online should be developed for different levels of users. Report design should be easy to understand and user-friendly. Reports must be available to allow system administrators to access individual student test records. These reports should minimally include test start and end times; the timestamp and number of times the test was paused; the number of times responses were changed from incorrect to correct (and vice versa); the designated supports and accommodations that were used; and the response time per item. All information on each report must be accurate. Data should be available to users during registration, test administration, and at least two weeks following the close of an administration. The contractor will document data elements and business rules for each report identified below.

1.5.8.7.1 State-level report: This report should present usage and testing activity information during the registration and test administration window at the school and district levels.
1.5.8.7.2 District-level report: This report should present usage and testing activity information during the registration and test administration window at the school level within a district.
1.5.8.7.3 School-level report: This report should present usage and testing activity information for each school.

1.5.8.8 Project Requirements The contractor will designate a team of professional individuals to work on or manage each project. The responsibilities for the management team shall include:

1.5.8.8.1 Working with the Ohio Department of Education to plan and schedule all activities and deliverables;
1.5.8.8.2 Receiving approval from the Ohio Department of Education for any change to the scope of work;
1.5.8.8.3 Monitoring and reporting the progress of each project;
1.5.8.8.4 Managing conference calls for reporting the progress and issues for each activity;
1.5.8.8.5 Recording the results of discussions and clarifying the issues in meeting minutes;
1.5.8.8.6 Ensuring all deliverables are on schedule;
1.5.8.8.7 Informing the Ohio Department of Education of any personnel changes; and
1.5.8.8.8 Ensuring every processing step is completed on time with 100% accuracy.

1.5.8.9 Quality Assurance. Error-free production is required and shall be the final responsibility of the contractor. Quality assurance procedures shall be exercised throughout all activities to ensure the system presents accurate information and operates properly. The contractor should provide a final Quality Assurance Manual to the Ohio Department of Education. This document should describe the procedures that will be used to assess the quality of all phases of the project in the initial stage of this contract. The contractor should follow the manual to perform quality assurance work for each task. Key

1.5.8.10 Personnel. The (Project Manager) from the Ohio Department of Education will provide oversight of the activities conducted under the contract. The (Project Manager) will be the principal point of contact on behalf of the Ohio Department of Education concerning the contractor's performance under the contract.

The contractor should designate the following individuals who will be assigned to work with the Ohio Department of Education on this program.

1.5.8.10.1 Project Manager: oversees and monitors the planning, scheduling, progress, and quality of the work
1.5.8.10.2 Lead System Designer: oversees the technical tasks and issues, including accessibility and accommodations requirements, and supervises the programming group
1.5.8.10.3 Scoring Project Leader: oversees and monitors scheduling, coordination, and quality control of the hand scoring activities
1.5.8.10.4 Lead Psychometrician: oversees the technical and psychometric tasks and issues that relate to test forms, sampling design, and other technical analyses
1.5.8.10.5 Quality Assurance Manager: oversees and builds processes associated with producing error-free item-level statistics, test data, and reports

These designated individuals for this contract are referred to hereafter as ‘key personnel’.

The contractor will work with the Ohio Department of Education to ensure that work for the Ohio Department of Education is given the highest priority. Staff members from the Ohio Department of Education will be assigned to monitor this contract under the supervision of the (Project Manager).

1.5.8.11 Editorial Review and Proofing. Editorial review and proofing of all materials are among the most critical requirements of this RFP/contract. The Ohio Department of Education will use the ELPA21 Style Guide. The contractor shall be responsible for conducting editorial review of all materials. The contractor will be held to the same level of professional editorial review used in the development of nationally published testing programs and textbooks.

The contractor shall deliver within four (4) weeks after contract execution an Editorial Review Plan that describes a high-quality editorial review process, sufficient to ensure the highest standards of consistency, clarity, and accuracy in the production of all assessment materials. Editorial staff must have experience in reviewing educational materials for the appropriate content areas.

1.6 CONFIDENTIAL, PROPRIETARY OR TRADE SECRET INFORMATION DAS procures goods and services through a RFP in a transparent manner and in accordance with the laws of the state of Ohio. All proposals provided to DAS in response to this RFP become records of DAS and as such, will be open to inspection by the public after award unless exempt from disclosure under the Ohio Revised Code or another provision of law. Refer to section 5.1.6 in the Instructions.

1.7 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 available for public inspection after the Proposals are received.

1.8 PROPOSAL SUBMITTAL 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 CSP903416 and due date on each. Offeror must submit this signed cover page with its technical Proposal. Offeror shall mark the correct CSP number on all envelopes/packages. Refer to section 5.1.6 in the Instructions for further detail.

1.9 NUMBER OF PROPOSALS TO SUBMIT Offeror must submit one (1) original, completed and signed in blue ink, and eight (8) copies of the proposal for a total of nine9) Proposal packages and eleven electronic copies on CD or Flash drive.

2.0 EVALUATION OF PROPOSALS

2.1 MANDATORY REQUIREMENTS There are no mandatory requirements for CSP903416

TABLE 2 - MANDATORY PROPOSAL REQUIREMENTS

| Mandatory Requirements |
|---|
| There are no mandatory requirements for CSP903416 |

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

2.2 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 4), 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 3 - Scoring Breakdown.

2.3 TABLE 3 - SCORING BREAKDOWN

| Criteria | Maximum Allowable Points |
|---|---|
| Proposal Technical Requirements | 1,125 Points |
| Proposal Cost | 225 Points |
| Total | 1,350 Points |

2.4 SCORE RATINGS The scale below (0-5) will be used to rate each proposal on the criteria listed in the Technical Proposal Evaluation table.

| DOES NOT MEET | WEAK | WEAK TO MEETS | MEETS | MEETS TO STRONG | STRONG |
|---|---|---|---|---|---|
| 0 POINTS | 1 POINT | 2 POINTS | 3 POINTS | 4 POINTS | 5 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.

WEAK (1 pt.): Response was poor related to meeting the objectives.

WEAK TO MEETS (2 pts.): Response indicates the objectives will not be completely met or at a level that will be below average.

MEETS (3 pts.): Response generally meets the objectives (or expectations).

MEETS TO STRONG (4 pts.): Response indicates the objectives will be exceeded.

STRONG (5 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 4 - TECHNICAL PROPOSAL EVALUATION

| Criterion | Weight | Rating (0 to 5) | Extended Score |
|---|---|---|---|
| Offeror Profile (Form 5.2.3) | | | |
| 1. The contractor should give a brief description of their company, including a brief history, corporate structure and organization, number of years in business, and copies of their latest financial statement, preferably audited. | 10 | | |
| 2. The contractor should provide detailed information regarding its ability to perform the work requested in this RFP. The contractor should discuss its resources that will be available to work on this project in order to meet time restraints and desired performance levels. The contractor should describe the qualifications and experience of the key personnel who will be assigned to this project. | 10 | | |
| | | | |
| Offeror Prior Projects (Form 5.2.4) | | | |
| 1. This section should provide a detailed discussion of the contractor's prior experience in working on projects similar in size, scope, and function to the proposed contract. Offerors should describe their experience in other states or in corporate/governmental entities of comparable size and diversity with references from entities, including names and telephone numbers of those references. | 25 | | |
| 2. The Offeror should provide detailed information about its experience with at least one similar project within the past five years that has been successfully completed by the Oferor. | 25 | | |
| | | | |
| Staffing Plan (Forms 5.2.5 and 5.2.6) | | | |
| 1. Resumes of key personnel assigned to the project should be included in the proposal. The proposal should explain the administrative commitment to this project in terms of approximate work hours for each person assigned to the project through each phase of the contract. | 5 | | |
| 2. A chart with each name, number of hours per contract year, position title, and main job responsibilities should be included in the proposal. | 5 | | |
| 3. Provide the formal Education and experience for key personnel | 15 | | |
| | | | |
| Scope of Work | | | |
| 1. Define its functional approach in providing the services and in identifying the subtasks within each milestone that are necessary to meet requirements. | 5 | | |
| 2. Describe the approach to project management and quality assurance. | 5 | | |
| 3. Provide a proposed Project Work Plan that reflects the approach and methodology, tasks and services to be performed, deliverables, timetables, and staffing. The timetable should show completion dates that reflect the Offeror's ability to meet critical deadlines. | 10 | | |
| 4. Propose an approach that reflects the most cost-effective and efficient means of accomplishing the services and tasks in the RFP. | 10 | | |
| 5. Include procedures for ensuring high-quality editorial review and copyediting, including descriptions of tasks and review cycles and provision of a final copy of materials to the Ohio Department of Education for approval. The Offeror should describe the review and copyediting processes in detail and demonstrate that the editorial staff has satisfactory knowledge, skills, and experience. | 10 | | |

| | | | |
|---|---|---|---|
| 6. Describe the approach that defines system and data security and identifies areas of project risk and procedures to mitigate these risks. | 10 | | |
| 7. Provide detailed descriptions of all aspects of the hardware (including amount of bandwidth and number of servers) for the online assessment system to ensure adequate capacity during periods of high usage. | 10 | | |
| 8. List and describe the hardware devices, operating system software, and network infrastructures on which the proposed system must operate; also list additional software or equipment necessary to support or augment the software to be installed. | 10 | | |
| 9. Provide a clear description of how the Offeror will handle the speed of loading images, video files, and sound files. | 5 | | |
| 10. Provide a clear description of the vendor's previous experience in accessibility features and accommodations and how the Offeror will meet the requirements. | 10 | | |
| 11. Provide a clear description of a cost-effective and reliable method of scoring all types of test items; an implementation plan should be included. | 10 | | |
| 12. Propose a detailed quality assurance plan for this project. This plan should describe the methods that will be used to assess the quality of the Web production, including plans for checking the performance of the system (download time, for example) and all available functions, for proofing all information and graphics, and checking accuracy of all items and answer keys before the information is released online. | 10 | | |
| 13. Explain how each Task and Service will be performed, taking into account the project phasing, use of tools, technologies, etc. | 10 | | |
| 14. Include a statement that all materials developed for this project will be the property of the Ohio Department of Education. | 5 | | |
| 15. Include the plan for client review and the process for resolution of issues. | 10 | | |

Total Technical Score: _____

2.7 <u>COST PROPOSAL POINTS</u> DAS will use the information the Offeror submits 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. "Cost" = (Total Not-to-Exceed) 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: _____

2.8 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.

2.9 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 not-to-exceed total. 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

Ohio Dept. of Education
Office of Curriculum and Assessment
25 S. Front St MS 509
Columbus, Ohio 43215

All invoices must be submitted via email to: Fiscal.management@education.ohio.gov

ELPA21 Summative Assessment and Screener Production, Administration, Scoring and Reporting
CSP903416
UNSPSC CATEGORY CODE: 81111000
BUDGET: A budget is not available for this project.

OFFEROR:_____

The total cost shall be provided for each task and a grand total shall be provided.

| Tasks | Notes | Total Cost |
|---|---|---|
| Kickoff/Planning/Programming meetings (face-to-face) Offerors will provide a cost per meeting. | | $ |
| Management support | | $ |
| Hardware maintenance | | $ |
| Assessment Framework and Assessment Guide | | $ |
| Summative Test Forms | | $ |
| Screener Test Forms | | $ |
| LV/B Forms | | $ |

| Tasks | Notes | Total Cost |
|---|---|---|
| Paper format forms | | $ |
| Summative Test Administration Manual and Coordinators Manual | | $ |
| Screener Test Administration Manual and Coordinators Manual | | $ |
| Test Administration Website | | $ |
| Pre Test Webinars and Online Assessment Program Webinar for Summative | | $ |
| Pre Test Webinars and Online Assessment Program Webinar for Screener | | $ |
| Online Demonstration Site | | $ |
| Practice Test (new name?) | | $ |
| Help Desk System and Services | | $ |
| Range Finding activities for CR items | | $ |
| Hand-scoring of constructed response items | | $ |
| New Item Data Review | | $ |
| Summative and Screener Test Analyses | | $ |
| Summative and Screener Test Data Reviews | | $ |
| Platform and System Trial | | $ |
| Reports: Individual Student, School, District, and State | | $ |
| Technical Advisory Committee Meetings (2x/yr meetings) | | $ |
| Annual Test Technical Report | | $ |
| Development of Online Assessment System | | $ |
| Technology Guidelines, Online Assessment System Technical Manual, Management Report, System Usage Report | | $ |
| Other (specify items) | | $ |
| **Total** | | **$** |

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.

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 addended, 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.

4.3 ECONOMIC PRICE ADJUSTMENT The Contract prices(s) will remain firm throughout the initial term of the Contract. Thereafter, prior to Contract renewal, the Contractor may submit a request to adjust their price(s) to be effective on the effective date of the Contract's renewal. No price adjustment will be permitted prior to the effective date; on purchase orders that are already being processed; or on purchase orders that have been filled.

Price increases must be supported by a general price increase in the cost of the materials/services rendered due to documented increases in the cost of related materials/services. Detailed documentation, to include a comparison list of the Contract items and proposed price adjustments must be submitted to support the requested adjustment. Supportive documentation should include, but is not limited to: copies of the old and the current price lists or similar documents which indicate the original base cost of the product to the Contractor and the corresponding adjustment, and/or copies of correspondence sent by the Contractor's supplier on the supplier's letterhead, which contain the above price information and explains the source of the adjusted costs in such areas as raw materials, freight, fuel or labor, etc.

Should there be a decrease in the cost of the finished product due to a general decline in the market or some other factor, the Contractor is responsible to notify DAS immediately. The price decrease adjustment will be incorporated into the Contract and will be effective on all purchase orders issued after the effective date of the decrease. If the price decrease is a temporary decrease, such should be noted on the invoice. In the event that the temporary decrease is revoked, the Contract pricing will be returned to the pricing in effect prior to the temporary decrease. Failure to comply with this provision will be considered as a default and will be subject to the Suspension and Termination section contained herein.

4.4 Professional Liability Insurance is not applicable or required for contract CSP903416.

4.5 Expenses will be reimbursed in accordance with the Ohio Office of Budget and Management's (OBM) Travel Rule (http://obm.ohio.gov/MiscPages/TravelRule/) in effect at the time of the travel.

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 Inquiries 5.1.3 Protests
5.1.4 Addenda to the RFP
5.1.5 Proposal Submittal
5.1.6 Confidential, Proprietary or Trade Secret Information
5.1.7 Waiver of Defects
5.1.8 Multiple or Alternate Proposals
5.1.9 Addenda to Proposals
5.1.10 Proposal Format
5.1.11 Evaluation of Proposals
5.1.12 Proposal Format and Documentation Required

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 |

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: Affirmative Action and 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.

7.0

SUPPLEMENT 1

Special Instructions: Double click the table on page 24 of the document to view the entire table.

Click here for Supplement 1