

REQUEST FOR PROPOSALS

Florida's Standards-Based Assessment System

BID No.: RFP 2008-17

**State of Florida
PUR 1000
General Contract Conditions**

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1. Definitions. The definitions contained in s. 60A-1.001, F.A.C. shall apply to this agreement. The following additional terms are also defined:

(a) “Contract” means the legally enforceable agreement that results from a successful solicitation. The parties to the Contract will be the Customer and Contractor.

(b) “Customer” means the State agency or other entity identified in a contract as the party to receive commodities or contractual services pursuant to a contract or that orders commodities or contractual services via purchase order or other contractual instrument from the Contractor under the Contract. The “Customer” may also be the “Buyer” as defined in the PUR 1001 if it meets the definition of both terms.

(c) “Product” means any deliverable under the Contract, which may include commodities, services, technology or software.

(d) “Purchase order” means the form or format a Customer uses to make a purchase under the Contract (e.g., a formal written purchase order, electronic purchase order, procurement card, contract or other authorized means).

2. Purchase Orders. In contracts where commodities or services are ordered by the Customer via purchase order, Contractor shall not deliver or furnish products until a Customer transmits a purchase order. All purchase orders shall bear the Contract or solicitation number, shall be placed by the Customer directly with the Contractor, and shall be deemed to incorporate by reference the Contract and solicitation terms and conditions. Any discrepancy between the Contract terms and the terms stated on the Contractor’s order form, confirmation, or acknowledgement shall be resolved in favor of terms most favorable to the Customer. A purchase order for services within the ambit of section 287.058(1) of the Florida Statutes shall be deemed to incorporate by reference the requirements of subparagraphs (a) through (f) thereof. Customers shall designate a contract manager and a contract administrator as required by subsections 287.057(15) and (16) of the Florida Statutes.

3. Product Version. Purchase orders shall be deemed to reference a manufacturer’s most recently release model or version of the product at the time of the order, unless the Customer specifically requests in writing an earlier model or version and the contractor is willing to provide such model or version.

4. Price Changes Applicable only to Term Contracts. If this is a term contract for commodities or services, the following provisions apply.

(a) Quantity Discounts. Contractors are urged to offer additional discounts for one time delivery of large single orders. Customers should seek to negotiate additional price concessions on quantity purchases of any products offered under the Contract. State Customers shall document their files accordingly.

(b) Best Pricing Offer. During the Contract term, if the Customer becomes aware of better pricing offered by the Contractor for substantially the same or a smaller quantity of a product outside the Contract, but upon the same or similar terms of the Contract, then at the discretion of the Customer the price under the Contract shall be immediately reduced to the lower price.

(c) Sales Promotions. In addition to decreasing prices for the balance of the Contract term due to a change in market conditions, a Contractor may conduct sales promotions involving price reductions for a specified lesser period. A Contractor shall submit to the Contract Specialist documentation identifying the proposed (1) starting and ending dates of the promotion, (2) products involved, and (3) promotional prices compared to then-authorized prices. Promotional prices shall be available to all Customers. Upon approval, the Contractor shall provide conspicuous notice of the promotion.

(d) Trade-In. Customers may trade-in equipment when making purchases from the Contract. A trade-in shall be negotiated between the Customer and the Contractor. Customers are obligated to actively seek current fair market value when trading equipment, and to keep accurate records of the process. For State agencies, it may be necessary to provide documentation to the Department of Financial Services and to the agency property custodian pursuant to Chapter 273, F.S.

(e) Equitable Adjustment. The Customer may, in its sole discretion, make an equitable adjustment in the Contract terms or pricing if pricing or availability of supply is affected by extreme and unforeseen volatility in the marketplace, that is, by circumstances that satisfy all the following criteria: (1) the volatility is due to causes wholly beyond the Contractor's control, (2) the volatility affects the marketplace or industry, not just the particular Contract source of supply, (3) the effect on pricing or availability of supply is substantial, and (4) the volatility so affects the Contractor that continued performance of the Contract would result in a substantial loss.

5. Additional Quantities. For a period not exceeding ninety (90) days from the date of solicitation award, the Customer reserves the right to acquire additional quantities up to the amount shown on the solicitation but not to exceed the threshold for Category Two at the prices submitted in the response to the solicitation.

6. Packaging. Tangible product shall be securely and properly packed for shipment, storage, and stocking in appropriate, clearly labeled, shipping containers and according to

accepted commercial practice, without extra charge for packing materials, cases, or other types of containers. All containers and packaging shall become and remain Customer's property.

7. Inspection at Contractor's Site. The Customer reserves the right to inspect, at any reasonable time with prior notice, the equipment or product or plant or other facilities of a Contractor to assess conformity with Contract requirements and to determine whether they are adequate and suitable for proper and effective Contract performance.

8. Safety Standards. All manufactured items and fabricated assemblies subject to operation under pressure, operation by connection to an electric source, or operation involving connection to a manufactured, natural, or LP gas source shall be constructed and approved in a manner acceptable to the appropriate State inspector. Acceptability customarily requires, at a minimum, identification marking of the appropriate safety standard organization, where such approvals of listings have been established for the type of device offered and furnished, for example: the American Society of Mechanical Engineers for pressure vessels; the Underwriters Laboratories and/or National Electrical Manufacturers' Association for electrically operated assemblies; and the American Gas Association for gas-operated assemblies. In addition, all items furnished shall meet all applicable requirements of the Occupational Safety and Health Act and state and federal requirements relating to clean air and water pollution.

9. Americans with Disabilities Act. Contractors should identify any products that may be used or adapted for use by visually, hearing, or other physically impaired individuals.

10. Literature. Upon request, the Contractor shall furnish literature reasonably related to the product offered, for example, user manuals, price schedules, catalogs, descriptive brochures, etc.

11. Transportation and Delivery. Prices shall include all charges for packing, handling, freight, distribution, and inside delivery. Transportation of goods shall be FOB Destination to any point within thirty (30) days after the Customer places an Order. A Contractor, within five (5) days after receiving a purchase order, shall notify the Customer of any potential delivery delays. Evidence of inability or intentional delays shall be cause for Contract cancellation and Contractor suspension.

12. Installation. Where installation is required, Contractor shall be responsible for placing and installing the product in the required locations at no additional charge, unless otherwise designated on the Contract or purchase order. Contractor's authorized product and price list shall clearly and separately identify any additional installation charges. All materials used in the installation shall be of good quality and shall be free of defects that would diminish the appearance of the product or render it structurally or operationally unsound. Installation includes the furnishing of any equipment, rigging, and materials required to install or replace the product in the proper location. Contractor shall protect the site from damage and shall repair damages or injury caused during installation by

Contractor or its employees or agents. If any alteration, dismantling, excavation, etc., is required to achieve installation, the Contractor shall promptly restore the structure or site to its original condition. Contractor shall perform installation work so as to cause the least inconvenience and interference with Customers and with proper consideration of others on site. Upon completion of the installation, the location and surrounding area of work shall be left clean and in a neat and unobstructed condition, with everything in satisfactory repair and order.

13. Risk of Loss. Matters of inspection and acceptance are addressed in s. 215.422, F.S. Until acceptance, risk of loss or damage shall remain with the Contractor. The Contractor shall be responsible for filing, processing, and collecting all damage claims. To assist the Contractor with damage claims, the Customer shall: record any evidence of visible damage on all copies of the delivering carrier's Bill of Lading; report damages to the carrier and the Contractor; and provide the Contractor with a copy of the carrier's Bill of Lading and damage inspection report. When a Customer rejects a product, Contractor shall remove it from the premises within ten days after notification or rejection. Upon rejection notification, the risk of loss of rejected or non-conforming product shall remain with the Contractor. Rejected product not removed by the Contractor within ten days shall be deemed abandoned by the Contractor, and the Customer shall have the right to dispose of it as its own property. Contractor shall reimburse the Customer for costs and expenses incurred in storing or effecting removal or disposition of rejected product.

14. Transaction Fee. The State of Florida has instituted MyFloridaMarketPlace, a statewide eProcurement System ("System"). Pursuant to section 287.057(23), Florida Statutes (2002), all payments shall be assessed a Transaction Fee of one percent (1.0%), which the Contractor shall pay to the State, unless exempt pursuant to 60A-1.032, F.A.C.

For payments within the State accounting system (FLAIR or its successor), the Transaction Fee shall, when possible, be automatically deducted from payments to the Contractor. If automatic deduction is not possible, the Contractor shall pay the Transaction Fee pursuant to Rule 60A-1.031(2), F.A.C. By submission of these reports and corresponding payments, Contractor certifies their correctness. All such reports and payments shall be subject to audit by the State or its designee.

Contractor shall receive a credit for any Transaction Fee paid by the Contractor for the purchase of any item(s) if such item(s) are returned to the Contractor through no fault, act, or omission of the Contractor. Notwithstanding the foregoing, a Transaction Fee is non-refundable when an item is rejected or returned, or declined, due to the Contractor's failure to perform or comply with specifications or requirements of the agreement.

Failure to comply with these requirements shall constitute grounds for declaring the Contractor in default and recovering procurement costs from the Contractor in addition to all outstanding fees. **CONTRACTORS DELINQUENT IN PAYING TRANSACTION FEES MAY BE SUBJECT TO BEING REMOVED FROM THE DEPARTMENT OF MANAGEMENT SERVICES' VENDOR LIST AS PROVIDED IN RULE 60A-1.006, F.A.C.**

15. Invoicing and Payment. Invoices shall contain the Contract number, purchase order number if applicable, and the appropriate vendor identification number. The State may

require any other information from the Contractor that the State deems necessary to verify any purchase order placed under the Contract.

At the State's option, Contractors may be required to invoice electronically pursuant to guidelines of the Department of Management Services. Current guidelines require that Contractor supply electronic invoices in lieu of paper-based invoices for those transactions processed through the system. Electronic invoices shall be submitted to the Customer through the Ariba Supplier Network (ASN) in one of the following mechanisms – EDI 810, cXML, or web-based invoice entry within the ASN.

Payment shall be made in accordance with sections 215.422 and 287.0585 of the Florida Statutes, which govern time limits for payment of invoices. Invoices that must be returned to a Contractor due to preparation errors will result in a delay in payment. Contractors may call (850) 413-7269 Monday through Friday to inquire about the status of payments by State Agencies. The Customer is responsible for all payments under the Contract. A Customer's failure to pay, or delay in payment, shall not constitute a breach of the Contract and shall not relieve the Contractor of its obligations to the Department or to other Customers.

16. Taxes. The State does not pay Federal excise or sales taxes on direct purchases of tangible personal property. The State will not pay for any personal property taxes levied on the Contractor or for any taxes levied on employees' wages. Any exceptions to this paragraph shall be explicitly noted by the Customer in the special contract conditions section of the solicitation or in the Contract or purchase order.

17. Governmental Restrictions. If the Contractor believes that any governmental restrictions have been imposed that require alteration of the material, quality, workmanship or performance of the products offered under the Contract, the Contractor shall immediately notify the Customer in writing, indicating the specific restriction. The Customer reserves the right and the complete discretion to accept any such alteration or to cancel the Contract at no further expense to the Customer.

18. Lobbying and Integrity. Customers shall ensure compliance with Section 11.062, FS and Section 216.347, FS. The Contractor shall not, in connection with this or any other agreement with the State, directly or indirectly (1) offer, confer, or agree to confer any pecuniary benefit on anyone as consideration for any State officer or employee's decision, opinion, recommendation, vote, other exercise of discretion, or violation of a known legal duty, or (2) offer, give, or agree to give to anyone any gratuity for the benefit of, or at the direction or request of, any State officer or employee. For purposes of clause (2), "gratuity" means any payment of more than nominal monetary value in the form of cash, travel, entertainment, gifts, meals, lodging, loans, subscriptions, advances, deposits of money, services, employment, or contracts of any kind. Upon request of the Customer's Inspector General, or other authorized State official, the Contractor shall provide any type of information the Inspector General deems relevant to the Contractor's integrity or responsibility. Such information may include, but shall not be limited to, the Contractor's business or financial records, documents, or files of any type or form that refer to or relate to the Contract. The Contractor shall retain such records for the longer of (1) three years after the expiration of the Contract or (2) the period required by the

General Records Schedules maintained by the Florida Department of State (available at: <http://dhis.dos.state.fl.us/barm/genschedules/gensched.htm>). The Contractor agrees to reimburse the State for the reasonable costs of investigation incurred by the Inspector General or other authorized State official for investigations of the Contractor's compliance with the terms of this or any other agreement between the Contractor and the State which results in the suspension or debarment of the Contractor. Such costs shall include, but shall not be limited to: salaries of investigators, including overtime; travel and lodging expenses; and expert witness and documentary fees. The Contractor shall not be responsible for any costs of investigations that do not result in the Contractor's suspension or debarment.

19. Indemnification. The Contractor shall be fully liable for the actions of its agents, employees, partners, or subcontractors and shall fully indemnify, defend, and hold harmless the State and Customers, and their officers, agents, and employees, from suits, actions, damages, and costs of every name and description, including attorneys' fees, arising from or relating to personal injury and damage to real or personal tangible property alleged to be caused in whole or in part by Contractor, its agents, employees, partners, or subcontractors, provided, however, that the Contractor shall not indemnify for that portion of any loss or damages proximately caused by the negligent act or omission of the State or a Customer.

Further, the Contractor shall fully indemnify, defend, and hold harmless the State and Customers from any suits, actions, damages, and costs of every name and description, including attorneys' fees, arising from or relating to violation or infringement of a trademark, copyright, patent, trade secret or intellectual property right, provided, however, that the foregoing obligation shall not apply to a Customer's misuse or modification of Contractor's products or a Customer's operation or use of Contractor's products in a manner not contemplated by the Contract or the purchase order. If any product is the subject of an infringement suit, or in the Contractor's opinion is likely to become the subject of such a suit, the Contractor may at its sole expense procure for the Customer the right to continue using the product or to modify it to become non-infringing. If the Contractor is not reasonably able to modify or otherwise secure the Customer the right to continue using the product, the Contractor shall remove the product and refund the Customer the amounts paid in excess of a reasonable rental for past use. The customer shall not be liable for any royalties.

The Contractor's obligations under the preceding two paragraphs with respect to any legal action are contingent upon the State or Customer giving the Contractor (1) written notice of any action or threatened action, (2) the opportunity to take over and settle or defend any such action at Contractor's sole expense, and (3) assistance in defending the action at Contractor's sole expense. The Contractor shall not be liable for any cost, expense, or compromise incurred or made by the State or Customer in any legal action without the Contractor's prior written consent, which shall not be unreasonably withheld.

20. Limitation of Liability. For all claims against the Contractor under any contract or purchase order, and regardless of the basis on which the claim is made, the Contractor's liability under a contract or purchase order for direct damages shall be limited to the

greater of \$100,000, the dollar amount of the contract or purchase order, or two times the charges rendered by the Contractor under the purchase order. This limitation shall not apply to claims arising under the Indemnity paragraph contain in this agreement.

Unless otherwise specifically enumerated in the Contract or in the purchase order, no party shall be liable to another for special, indirect, punitive, or consequential damages, including lost data or records (unless the contract or purchase order requires the Contractor to back-up data or records), even if the party has been advised that such damages are possible. No party shall be liable for lost profits, lost revenue, or lost institutional operating savings. The State and Customer may, in addition to other remedies available to them at law or equity and upon notice to the Contractor, retain such monies from amounts due Contractor as may be necessary to satisfy any claim for damages, penalties, costs and the like asserted by or against them. The State may set off any liability or other obligation of the Contractor or its affiliates to the State against any payments due the Contractor under any contract with the State.

21. Suspension of Work. The Customer may in its sole discretion suspend any or all activities under the Contract or purchase order, at any time, when in the best interests of the State to do so. The Customer shall provide the Contractor written notice outlining the particulars of suspension. Examples of the reason for suspension include, but are not limited to, budgetary constraints, declaration of emergency, or other such circumstances. After receiving a suspension notice, the Contractor shall comply with the notice and shall not accept any purchase orders. Within ninety days, or any longer period agreed to by the Contractor, the Customer shall either (1) issue a notice authorizing resumption of work, at which time activity shall resume, or (2) terminate the Contract or purchase order. Suspension of work shall not entitle the Contractor to any additional compensation.

22. Termination for Convenience. The Customer, by written notice to the Contractor, may terminate the Contract in whole or in part when the Customer determines in its sole discretion that it is in the State's interest to do so. The Contractor shall not furnish any product after it receives the notice of termination, except as necessary to complete the continued portion of the Contract, if any. The Contractor shall not be entitled to recover any cancellation charges or lost profits.

23. Termination for Cause. The Customer may terminate the Contract if the Contractor fails to (1) deliver the product within the time specified in the Contract or any extension, (2) maintain adequate progress, thus endangering performance of the Contract, (3) honor any term of the Contract, or (4) abide by any statutory, regulatory, or licensing requirement. Rule 60A-1.006(3), F.A.C., governs the procedure and consequences of default. The Contractor shall continue work on any work not terminated. Except for defaults of subcontractors at any tier, the Contractor shall not be liable for any excess costs if the failure to perform the Contract arises from events completely beyond the control, and without the fault or negligence, of the Contractor. If the failure to perform is caused by the default of a subcontractor at any tier, and if the cause of the default is completely beyond the control of both the Contractor and the subcontractor, and without the fault or negligence of either, the Contractor shall not be liable for any excess costs for

failure to perform, unless the subcontracted products were obtainable from other sources in sufficient time for the Contractor to meet the required delivery schedule. If, after termination, it is determined that the Contractor was not in default, or that the default was excusable, the rights and obligations of the parties shall be the same as if the termination had been issued for the convenience of the Customer. The rights and remedies of the Customer in this clause are in addition to any other rights and remedies provided by law or under the Contract.

24. Force Majeure, Notice of Delay, and No Damages for Delay. The Contractor shall not be responsible for delay resulting from its failure to perform if neither the fault nor the negligence of the Contractor or its employees or agents contributed to the delay and the delay is due directly to acts of God, wars, acts of public enemies, strikes, fires, floods, or other similar cause wholly beyond the Contractor's control, or for any of the foregoing that affect subcontractors or suppliers if no alternate source of supply is available to the Contractor. In case of any delay the Contractor believes is excusable, the Contractor shall notify the Customer in writing of the delay or potential delay and describe the cause of the delay either (1) within ten (10) days after the cause that creates or will create the delay first arose, if the Contractor could reasonably foresee that a delay could occur as a result, or (2) if delay is not reasonably foreseeable, within five (5) days after the date the Contractor first had reason to believe that a delay could result. **THE FOREGOING SHALL CONSTITUTE THE CONTRACTOR'S SOLE REMEDY OR EXCUSE WITH RESPECT TO DELAY.** Providing notice in strict accordance with this paragraph is a condition precedent to such remedy. No claim for damages, other than for an extension of time, shall be asserted against the Customer. The Contractor shall not be entitled to an increase in the Contract price or payment of any kind from the Customer for direct, indirect, consequential, impact or other costs, expenses or damages, including but not limited to costs of acceleration or inefficiency, arising because of delay, disruption, interference, or hindrance from any cause whatsoever. If performance is suspended or delayed, in whole or in part, due to any of the causes described in this paragraph, after the causes have ceased to exist the Contractor shall perform at no increased cost, unless the Customer determines, in its sole discretion, that the delay will significantly impair the value of the Contract to the State or to Customers, in which case the Customer may (1) accept allocated performance or deliveries from the Contractor, provided that the Contractor grants preferential treatment to Customers with respect to products subjected to allocation, or (2) purchase from other sources (without recourse to and by the Contractor for the related costs and expenses) to replace all or part of the products that are the subject of the delay, which purchases may be deducted from the Contract quantity, or (3) terminate the Contract in whole or in part.

25. Changes. The Customer may unilaterally require, by written order, changes altering, adding to, or deducting from the Contract specifications, provided that such changes are within the general scope of the Contract. The Customer may make an equitable adjustment in the Contract price or delivery date if the change affects the cost or time of performance. Such equitable adjustments require the written consent of the Contractor, which shall not be unreasonably withheld. If unusual quantity requirements arise, the Customer may solicit separate bids to satisfy them.

26. Renewal. Upon mutual agreement, the Customer and the Contractor may renew the Contract, in whole or in part, for a period that may not exceed 3 years or the term of the contract, whichever period is longer. Any renewal shall specify the renewal price, as set forth in the solicitation response. The renewal must be in writing and signed by both parties, and is contingent upon satisfactory performance evaluations and subject to availability of funds.

27. Purchase Order Duration. Purchase orders issued pursuant to a state term or agency contract must be received by the Contractor no later than close of business on the last day of the contract's term to be considered timely. The Contractor is obliged to fill those orders in accordance with the contract's terms and conditions. Purchase orders received by the contractor after close of business on the last day of the state term or agency contract's term shall be considered void.

Purchase orders for a one-time delivery of commodities or performance of contractual services shall be valid through the performance by the Contractor, and all terms and conditions of the state term or agency contract shall apply to the single delivery/performance, and shall survive the termination of the Contract.

Contractors are required to accept purchase orders specifying delivery schedules exceeding the contracted schedule even when such extended delivery will occur after expiration of the state term or agency contract. For example, if a state term contract calls for delivery 30 days after receipt of order (ARO), and an order specifies delivery will occur both in excess of 30 days ARO and after expiration of the state term contract, the Contractor will accept the order. However, if the Contractor expressly and in writing notifies the ordering office within ten (10) calendar days of receipt of the purchase order that Contractor will not accept the extended delivery terms beyond the expiration of the state term contract, then the purchase order will either be amended in writing by the ordering entity within ten (10) calendar days of receipt of the contractor's notice to reflect the state term contract delivery schedule, or it shall be considered withdrawn.

The duration of purchase orders for recurring deliveries of commodities or performance of services shall not exceed the expiration of the state term or agency contract by more than twelve months. However, if an extended pricing plan offered in the state term or agency contract is selected by the ordering entity, the contract terms on pricing plans and renewals shall govern the maximum duration of purchase orders reflecting such pricing plans and renewals.

Timely purchase orders shall be valid through their specified term and performance by the Contractor, and all terms and conditions of the state term or agency contract shall apply to the recurring delivery/performance as provided herein, and shall survive the termination of the Contract.

Ordering offices shall not renew a purchase order issued pursuant to a state term or agency contract if the underlying contract expires prior to the effective date of the renewal.

28. Advertising. Subject to Chapter 119, Florida Statutes, the Contractor shall not publicly disseminate any information concerning the Contract without prior written approval from the Customer, including, but not limited to mentioning the Contract in a press release or other promotional material, identifying the Customer or the State as a reference, or otherwise linking the Contractor's name and either a description of the Contract or the name of the State or the Customer in any material published, either in print or electronically, to any entity that is not a party to Contract, except potential or actual authorized distributors, dealers, resellers, or service representative.

29. Assignment. The Contractor shall not sell, assign or transfer any of its rights, duties or obligations under the Contract, or under any purchase order issued pursuant to the Contract, without the prior written consent of the Customer. In the event of any assignment, the Contractor remains secondarily liable for performance of the contract, unless the Customer expressly waives such secondary liability. The Customer may assign the Contract with prior written notice to Contractor of its intent to do so.

30. Antitrust Assignment. The Contractor and the State of Florida recognize that in actual economic practice, overcharges resulting from antitrust violations are in fact usually borne by the State of Florida. Therefore, the contractor hereby assigns to the State of Florida any and all claims for such overcharges as to goods, materials or services purchased in connection with the Contract.

31. Dispute Resolution. Any dispute concerning performance of the Contract shall be decided by the Customer's designated contract manager, who shall reduce the decision to writing and serve a copy on the Contractor. The decision shall be final and conclusive unless within twenty one (21) days from the date of receipt, the Contractor files with the Customer a petition for administrative hearing. The Customer's decision on the petition shall be final, subject to the Contractor's right to review pursuant to Chapter 120 of the Florida Statutes. Exhaustion of administrative remedies is an absolute condition precedent to the Contractor's ability to pursue any other form of dispute resolution; provided, however, that the parties may employ the alternative dispute resolution procedures outlined in Chapter 120.

Without limiting the foregoing, the exclusive venue of any legal or equitable action that arises out of or relates to the Contract shall be the appropriate state court in Leon County, Florida; in any such action, Florida law shall apply and the parties waive any right to jury trial.

32. Employees, Subcontractors, and Agents. All Contractor employees, subcontractors, or agents performing work under the Contract shall be properly trained technicians who meet or exceed any specified training qualifications. Upon request, Contractor shall furnish a copy of technical certification or other proof of qualification.

All employees, subcontractors, or agents performing work under the Contract must comply with all security and administrative requirements of the Customer and shall comply with all controlling laws and regulations relevant to the services they are providing under the Contract. The State may conduct, and the Contractor shall cooperate in, a security background check or otherwise assess any employee, subcontractor, or agent furnished by the Contractor. The State may refuse access to, or require replacement of, any personnel for cause, including, but not limited to, technical or training qualifications, quality of work, change in security status, or non-compliance with a Customer's security or other requirements. Such approval shall not relieve the Contractor of its obligation to perform all work in compliance with the Contract. The State may reject and bar from any facility for cause any of the Contractor's employees, subcontractors, or agents.

33. Security and Confidentiality. The Contractor shall comply fully with all security procedures of the United States, State of Florida and Customer in performance of the Contract. The Contractor shall not divulge to third parties any confidential information obtained by the Contractor or its agents, distributors, resellers, subcontractors, officers or employees in the course of performing Contract work, including, but not limited to, security procedures, business operations information, or commercial proprietary information in the possession of the State or Customer. The Contractor shall not be required to keep confidential information or material that is publicly available through no fault of the Contractor, material that the Contractor developed independently without relying on the State's or Customer's confidential information, or material that is otherwise obtainable under State law as a public record. To insure confidentiality, the Contractor shall take appropriate steps as to its personnel, agents, and subcontractors. The warranties of this paragraph shall survive the Contract.

34. Contractor Employees, Subcontractors, and Other Agents. The Customer and the State shall take all actions necessary to ensure that Contractor's employees, subcontractors and other agents are not employees of the State of Florida. Such actions include, but are not limited to, ensuring that Contractor's employees, subcontractors, and other agents receive benefits and necessary insurance (health, workers' compensations, and unemployment) from an employer other than the State of Florida.

35. Insurance Requirements. During the Contract term, the Contractor at its sole expense shall provide commercial insurance of such a type and with such terms and limits as may be reasonably associated with the Contract. Providing and maintaining adequate insurance coverage is a material obligation of the Contractor. Upon request, the Contractor shall provide certificate of insurance. The limits of coverage under each policy maintained by the Contractor shall not be interpreted as limiting the Contractor's liability and obligations under the Contract. All insurance policies shall be through insurers authorized or eligible to write policies in Florida.

36. Warranty of Authority. Each person signing the Contract warrants that he or she is duly authorized to do so and to bind the respective party to the Contract.

37. Warranty of Ability to Perform. The Contractor warrants that, to the best of its knowledge, there is no pending or threatened action, proceeding, or investigation, or any other legal or financial condition, that would in any way prohibit, restrain, or diminish the Contractor's ability to satisfy its Contract obligations. The Contractor warrants that neither it nor any affiliate is currently on the convicted vendor list maintained pursuant to section 287.133 of the Florida Statutes, or on any similar list maintained by any other state or the federal government. The Contractor shall immediately notify the Customer in writing if its ability to perform is compromised in any manner during the term of the Contract.

38. Notices. All notices required under the Contract shall be delivered by certified mail, return receipt requested, by reputable air courier service, or by personal delivery to the agency designee identified in the original solicitation, or as otherwise identified by the Customer. Notices to the Contractor shall be delivered to the person who signs the Contract. Either designated recipient may notify the other, in writing, if someone else is designated to receive notice.

39. Leases and Installment Purchases. Prior approval of the Chief Financial Officer (as defined in Section 17.001, F.S.) is required for State agencies to enter into or to extend any lease or installment-purchase agreement in excess of the Category Two amount established by section 287.017 of the Florida Statutes.

40. Prison Rehabilitative Industries and Diversified Enterprises, Inc. (PRIDE). Section 946.515(2), F.S. requires the following statement to be included in the solicitation: "It is expressly understood and agreed that any articles which are the subject of, or required to carry out, the Contract shall be purchased from the corporation identified under Chapter 946 of the Florida Statutes (PRIDE) in the same manner and under the same procedures set forth in section 946.515(2) and (4) of the Florida Statutes; and for purposes of the Contract the person, firm, or other business entity carrying out the provisions of the Contract shall be deemed to be substituted for the agency insofar as dealings with such corporation are concerned." Additional information about PRIDE and the products it offers is available at <http://www.pridefl.com>.

41. Products Available from the Blind or Other Handicapped. Section 413.036(3), F.S. requires the following statement to be included in the solicitation: "It is expressly understood and agreed that any articles that are the subject of, or required to carry out, this contract shall be purchased from a nonprofit agency for the Blind or for the Severely Handicapped that is qualified pursuant to Chapter 413, Florida Statutes, in the same manner and under the same procedures set forth in section 413.036(1) and (2), Florida Statutes; and for purposes of this contract the person, firm, or other business entity carrying out the provisions of this contract shall be deemed to be substituted for the State agency insofar as dealings with such qualified nonprofit agency are concerned." Additional information about the designated nonprofit agency and the products it offers is available at <http://www.respectofflorida.org>.

42. Modification of Terms. The Contract contains all the terms and conditions agreed upon by the parties, which terms and conditions shall govern all transactions between the Customer and the Contractor. The Contract may only be modified or amended upon

mutual written agreement of the Customer and the Contractor. No oral agreements or representations shall be valid or binding upon the Customer or the Contractor. No alteration or modification of the Contract terms, including substitution of product, shall be valid or binding against the Customer. The Contractor may not unilaterally modify the terms of the Contract by affixing additional terms to product upon delivery (e.g., attachment or inclusion of standard preprinted forms, product literature, “shrink wrap” terms accompanying or affixed to a product, whether written or electronic) or by incorporating such terms onto the Contractor’s order or fiscal forms or other documents forwarded by the Contractor for payment. The Customer's acceptance of product or processing of documentation on forms furnished by the Contractor for approval or payment shall not constitute acceptance of the proposed modification to terms and conditions.

43. Cooperative Purchasing. Pursuant to their own governing laws, and subject to the agreement of the Contractor, other entities may be permitted to make purchases at the terms and conditions contained herein. Non-Customer purchases are independent of the agreement between Customer and Contractor, and Customer shall not be a party to any transaction between the Contractor and any other purchaser.

State agencies wishing to make purchases from this agreement are required to follow the provisions of s. 287.042(16)(a), F.S. This statute requires the Department of Management Services to determine that the requestor's use of the contract is cost-effective and in the best interest of the State.

44. Waiver. The delay or failure by the Customer to exercise or enforce any of its rights under this Contract shall not constitute or be deemed a waiver of the Customer’s right thereafter to enforce those rights, nor shall any single or partial exercise of any such right preclude any other or further exercise thereof or the exercise of any other right.

45. Annual Appropriations. The State’s performance and obligation to pay under this contract are contingent upon an annual appropriation by the Legislature.

46. Execution in Counterparts. The Contract may be executed in counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

47. Severability. If a court deems any provision of the Contract void or unenforceable, that provision shall be enforced only to the extent that it is not in violation of law or is not otherwise unenforceable and all other provisions shall remain in full force and effect.

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1.0 Introduction

The Florida Comprehensive Assessment Test® (FCAT) implements the requirements of Section 1008.22, Florida Statutes (F.S.), requiring assessments of the academic achievement of Florida's public school students. FCAT is a program that includes both state-developed criterion-referenced assessments and a commercially available national norm-referenced test (at this time, it is the Stanford 10[®] published by Pearson Assessment & Information – formerly Harcourt Assessment, Inc.). The FCAT has been administered each spring (February for writing and March for reading, mathematics, and science) since 1998 to assess students in selected grade levels.

In May 1996, the Florida State Board of Education (State Board) approved the *Sunshine State Standards* (SSS) specifying challenging expectations for the educational achievement of Florida students in seven content areas including reading, writing, science, and mathematics. In January 1998, FCAT was administered operationally for the first time to students at selected grade levels to measure achievement of the SSS in reading and mathematics. Within a few years, the existing Florida Writing Assessment Program was incorporated into the FCAT and became known as FCAT Writing. An expanded FCAT Writing+ (essay plus multiple-choice items) was first administered in February 2006. A science component was added to the program in 2003.

The Sunshine State Standards have been undergoing revision. The Reading/Language Arts revised standards were approved by the State Board in January 2007; the Mathematics Standards were approved in September, 2007. Science Standards were approved in February 2008. The revised standards and associated course descriptions are available at <www.flstandards.org>. The Department of Education (Department) has initiated work on the design and development of new state assessments to align with the revised standards.

The purpose of this Request for Proposals (RFP) is to solicit proposals for the development and administration of the state standards-based assessment program for a base contract period that begins with the fall 2009 FCAT Reading and Mathematics Retake administration and extends through the summer 2013 test administration. One 2-year optional renewal period extends the possible contract period through the summer 2015 test administration. Test and item development as well as test administration activities are included in this RFP.

If a bidder's proposal is found to be acceptable according to the procedures defined by this RFP, the Department will recommend that a contract be approved to provide the services specified by this RFP.

It is entirely the bidder's responsibility to examine this RFP, to confirm that the Department's requirements are clearly stated, and to submit its proposal in a timely, complete, and procedurally correct manner. The products and services described in this RFP will be procured in accordance with Chapter 287, Florida Statutes (F.S.), and Chapter 60A-1, Florida Administrative Code (FAC). A contract, if awarded, will be awarded by written notice to the qualified and responsive bidder whose proposal is determined to be most advantageous to the state, while taking into consideration price and other criteria specified by the RFP.

1.1 Organization of the Request for Proposal

Section 1.0 of the RFP states the purpose of the RFP; describes the current Florida statewide assessment program and modifications to the program that will be implemented under the RFP; and provides essential information for preparing proposals.

Sections 2.0 through 7.0 describe the project work tasks for the years under this RFP. References are made in Sections 2.0 through 7.0 to the appendices which provide detailed information about printed products, reports, shipments, and other requirements of Florida's assessment program. Each section includes a description of products and services supporting

potential migration to computer-based testing. In most instances, computer-based testing proposals and costs are requested as separate but required cost options.

Section 2.0: Program Descriptions. An overview of the standards-based assessments requiring services described in this RFP.

Section 3.0: Item and test development products and services

Section 4.0: Test administration services and related product requirements

Section 5.0: Test scoring, reporting, and special studies

Section 6.0: Test interpretive products

Section 7.0: Project management

Sections 8.0 through 10.0 describe the procurement process, proposal requirements, and the proposal evaluation process. References are made in these sections to appendices that contain forms and other information required for completing proposals.

1.2 Notice to Bidders

When reviewing the RFP and preparing a proposal, bidders must take into account the following information.

1. Sections 2.0 - 7.0 and associated appendices of this RFP describe the work tasks designed to implement Florida's state standards-based assessment program. In their proposals, bidders are expected to explain in detail their plans for completing the work tasks. Each of the work tasks identified in Sections 2.0 - 7.0 must be addressed separately in proposals **in the order in which they are presented in this RFP**. Proposals are expected to convey an understanding of the requirements of each work task and to explain proposed processes and solutions for accomplishing all work tasks.
2. The work tasks identified in Sections 2.0 - 7.0 represent a common basis for the evaluation of proposals. All proposals must be designed to meet all requirements of the RFP. **Proposals that do not completely represent the scope and nature of the work tasks stated in this RFP or otherwise attempt to limit or redefine the work tasks stated in this RFP in either the technical or cost sections of the proposal may be rejected at any stage of the proposal evaluation process.**
3. The work tasks identified in Sections 2.0 - 7.0 constitute a large and complex project that requires close attention. The contractor is required to provide a sufficient number of qualified personnel to work closely with the Department to manage the contract. Personnel assigned by the contractor must demonstrate qualifications and competencies of the position to which they are assigned. The Department expects that assigned personnel will perform satisfactorily all responsibilities of the assigned position. Changes in the contractor's assigned personnel could be required prior to the bid award or during the life of the contract.
4. This RFP provides for implementation of Florida's state standards-based assessment program. The contract period will include development, psychometric services, administration, scoring, and reporting of fall and summer retakes, end-of-course tests, and spring assessments for the years of 2009-10 through 2012-13 with possible extension of services in one renewal period, 2013-14 through 2014-15. Proposals will be evaluated on the basis of the bidder's qualifications and experience and the technical and cost proposals for the work tasks described herein for the entire span of the ensuing contract.
5. This RFP defines the requirements for implementing Florida's state standards-based assessment program. The RFP and the selected contractor's proposal, together with clarifying documents, define the work to be conducted under contract. These documents will

be incorporated into the contract resulting from the state standards-based assessment program project award. Because Florida's state standards-based assessment program is technical and complex, it is possible that a responsive proposal may not totally or clearly reflect RFP requirements in all details. If the proposal of a contractor selected as a result of the bidding process is inconsistent with the RFP, the requirements of the RFP prevail; the selected contractor will be expected to perform all RFP requirements without an increase in cost above the proposed cost.

6. The Department reserves the right to substitute or modify work tasks on a generally equal basis. Substitutions or modifications will be made prior to the contractor's beginning significant efforts to complete the task. All design changes, substitutions, or modifications will be given to the contractor in writing. It is not the intent of this provision to increase the scope of work of the contract but to protect the Department as design changes to improve the assessment become known during the implementation of development and administration activities. The Department also reserves the right to amend the contract resulting from this bid competition to add, modify, or delete designated work tasks, products, and/or services related to the core activities of this project.
7. The Department of Education understands that it is seeking to purchase products and services that may be subject to existing copyright restrictions. With the exception of products and services that are already copyrighted, all products and materials, including software, domain names, test items, test forms, and interpretive materials that are uniquely created by the contractor for this project, will be the property of the State of Florida. The Department will consider future proposals by the contractor to make test items, test forms, or other products secured by this contract available for secure use by other states or entities, through an appropriate licensing agreement.

To the extent that any product or materials constitute a "work" within the meaning of U.S. Copyright Laws, 17 U.S.C.S. 101, et seq., it shall be a "work for hire." The selected contractor shall be responsible for acquiring necessary releases or establishing appropriate contract provisions in its dealings with employees and subcontractors in order to secure the Department's rights. Appropriate copyright notices shall be included on products and materials, which may include acknowledgments of a contractor's efforts. In the event that a court or tribunal of competent jurisdiction determines that a product or material is not a work for hire as a matter of law, a contractor shall assign and convey to the Department all right, title, and interest in the product or material and require its employees and subcontractors to do the same.

8. The contractor will work closely with the Department and with groups of Florida educators to complete all work tasks. All procedures, processes, and products used by the contractor to complete contract work must be approved by the Department. Throughout the contract period, the contractor will confer with the Department on a continuing and consistent basis and will be involved in frequent face-to-face meetings with the Department, as necessary.
9. Several funding categories identified in Section 7.12 are set aside for specific functions during the course of the project. Expenditures in these categories will be reconciled on an annual basis. Monies not expended from these reimbursable funding categories will be deducted from the final contract payment at the conclusion of the contract.
10. The dates for reporting assessment results necessitate a restricted time period to complete the work of scoring activities. Bidders are expected to propose efficient and innovative procedures to meet these required reporting dates and are expected to demonstrate in their proposals that they have the capability and are willing to commit the human and technological resources needed to complete the scanning, student response file processing, scoring, and reporting tasks in the required time period.

11. The fundamental purpose of Florida's state standards-based assessment program is to provide accurate information on student achievement. The contractor will utilize every means required to ensure that information created by the project is correct. The contractor is responsible for correcting at the contractor's expense any errors arising from activities that are the responsibility of the contractor. This may involve activities such as conducting analyses to identify the cause and extent of errors; reprogramming or reproducing products or other materials; replacing data files; reproducing reports; and shipping replacement products or reports to the Department or districts using expedited shipping services.
12. Cost options are additional tasks which may be initiated at the Department's discretion, depending upon the needs and priorities of the testing program throughout the contract and renewal period. Bidders are required to provide technical and cost proposals for all cost options listed herein.
13. **News releases or public announcements pertaining to this RFP, a contract award resulting from the RFP, or work completed under a contract will not be made without prior written approval from the Department.**

1.3 Project Schedule

The table in Appendix C presents a list of major project activities and the dates for completion. This table indicates critical and extremely critical tasks as well as other activities in support of these tasks.

The bidder will provide a detailed schedule that incorporates the activities included in this RFP for the entire life of the contract. The schedule will indicate essential steps for the completion of project work tasks, initiation and completion dates, and task responsibility. Work tasks and responsibilities should include an explanation of work effort required and full-time equivalent staff (FTE) committed to this work. **The proposal must also provide total annual FTE and identify individuals and/or staff roles that will work full-time on this project. Bidders will be aware that the schedules for each project year overlap.** To accurately estimate required annual resources, schedules for preceding and succeeding years need to be considered.

Following the contract award, the schedule will be further developed into a working document that will be updated regularly, indicate all task completion dates, and be revised as needed with Department approval (See Section 7.7). A draft work schedule will be prepared by the contractor for submission to the Department one week prior to the initial planning meeting, which will be held no later than one month after the execution of a contract for the project. The schedule will be submitted in hard copy and electronic format using Department approved spreadsheet software that permits sorting of the file by start or end date and major task and subtask groupings.

2.0 Program Descriptions

During the timeframe of this RFP, the contractor will provide services for three statewide assessment programs. An overall description of these three programs is provided in this section.

Subsection 2.1: Florida Comprehensive Assessment Tests (FCAT)

Subsection 2.2: Florida Standards Assessments (FSA)

Subsection 2.3: Florida End-of-Course Tests (EOC)

This section also provides information on potential test administration windows as well as student enrollment projections.

2.1 Program Description – Florida Comprehensive Assessment Test

The FCAT is an assessment of student achievement of the SSS for reading, writing, mathematics, and science. As shown in Table 2.1, the FCAT reading, mathematics, and science tests at selected grade levels combine short- and extended-response performance tasks (constructed-

response items) with multiple-choice items, and the mathematics and science tests also include gridded-response format items. The tests are composed of 50 to 60 items including up to 8 performance tasks. Each form of the test includes five to eight embedded anchor or field-test (FT) items, two of which may be performance tasks. Reading test forms incorporate six to eight intact reading passages including one anchor or field-test passage. FCAT test forms are constructed annually by selecting items from item banks.

FCAT Writing+ includes a direct writing assessment administered to all students at grades 4, 8, and 10. For the direct writing assessment at grades 4 and 8, students respond in a 45-minute time period to one of two randomly assigned prompts. Each of the two prompts assesses a different type of writing: narrative and expository at grade 4; and expository and persuasive at grade 8. At grade 10, only one prompt is utilized and may be either expository or persuasive. Each test in grades 4, 8, and 10 is comprised of language arts multiple-choice questions (some of which are 3-option) and a writing performance task (essay) as described above. Each form of the test includes 5 to 8 embedded anchor or field-test multiple-choice items. Writing prompts are field-tested in a separate administration.

Student responses are scored using an item response theory (IRT) model that applies a partial-credit model for performance tasks, a two-parameter logistic model for gridded-response items, and a three-parameter model for multiple-choice items (see Section 5.1.1). Item parameters for all reading and mathematics item types in the performance task grades have been placed on the 1998 FCAT scale. In the non-performance task grades, reading and mathematics item parameters have been placed on the 2001 scale. Science items have been placed on the 2003 scale. Writing+ items are placed on the 2006 scale. All items are maintained in the Department's item banks, maintained by the current test development contractor.

The tests are equated across years using common-item equating procedures. Total scores for each reading, mathematics, writing, and science test are reported on a scale with a range of 100 to 500. In addition, student reading and mathematics scores are reported in terms of a score scale that has been vertically linked across the grade levels. Scale score histories and gain scores across years of testing will be reported for reading and mathematics only. Student scores are reported as total scale scores, sub-scores for content strands, as well as designated Achievement Levels (proficiency levels) that have been established for FCAT.

Table 2.1. FCAT Tests and Item Format

Item Formats¹						
Grade	Sub-Test(s)	MC	GR	SR	ER	Essay
3	Reading	X				
	Mathematics	X				
4	Reading	X		X	X	
	Writing+	X				X
	Mathematics	X				
5	Reading	X				
	Mathematics	X	X	X	X	
	Science	X		X	X	
6	Reading	X				
	Mathematics	X	X			
7	Reading	X				
	Mathematics	X	X			
8	Reading	X		X	X	
	Writing+	X				X
	Mathematics	X	X	X	X	
	Science	X	X	X	X	

Item Formats ¹						
Grade	Sub-Test(s)	MC	GR	SR	ER	Essay
9	Reading	X				
	Mathematics	X	X			
10	Reading	X		X	X	
	Writing+	X				X
	Mathematics	X	X	X	X	
11	Science	X	X	X	X	
11-Adult	Reading Retake ^{2,3}	X				
11-Adult	Mathematics Retake ^{2,3}	X	X			

¹MC = multiple-choice, GR = gridded-response, SR = short-response, and ER = extended-response items
² Proposed legislation would end the FCAT Reading and Mathematics Retakes after Summer 2012 and provide for the use by affected cohorts of concordant scores on other assessments such as SAT or ACT or other state assessments.
³ FCAT Retakes will be offered on computer as an option in fall and spring; the summer administration will be offered only on computer.

The FCAT is administered during specified testing windows, usually in February for the writing test and in March for the reading, mathematics, and science tests. These two testing windows are referred to as the “spring” assessments in this RFP. **Beginning in 2010-11, the writing tests will be administered in the week of March 1 while the reading, mathematics, and science tests will be administered no earlier than the week of April 15.** The grade 10 FCAT Reading and Mathematics Retake is also given in fall (late September/early October), March (April beginning in 2011), and June to students who must pass it before graduation. The test results must be returned according to the schedule specified herein. The reading, mathematics, writing, and science test results at all grade levels are used for school accountability, the grade 3 reading scores are used for promotion/retention decisions, and the grade 10 reading and mathematics scores are used as one criterion for award of a regular high school diploma. Because of the high stakes nature of the assessment program, all aspects of test administration, scoring, and reporting will be undertaken with diligence for test security.

Bidders should be aware that the Department will require administration of the state assessments later in the school year beginning in 2010-11 and will expect the electronic posting of results, including student reports, before the end of the school year as prescribed in Appendix C. The Department seeks innovative and technological solutions that will permit the test administration, scoring, and reporting processes to be as efficient as possible, resulting in shorter turnaround time between testing and reporting. Bidders should include in their proposals a description of the annual steps proposed to reach this goal.

During the timeframe encompassed by this RFP, new assessments will be developed to align with the extensively revised SSS. Table 2.2 below illustrates the plan for phasing out the existing FCAT. Table 2.3, Section 2.2, provides details on the phase in of the new Florida Standards Assessment and Table 2.5, Section 2.3, provides the schedule for implementation of the first phase of end-of-course tests. Other phases will be addressed via a separate procurement.

Table 2.2. Timeline of Change for FCAT

	2009-10	2010-11	2011-12	2012-13
	Base Contract			
FCAT Reading and Mathematics	Last Administration			
FCAT Reading and Mathematics Retakes	Fall, spring, and summer administrations (class of '11 and earlier)	Fall, spring, and summer administrations (class of '12 and earlier)	Fall, spring, and summer administrations; establish concordant scores (class of '12 & earlier, last admin. June 2012)	No FCAT Reading or Mathematics Retakes (class of '12 & earlier use concordant test scores)
FCAT Science	Spring administration	Last administration		
FCAT Writing+	Spring administration	Last administration		

2.2 Program Description – Florida Standards Assessments

The Florida Standards Assessment (FSA) program is designed to measure Florida students' achievement of the revised SSS and incorporate current industry knowledge of large-scale assessments. The design of the program reflects some notable changes from the current FCAT program. In particular:

- Writing will be assessed in grades 4, 7, and 11 (change from 4, 8, and 10).
- Reading will be assessed in grades 3 – 10 with performance tasks at grades 4, 8, and 9 (change from 4, 8, and 10).
- Mathematics will be assessed in grades 3 – 8 and at grade 10.
- The grade 10 mathematics test will include mathematics content from all domains (strands) except algebra and only machine-scorable item formats. The Algebra 1 end-of-course test, which will contain performance tasks, will measure students' knowledge of algebra at the time they take the course. The mathematics graduation score will be a composite of the grade 10 test and the Algebra 1 end-of-course test scores.
- Science will be assessed at grades 5 and 8 and will include performance tasks. The high school science assessment (previously administered at grade 11) will transition to end-of-course tests for Biology and one other science and will include performance tasks.
- End-of-course tests and the new writing tests in grades 7 and 11 will be administered only on computer.
- FSA Retakes will be offered on computer as an option; the summer administration will be administered only on computer. There will be no spring FSA Retake.
- Tests will be administered later in the school year while results must be reported by the end of the school year. This will require the bidder to propose and the contractor to employ innovative methods in retrieval, processing, and the scoring of performance tasks.

During the timeframe of this RFP including the potential renewal period, the Department intends to begin a phased-in schedule with the goal that all students will be taking state standards-based assessments on a computer or other appropriate and acceptable technology (see Appendix E).

Other than end-of-course tests, FCAT and FSA Retakes, and the new writing tests, services in support of computer-based tests (CBT) are requested as cost options within this RFP.

Table 2.3. Timeline for Revised Assessments of Sunshine State Standards

Test	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
	Base Contract				Renewal	
FCAT Reading, Mathematics, Science, Writing+	<i>Last admin of Reading and Mathematics</i>	<i>Last admin Science & Writing+</i>				
FCAT Reading & Mathematics Grad Test & Retakes	Class of '12 takes FCAT 1 st time					
	FCAT Retakes (class of '11 and earlier)	FCAT Retakes (class of '12 and earlier)	FCAT Retakes (class of '12 & earlier, last admin. June 2012)	Class of '12 & earlier use concordant test scores.		
FSA (new tests)	FT for R/M test items	Baseline Reading & Mathematics FT Science FT Writing(CBT)	Baseline Science Baseline Writing(CBT) Set standards R/M (inc Alg. 1)	Set standards for Science & Writing		
FSA Reading & Mathematics Graduation Tests & Retakes		Class of '13 takes FSA with R/M grad score determined by linking	Class of '14 takes FSA with R/M interim grad score	Class of '15 and beyond takes FSA R/M & Alg. 1		
			FSA Retake R/M (set interim grad score w/ Alg. 1 for class of '13 & '14)	FSA Retake R/M (interim score w/ Alg 1 for class of '13 & '14)	FSA Retake R/M (class of '15 & beyond)	
EOC <i>All are CBT</i>	FT for Algebra 1	Baseline Alg 1 FT for Biology	Baseline Biology FT Science	Baseline Science		
CBT	FCAT NRT Summer Retakes Algebra 1 [FT]	Add Writing 7, 11 [FT] Biology [FT]	Add Science [FT] Begin FSA phase in of CBT (PT grades last)	→		<i>All tests available via CBT</i>

Each Florida Standards Assessment (FSA) test will be composed of 50 to 60 items including up to 8 constructed-response items at selected grades (see Table 2.4 below). Each form of the test will include 6 to 10 embedded anchor or field-test items, two of which may be performance tasks. Reading test forms will incorporate 6 to 8 intact reading passages including one anchor or field-test passage. New tests will be constructed for each administration by selecting previously field-tested or operational items from item banks. Note that the development of FSA Reading and Mathematics test items to be field tested within the 2010 administration of FCAT Reading and Mathematics is not the responsibility of the contractor selected through this RFP process. The current FCAT development contractor, Pearson Assessment & Information will provide files of composed field-test items and item template information (metadata) for the new contractor's use in the construction of 2010 assessments.

Table 2.4. Florida Standards Assessments and Item Formats

Item Formats ¹						
	Subject	MC	GR	SR	ER	Essay
3	Reading	X				
	Mathematics	X				
4	Reading	X	X	X	X	
	Writing	X				X
	Mathematics	X				
5	Reading	X				
	Mathematics	X	X	X		
	Science	X		X		
6	Reading	X				
	Mathematics	X	X			
7	Reading	X				
	Mathematics	X	X			
	Writing ³	X				X
8	Reading	X		X	X	
	Mathematics	X	X	X	X	
	Science	X	X	X	X	
9	Reading	X		X	X	
10	Reading	X				
	Mathematics	X	X			
11	Writing ³	X				X
11-Adult ²	Reading Retake ⁴	X				
	Mathematics Retake ⁴	X	X			

¹ MC = multiple-choice, GR = gridded-response, SR = short-response, and ER = extended-response items
² Reading and Mathematics Retakes for the Florida Standards Assessment will begin in fall, 2011.
³ Computer-based only (with accommodations in paper as required)
⁴ Computer-based or paper-based school option for fall. Summer Retake will *only* be offered on computer.

The Florida Standards Assessment will be administered during specified testing windows (see Section 2.5, Table 2.10). **Beginning in 2010-11, the writing test will be administered in the week of March 1 while the reading, mathematics, and science tests will be administered no earlier than the week of April 15.** These two testing windows are referred to as the “spring” assessments in this RFP. The grade 10 Reading and Mathematics Retake will be given in October and in June to students who must pass it before graduation. Students who have not met the graduation requirement may also take the regular spring grade 10 Reading and Mathematics test. There will not be a unique retake test during the spring administration.

The test results must be returned according to the schedule specified herein. Bidders are expected to include specific strategies which will ensure the reporting schedule will be met while employing the highest quality of processing and scoring. The reading, mathematics, writing, and science test results at all grade levels will be used for school accountability, the grade 3 reading scores will be used for promotion/retention decisions, and the grade 10 reading and mathematics scores will be used as one criterion for award of a regular high school diploma. Because of the high stakes nature of the assessment program, all aspects of test administration, scoring, and reporting will be undertaken with diligence for test security.

Student responses will be scored using an item response theory (IRT) model that applies a partial-credit model for performance tasks, a two-parameter logistic model for gridded-response items, and a three-parameter logistic model for multiple-choice items (see Section 5.1.3). Item parameters for all reading and mathematics items will be placed on the 2011 scale. Science and

writing items will be placed on the 2012 scale. All items will be maintained in the Department's item banks, maintained by the test contractor.

The tests will be equated across years using common-item equating procedures. Total scores for each reading, mathematics, writing, and science test will be reported using equated scale scores. In addition, the selected contractor will work with the Department to develop a vertically-linked scale which allows reporting of student reading and mathematics scores across the grade levels. Scale score histories and gain scores across years of testing will be reported for reading and mathematics only. Student scores will be reported as raw scores, total scores, and sub-scores for content strands. The selected contractor will work with the Department to establish Achievement Levels (proficiency levels) and graduation cut scores as required for each Florida Standards Assessment test.

Bidders should be aware that the Department will require administration of the state assessments later in the school year beginning in 2010-11 and will expect the electronic posting of results, including student reports, before the end of the school year as prescribed in Appendix C. The Department seeks innovative and technological solutions that will permit the test administration, scoring, and reporting processes to be as efficient as possible, resulting in shorter turnaround time between testing and reporting. Bidders should include in their proposals a description of the annual steps proposed to reach this goal.

2.3 Program Description – Florida End-of-Course Tests

During the timeframe and tasks covered by this RFP, Florida will implement the first phase of end-of-course (EOC) tests for selected high-school credit courses in science and mathematics. Each EOC test will be composed of approximately 60 items including up to 6 constructed-response items (see Table 2.6 below). Each form of the test will include 6 to 10 embedded anchor or field-test items, two of which may be constructed-response items. Multiple forms of the tests are constructed for each administration by selecting previously field-tested or operational items from item banks. EOC tests will be administered two times each year, once at the end of the fall semester and at the end of the school year. One unique operational form will be provided for students taking the test at the end of the fall semester and three unique operational forms, in addition to field-test forms, will be provided for students taking the test at the end of the school year (a total of 5 unique forms). Note that the development of Algebra 1 test items to be field tested in 2010 is not the responsibility of the contractor selected through this RFP process. The current FCAT development contractor, Pearson Assessment & Information will provide files of composed field-test items and item template information (metadata) for the new contractor's 2010 test construction of Algebra 1 EOC field-test forms. The new contractor will be responsible for preparing these items for and loading them into the CBT system.

EOC tests will be administered on computer; however, the Department will consider the use of security-controlled paper documents for constructed-response test items. The bidder should anticipate that the constructed-response items will be extended in nature and may require the student to graph, draw, or otherwise respond using more than text. The bidder should provide a solution for expediting the handscoring of the constructed-response test items to accommodate reporting of whole test scores within the timeframe defined in Appendix C. Raw scores on the computer-administered, selected-response test items should be accessible by school and district staff for each student after he/she completes the test. Class, school, and district interim raw-score summaries should be available on demand beginning when approximately one third of the enrolled students have completed the test.

EOC tests will be pre-equated using test items with acceptable item statistics that have been field-tested or operational within the three years prior to usage. Student responses will be scored using item response theory (IRT) applying a partial-credit model for constructed-response items, a two-

parameter logistic model for gridded-response items, and a three-parameter logistic model for multiple-choice items. Item parameters for all EOC test items will be placed on their respective baseline scales. The Algebra 1 whole-test scale score will be combined in a conjunctive model with the grade 10 Florida Standards Assessment for Mathematics scale score for student graduation judgments.

Table 2.5. Implementation Timeline for Field Testing Florida EOC Tests

Test	2009-10	2010-11	2011-12
Mathematics	Algebra 1		
Science		Biology	Science ¹

¹ The Department will determine which science course will be selected for EOC development within the first year of the contract.

Table 2.6. Florida End-of-Course Tests and Item Formats

Test	MC	GR/Fill In	Constructed Response
Algebra 1	X	X	X
Biology	X		X
Science	X	X	X

2.4 Expected number of districts, schools, and students

The expected number of students, shipping destinations, and schools are provided as a basis for preparing proposals in Appendix F. Bidders should calculate the quantities of materials needed to implement the test administrations on the basis of these estimates. If the total number of tests administered across all grades and test administrations exceeds the number of tests described in this section by more than 5 percent, the Department will execute a formal change to the contractual agreement. Table 2.7 indicates the anticipated number of students that would be tested in each grade-level test administration. The number of students expected to participate in Retake administrations is difficult to forecast. However, for purposes of this RFP, bidders should apply the percentages in Table 2.8 below to the base of anticipated student enrollment numbers for each year of the contract as provided in Table 2.7. Table 2.9 indicates the expected annual enrollment and test takers for each end-of-course test.

Table 2.7. Anticipated Number of Students Participating in Assessment Administrations

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
2009-10	222,400	208,400	212,000	213,200	218,000	207,000	245,200	222,100	201,900
2010-11	229,000	214,600	218,300	219,500	224,500	213,200	252,500	228,700	207,900
2011-12	235,800	221,000	224,800	226,000	231,200	219,500	260,000	235,500	214,100
2012-13	242,800	227,600	231,500	232,700	238,100	226,000	267,700	242,500	220,500
2013-14 ¹	250,000	234,400	238,400	239,600	245,200	232,700	275,700	249,700	227,100
2014-15 ¹	257,400	241,400	245,500	246,700	252,500	239,600	283,900	257,100	233,900

¹ Optional Renewal Period

Table 2.8. Anticipated Number of Students Participating in Retake Administrations

	Fall Retakers	Spring Retakers ²	Summer Retakers
Reading ¹	65%	45%	17%
Mathematics ¹	32%	25%	7%

¹ As a percent of anticipated Grade 10 enrollment for applicable years from Table 2.7.
² Spring Retakes are provided only for FCAT, not for FSA.

Table 2.9. Anticipated Number of Students Participating in EOC Administrations

	Algebra 1	Biology	Science
2009-10	234,543 ²	NA	NA
2010-11	241,579	195,406 ²	NA
2011-12	248,826	201,268	88,700 ²
2012-13	256,291	207,306	91,300
2013-14 ¹	263,980	213,525	94,000
2014-15 ¹	271,899	219,931	96,800

¹ Optional Renewal Period
² A representative sample of this population will be used for field testing in this year.

Appendix F lists the 67 school districts and approximately 13 special districts. For the school districts and the special districts combined, the contractor will ship testing materials to approximately 80 separate destinations. In the 67 school districts and the special districts combined, approximately 3,500 separate public school administration sites will be involved in the test administrations, and the contractor should expect that number to increase by as much as 5 percent annually.

2.5 Expected Test Administration Dates

The projected starting dates for future spring assessment administrations relevant to this RFP are shown in Table 2.10 below. While the testing dates for spring 2010 and beyond have not yet been officially determined, bidders may assume that the dates will be similar to those provided in the table, subject to legislative change or other indeterminate influences. The Department will consider later testing or earlier reporting of results for grade levels testing on computer. The bidder's proposal should describe any efficiencies of the proposed testing system that would allow a later start for testing and meet or exceed all other requirements of this RFP, including data verification needs and reports of results by the required dates (Appendix C).

Florida end-of-course tests will be administered during specified test windows. Current state statute requires that Florida school districts must begin school no earlier than two weeks prior to Labor Day; however, semester end dates are independently set by each district. Bidders can find information on school district calendars under the "School" section of Education Information and Accountability Services publication website: <<http://www.fldoe.org/eias/eiaspubs/>>. The test windows for EOC tests will allow each district only one of two possible weeks to administer the tests for fall and one of three possible weeks for spring. The fall test window is provided for students in block-scheduled programs and courses.

The FCAT is administered during specified testing windows, usually in February for the writing test and in March for the reading, mathematics, and science tests. **Beginning in 2010-11, the writing tests will be administered no earlier than the week of March 1 while the reading, mathematics, and other tests will be administered no earlier than the week of April 15.** Test administrations for students needing to retake tests for graduation are provided in fall, spring, and summer.

FSA will be administered during specified testing windows. The writing tests will be administered in early March while the reading, mathematics, and science tests will be administered no earlier than the week of April 15. Special test administrations for students needing to retake tests for graduation are provided in fall and summer. These students may take the regular spring tests as another retake opportunity.

Table 2.10. Test Administration Dates for FCAT, FSA, and EOC

Year	Fall Retake	Prompt Field Test	Spring Writing	Spring Reading, Mathematics, & Science (including FCAT Retakes through 2012)	Summer Retake	End-of-Course	
						Sem 1	Year End
2009-10	Oct 12-16 Oct 19-23	N/A	Feb 16-19	Mar 16-29	Jun 21-25 Jun 28-Jul 2	NA ²	May 17- Jun 4
2010-11	Oct 11-15 Oct 18-22	Dec 7-8 <i>Grade 4 only</i>	Mar 1-4	Apr 18-May 2	Jun 20-24 Jun 27- Jul 1	NA ²	May 16-J un 3
2011-12	Oct 10-14 Oct 17-21	Dec 6-7	Feb 28 – Mar 2	Apr 16-27	Jun 18-22 Jun 25-29	Dec 12-16 Jan 16-20	May 21- Jun 8
2012-13	Oct 8-12 Oct 15-19	Dec 4-5	Feb 26 – Mar 1	Apr 15-26	Jun 17-21 Jun 24-28	Dec 10-14 Jan 14-18	May 20- Jun 7
2013-14 ¹	Oct 7-11 Oct 14-18	Dec 10-11	Mar 4-7	Apr 14-28	Jun 16-20 Jun 23-27	Dec 9-13 Jan 13-17	May 19- Jun 6
2014-15 ¹	Oct 6-10 Oct 13-17	Dec 9-10	Mar 3-6	Apr 13-24	Jun 15-19 Jun 22-26	Dec 8-12 Jan 12-16	May 18- Jun 5

¹ Optional Renewal Period
² EOC will be field tested *and* baselined at year end only.

3.0 Test Development

All services related to test design, item and passage development and review, item banking, and test production for the Florida Comprehensive Assessment Test, the Florida Standards Assessment and Florida End-of-Course Tests are the responsibility of the contractor selected under this RFP. The Department has established a Test Development Center (TDC), staffed with editors and Florida educators, to provide quality assurance for all test content, performance scoring, and related interpretive products. The contractor will work closely with the Department and TDC staff to ensure that the test philosophy, design, item specifications, and product quality are aligned with Florida’s expectations. The Department and TDC conduct numerous annual meetings with educators and other citizens for review, advice, and guidance. While the contractor is required to coordinate all meeting activities and materials, the Department and TDC will identify invitees and facilitate all meetings. Of particular importance for the design and development of these tests are the Content Advisory Committees. Required meetings are referenced throughout the RFP. See Section 7.9 for a summary of details about educator/citizen meetings.

See Tables 2.2 and 2.3 for a schedule of changes for FCAT and implementation of revised and new assessments. No new development will be required under this RFP for FCAT Reading and Mathematics. This RFP also does not include the development of 2010 field-test items for FSA Reading and Mathematics. The first test to be constructed by the contractor under this RFP will be the fall 2009 FCAT Reading and FCAT Mathematics Retake tests.

The FCAT Reading, Mathematics, Writing, and Science tests have the following general characteristics, which will be similar to the FSA and EOC, except as noted:

- Different item types are interspersed throughout the test books.
- Answer books may include secure, to-be-scored performance-task operational and/ or field-test items.
- Blocks of embedded field-test items are located in up to four locations in both test books and answer books.
- The location of embedded field-test items may change from year to year, within each test.
- Up to 40 field-test/anchor forms are produced and packaged for spiraled distribution during each spring administration.
- Tests may accommodate a combination of up to 60 multiple-choice, constructed-response, or gridded-response/fill-in questions. Fill-in questions will be used on CBT in place of gridded-response questions.
- Some existing reading passages are published works for which copyrights for print and secure and unsecure web uses must be either obtained or renewed by the contractor prior to use in future publications or tests. Copyrights for existing passages have been previously obtained for the State of Florida by the current contractor. Under this contract, only commissioned reading passages or published passages that are in the public domain and not copyrighted will be submitted to the Department for consideration.
- Reading passages are reproduced with extensive graphics and pictures. For copyrighted works, these pictures may require separate permissions.
- Existing mathematics items utilize grayscale graphics extensively. Graphics are also included extensively in the constructed-response tasks in answer documents. Development under this contract will include color graphics where appropriate.
- A basic 4-function calculator is allowed on grades 7 through 10 FCAT Mathematics, including on the retake, and for students in grades 8 and 11 on FCAT Science on grade 8 FSA Science. The contractor is responsible for providing districts with new or replacement calculators as needed. The Department must approve any calculator prior to purchase. Calculator key strokes used to carry out operations and resulting solutions must be the same as the keystrokes on current calculators, such as the Casio HS-10.
- FSA Mathematics will also allow the use of the 4-function calculator in grades 7 and 8; however, a scientific calculator will be allowed on the grade 10 comprehensive mathematics test, including on the retake, and end-of-course tests in mathematics and science.
- The FSA scientific calculator for grade 10 comprehensive mathematics and end-of-course tests in mathematics and science will have general math, algebra, trigonometry and statistics functions, but will not have a fraction function. The calculator should function in a fashion similar to the TI-30Xa Solar School Edition. See Section 4.10 for more details about calculator requirements.
- The contractor will be required to provide stand-alone computer-based calculator applications for both the 4-function and the scientific calculator (see Appendix E). These computer-based calculator applications will be made available to districts and schools for downloading to local computers and for online access and practice throughout the year.

- The FSA Mathematics grades 3 and 4 tests will require the use of a 6-inch consumable ruler with both metric and standard units. The metric edge must be in millimeter and centimeter increments. The standard edge must be in 1/16, 1/8, 1/4, 1/2 and inch increments. See Appendix A for more details on rulers. On-screen, moveable rulers and separate moveable straightedges will be provided for computer-delivered tests (see Appendix E).
- FCAT and FSA Science also includes context-dependent item sets. A context-dependent set is a set of test items written to and dependent on a common stimulus. FCAT Science will not require students to conduct experiments or use any special equipment.
- FSA items developed under this contract will be produced in color. The need for comparability research on grayscale field testing of items that will appear in color in the future is described in Section 5.6.7.
- For any Florida test produced for students, the contractor will provide Braille and large-print versions at each grade level for visually-impaired students.

3.1 Mathematics Assessments

The current FCAT Mathematics assessments in grades 3-10 will only be administered in the spring of 2010 under this contract. See Section 2.1 for the composition of each grade-level test. FCAT Mathematics does not require special equipment other than a basic, 4-function calculator as described in Sections 3.0 and 4.10.

Following State Board approval of the new Mathematics SSS in September 2007, the Department convened educator meetings to gather recommendations on the content of the new mathematics assessments. These recommendations were used to develop draft *Test Item Specifications for Mathematics* that are currently in production. Items will be developed by the current development contractor, Pearson Assessment & Information according to these specifications, including items for the Algebra 1 EOC for field testing within the grade 9 FCAT mathematics test in 2010. Items, including metadata, will be provided as files in an agreed-upon format to the contractor selected through this RFP process. These items for FSA Mathematics in grades 3-8 and grade 10 will be field tested within the last administration of FCAT Mathematics in 2010. Also in 2010, the computer-based EOC Algebra 1 test will be field tested as described in Section 2.3 and given to a representative sample of students taking Algebra 1, which may include students in grades 6-12. In 2011, the FSA Mathematics will be administered in grades 3-8 and grade 10.

Under this contract, an educator meeting is planned for January 2009 to gather further recommendations for the mathematics assessment. Input from that meeting will be used to update the Mathematics Test Item Specifications (see Section 6.6).

3.2 Science Assessments

The current FCAT Science assessment will be administered through 2011. See Section 2.1 for the design of each grade-level test. FCAT Science at each grade also includes context-dependent item sets. A context-dependent item set is related to a single stimulus or context on which a correct response depends. The contractor will submit proposed stimuli or contexts with items during the normal development cycle. Stimuli may come from a variety of sources, including published, non-copyrighted works in the public domain. FCAT Science does not require students to conduct experiments or use any special equipment. Students in grades 8 use the same basic 4-function calculator that is provided for FCAT Mathematics.

Following State Board approval of the new Science SSS in February 2008, the Department will convene educator meetings under the existing contract to gather recommendations on the new content of the grades 5 and 8 science assessments, as well as EOC tests. Initial production of

Test Item Specifications for FSA Science will begin following those meetings. Under the contract resulting from this RFP, an additional educator meeting will be held in January 2009 to gather further recommendations. In 2011, field-test items for the grades 5 and 8 FSA will be embedded in respective FCAT Science tests. In 2011, for Biology and in 2012, for another science course, computer-based field testing will begin as described in Section 2.3.

Cost Option 3.1 – Science Labs: Computer-based EOC tests in science include laboratory experiments that would be completed by students prior to the administration of the tests (curriculum-embedded performance tasks). Under this cost option, the test will include questions developed to elicit responses based on the design and results of these student experiments. The bidder will propose options for the design and provision of laboratory activities prior to the administration of the EOC test. Beginning with the 2011 development cycle, the contractor will develop up to 6 laboratory activities each year for the EOC Biology test. Beginning with the 2012 development cycle, the contractor will develop up to 6 laboratory activities each year for an EOC science test. The bidder will propose and cost a plan for field-testing the labs and associated test items. Laboratory activities will be sent to Districts prior to each administration of the Biology test and the other Science EOC test. Schools would be expected to conduct these laboratory activities prior to the administration of the test. These activities will not require the contractor or Department to provide science equipment or laboratory materials to districts. All materials needed to conduct the laboratory activity must be common to the particular science curriculum, such as glassware, heating equipment, microscopes, magnifying lenses, metric rulers, thermometers, scales, and other measuring equipment. Laboratory activities and related test items should require students to observe a situation, formulate a hypothesis, conduct an experiment, collect data, interpret the data, and evaluate and communicate the results of the experiment. The contractor will develop up to 12 selected-response test items and up to 3 constructed-response items to assess student knowledge of key scientific processes and thinking skills (e.g., make scientific observations, pose testable questions, design “fair tests,” make evidence-based conclusions, judge experimental quality) from each of these laboratory activities. The development process for all laboratories and associated activities will follow the complete process outlined in Sections 3.7.1 – 3.7.8.

If this cost option is executed, the contractor will describe and report the characteristics of the complete test, including questions derived from the laboratory items, using the calibration results, scoring procedures, and data from the 2011 field test for Biology (2012 for the other science course). The report should also address the reliability of scores and dimensionality of the proposed tests, and include multiple methods for estimating the underlying dimensionality of test data as determined in consultation with and approved by the Department. A written report of the results, including dimensionality, of this study will be presented to the Department before September 2011 (2012 for the other science course). The contractor will make recommendations for scaling approaches in the event of appreciable multidimensionality.

3.3 Writing Assessments

FCAT Writing+ assesses some of the writing components of the Florida Reading/Language Arts SSS. The current test model, which includes a performance task (prompt) and multiple-choice items at grades 4, 8, and 10, will continue through the 2011 administration. The multiple-choice portion of each test includes three-option items and four-option items. Some items are stand-alone and others are stimulus-based items. Stimuli include contractor-produced writing samples, sample writing plans, and contractor-produced cloze passages that are submitted with the items during new item development.

The Department and its current development contractor will generate a new test design and measurement model for FSA Writing. The bidder being awarded this contract will be expected to implement the new writing test design in a manner that will allow for field testing of new items in

March 2011 in order to conduct a 2012 operational test for FSA writing assessments. The bidder should anticipate and cost a model for FSA Writing that is parallel to FCAT Writing+ (see Section 5.1.6).

FCAT prompts are field tested in a separate administration in December of each year (see Section 5.1.7). Prompts and multiple choice items are embedded in the field test forms to permit scaling of the prompts onto the reporting scale. Prompts for the FSA Writing administration will be developed, field tested, and administered under the new contract in a manner similar to the current model.

Test items developed under this contract for FSA Writing will be first field tested in 2011 within the Grade 4 FCAT Writing+. Prompts and items for FSA will be included in stand-alone field tests administered on computer to a representative sample of students in grades 7 and 11 in the spring of 2011. Section 3.7.3 contains more specific information on the development of writing prompts.

Operational prompts are selected in August each year by Department staff. Statistics from the field test given in the previous December must be available in time to select from among those prompts for the next operational writing assessment. See Section 3.8 for more details on constructing Florida's assessments.

3.4 Reading Assessments

FCAT Reading will only be administered in 2010 under this contract. See Section 2.1 for the composition of each grade-level test.

Following State Board approval of the new Reading/Language Arts SSS in January 2007, the Department convened educator meetings to gather recommendations on the content of the new reading assessments. These recommendations were used to develop draft *Test Item Specifications* that are currently in production. Items will be developed by the current contractor according to these specifications for field testing in 2010. These items, including metadata, will be provided as camera-ready files in an agreed upon format to the contractor selected through this RFP process. These items will be field tested within the last administration of FCAT Reading in 2010. In 2011, the Florida Standards Assessment of Reading will be administered in grades 3 – 10.

Under this contract, an educator meeting is planned for January 2009 to gather further recommendations for the reading assessment. Input from that meeting will be used to update the *Reading Test Item Specifications*. Section 3.7.4 contains more specific information on the selection and review of commissioned and public domain reading passages.

3.5 Test Configuration

This section provides information on the configuration for all test documents and related materials for both print and computer test delivery.

3.5.1 Test and Answer Document Design

New reading, writing, mathematics, and science test forms measuring the SSS are constructed for each test administration. Each retake administration uses previously-administered test items. The contractor designs and produces camera-ready art for the test forms that are used to print test books and answer books or prepare computer-based test items in delivery-ready format. Contractors are expected to provide the necessary human and other resources necessary to meet extremely critical deadlines for delivery of documents and the computer-based test system and files.

The configurations for required paper-based and computer-based tests are shown in Tables 3.1-3.3. Information on the years for administration of these tests and plans for field testing can be found in Section 2. Tests with performance tasks are denoted with “PT” in the subject column. End-of-course tests will have performance tasks that differ slightly from FCAT performance tasks. These items are referred to as constructed-response items and are denoted with “CR” in the subject column.

Please note that the tests that are offered on the computer must also be prepared for use in a paper-based format as noted in these tables. The paper-based format will only be offered by special request for special education students, approximately 10% of the students. Also, security-controlled booklets containing reading passages will be prepared for the computer-based tests to be available by special request for up to 20% of the students. However, all students taking the computer-based mathematics tests will be provided blank folders to work the items. These folders are not numbered or inventoried by the contractor; they are destroyed by the school after results arrive.

Note: The Department may choose to modify the design of the test documents/files prior to any test administration, within the constraints of the specifications given in Appendix A, and reserves the right to change this configuration beyond the specifications, if necessary, through change orders or contract amendments. Appendix A provides additional details concerning these materials.

Table 3.1. FCAT Document Configurations

Grade	Subjects Tested				Test Configuration	
	R	M	W	S	Non-scannable Documents	Scannable Documents
3	♦	♦				Reading test and answer book Mathematics test and answer book
4	♦ PT	♦	♦ PT		Mathematics test book	Reading test and answer book Mathematics test and answer book Writing test and answer book ³
5	♦	♦ PT		♦ PT	Reading test book	Reading answer folder Mathematics test and answer book Science test and answer book
6	♦	♦			Reading and Mathematics test book	Reading and Mathematics answer book
7	♦	♦			Reading and Mathematics test book	Reading and Mathematics answer book
8	♦ PT	♦ PT	♦ PT	♦ PT	Reading and Mathematics test book Writing test book ² Science test book	Reading answer book Mathematics answer book Writing answer book ² Science answer book
9	♦ PT ¹	♦			Reading and Mathematics test book	Reading ¹ and Mathematics answer book
10	♦ PT	♦ PT	♦ PT		Reading and Mathematics test book Writing test book ²	Reading answer book Mathematics answer book Writing answer book ²
11				♦ PT	Science test book	Science answer book
11-Adult	♦	♦				Reading Retake test and answer book Mathematics Retake test and answer book

PT = Includes Performance Tasks.

¹The grade 9 reading test in 2010 will include performance tasks as field test items only in the answer book.

² There will be no field-test items for grades 8 and 10 FCAT Writing+ in 2011 (anchor forms only).

³The grade 4 FCAT Writing+ test in 2011 will have operational FCAT prompts and MC items, but field test FSA MC items.

Table 3.2. FSA Test Document Configurations¹

Grade	Subjects Tested				Test Configuration	
	R	M	W	S	Non Scannable Documents	Scannable Documents
3	♦	♦				Reading test and answer book Mathematics test and answer book
4	♦ PT	♦	♦ PT			Reading test and answer book Mathematics test and answer book Writing test and answer book
5	♦	♦ PT		♦ PT	Reading test book	Reading answer folder Mathematics test and answer book Science test and answer book
6	♦	♦			Reading and Mathematics test book	Reading and Mathematics answer book
7	♦	♦	♦ PT		Reading and Mathematics test book Writing test book ¹	Reading and Mathematics answer book Writing answer book ¹
8	♦ PT	♦ PT		♦ PT	Reading and Mathematics test book Science test book	Reading answer book Mathematics answer book Science answer book
9	♦ PT				Reading test book	Reading answer book
10	♦	♦			Reading test book Mathematics test book	Reading answer book Mathematics answer book
11- Adult	♦	♦	♦ PT		Writing test book ¹	Reading Retake test and answer book ¹ Mathematics Retake test and answer book ¹ Writing answer book ¹
EOC Tests		♦ CR		♦ CR		Algebra I test and answer book ¹ Biology test and answer book ¹ Science test and answer book ¹

¹ The FSA Writing at grades 7 & 11, EOC tests, and FSA *Summer* Retakes are computer-based and described in Table 3.3. Paper documents are provided for these tests by special request only and anticipated for no more than 10% of the tested population.

Table 3.3. CBT Configurations

Grade	Subjects Tested				Test Configuration	
	R	M	W	S	Documents ¹	Computer-Based Test
7			♦ PT		Writing test and answer book ¹	Writing test
11			♦ PT		Writing test and answer book ¹	Writing test
6-12		♦ CR			Algebra 1 test and answer book ¹ Work folder	Algebra I test
9-12				♦ CR	Biology test and answer book ¹	Biology test
9-12				♦ CR	Science test and answer book ¹	Science test
11-Adult	♦	♦			Reading passage booklet ² Mathematics work folder ⁴	Reading Retake test ³ Mathematics Retake test ³

¹Paper documents are provided by special request only and anticipated for no more than 10% of the tested population.
²Security-controlled packets of Reading passages are provided by special request only and anticipated for no more than 20% of the tested population.
³The summer administration of FCAT and FSA Reading and Mathematics Retakes will be computer-based only. Other Retake administrations must be provided as optional CBT.
⁴Work folders are provided for each student taking a mathematics CBT.

Cost Option 3.2 – Additional Computer-Based Tests: Table 3.4 describes assessments for which the Department requires separate costs. The tests noted in Table 3.4 contain only machine-scorable items. For the tests that contain gridded-response items, the computer-based test would use the fill-in response format as will be used for other computer-based tests employing this item type (e.g., Algebra 1). The cost option for the tests in Table 3.4 should be provided in three categories: a) computer-based delivery system costs, b) test development costs (by grade and subject), and c) per-student costs for one or more ranges of students. These costs should include development of ancillary materials, practice sessions, and later testing/earlier reporting as for other computer-based tests. The per-student cost should be based upon the assumption that the paper-based materials would not be printed for these students except as noted for special education students. Therefore, the per-student (or range) cost should also indicate the cost savings for CBT (i.e., for **not** printing, distributing/retrieving, and scanning the students' answer documents). The cost-option proposal should describe the capability of the CBT system to report results immediately.

The Department is interested in expanding the computer-based test options during the life of this contract. As computer-based testing for the assessments in Tables 3.2 through, potentially, 3.4 become established, the Department will work with the contractor to implement additional testing programs including tests with performance tasks.

Table 3.4. FSA CBT Configurations (Cost Option 3.2)

Grade	Subjects Tested				Test Configuration	
	R	M	W	S	Non Scannable Documents	Computer-Based Test
4		♦			Mathematics test and answer book ¹ Mathematics work folder	Mathematics test
5	♦				Reading test and answer book ¹ Reading passages ²	Reading test
6	♦	♦			Reading test and answer book ¹ Mathematics test and answer book ¹ Reading passages ² Mathematics work folders	Reading test Mathematics test
7	♦	♦			Reading test and answer book ¹ Mathematics test and answer book ¹ Reading passages ² Mathematics work folders	Reading test Mathematics test
10	♦	♦			Reading test and answer book ¹ Mathematics test and answer book ¹ Reading passages ² Mathematics work folders	Reading test Mathematics test
¹ Paper documents are provided by special request only and anticipated for no more than 10% of the tested population. ² Security-controlled packets of reading passages are provided by special request only and anticipated for no more than 20% of the tested population.						

3.6 Item Bank

The contractor is responsible for providing an item-banking system within which the Department's passages, items, and item statistics can be stored, easily managed and retrieved.

As part of the response to this program requirement, bidders' proposals must describe, illustrate with screen shots, and provide the Department with access, for review purposes, to the proposed item banking system. The proposed item bank must be in a form that meets the requirements of this section and is capable of importing and using existing items and historical information about all items, prompts and passages. In addition, quality assurance and control checks of the data in the reconstituted item bank are mandatory and bidders must specify the procedures to be utilized for this purpose. The contents of the existing item bank will be provided to the contractor by the Department's current development contractor (Pearson Assessment & Information) as a delimited text file or other agreed upon and available format for import into the new item bank system in five waves:

1. Within three months of contract initiation.
2. By May 2009, additional files with updates from the spring 2009 FCAT Writing+ operational and field-test information. These files must be imported into the new item bank and available for test construction activities conducted in May 2009 for 2010 FCAT Writing+.
3. By June 2009, additional files with updates from the spring 2009 operational and field-test information. These files must be imported into the new item bank and available for test construction activities conducted in July 2009 for 2010 FCAT Reading, Mathematics and Science.
4. By July 2009, updates from the December 2008 field-test of writing prompts.
5. By December 2009, updates from the spring 2009 field-test performance tasks.

Past experience suggests that transfer of items, their accompanying graphics, and their statistical information from one system to another is problematic and time consuming. Bidders should consider this in preparing their proposals.

Work Tasks (Base Contract)

- a. Update the item bank with files provided by the Department's current development contractor (Pearson Assessment & Information) (January 2009).
- b. Update the item bank with spring 2009 FCAT Writing+ operational and field-test information provided by the Department's current development contractor (May 2009)
- c. Update the item bank with spring 2009 Reading, Mathematics, and Science operational and field-test information provided by the Department's current development contractor (June 2009)
- d. Update the item bank with December 2008 FCAT Writing+ field-test information provided by the Department's current development contractor (July 2009)
- e. Update the item bank with spring 2009 field-test performance task information provided by the Department's current development contractor (December 2009)

3.6.1 Current Item Bank

Currently the Department's item-banking system is a stand-alone relational database that was developed by the Department's current contractor, Pearson Assessment & Information. The item-banking system is based on FileMaker Pro® and resides on a PC platform.

Current FCAT item banks contain low-resolution, grayscale images of items, graphics, writing prompts and reading passages as they appeared on field-test and operational forms of FCAT tests, along with item statistics, usage history, and other data associated with items.

Items, passages, writing prompts, and item information will be available to the contractor in electronic form. Transferring existing information into the new contractor's item banking system is the responsibility of the contractor. The approximate number of useable items, performance tasks, and passages currently in the item bank by subject and grade is indicated in Table 3.5. Additionally, the number of context-dependent sets (CD sets) in the current item bank for FCAT Science are listed in Table 3.6. CD sets are described in Section 3.2.

Table 3.5. Approximate Number¹ of Test Items, Performance Tasks, Prompts, and Passages in the FCAT Mathematics, Reading, Science and Writing Item Bank

Grade	Mathematics			Reading			Science			Writing	
	MC	GR	PT	MC	PT	Passages	MC	GR	PT	MC	Prompts
3	721			760		86					
4	727			694	191	95				183	98
5	558	319	162	732		89	418		32		
6	467	289		719		84					
7	488	301		661		81					
8	507	305	131	656	185	99	316	18	31	185	99
9	432	301		715		83					
10	400	242	141	591	191	95				161	98
11							382	36	34		

¹ As of spring 2008. Given the current transition to new standards, these totals do not reflect the numbers of items that will be available for use on FSA or EOC.

Table 3.6. Approximate Number² of Context-Dependent Item Sets in the FCAT Science Item Bank

Science Context Dependent Sets			
	Grade 5	Grade 8	Grade 11
Operational Bank	5	2	3
Not yet Field Tested ¹	5	11	2
Field Test 2008	5	6	4

¹ Context-Dependent sets to be field tested in 2008 are given as a reference.

² As of spring 2008. Given the transition to new standards, these totals do not reflect the numbers of items that will be available for use on FSA or EOC.

3.6.2 Required Item Bank Features and Services

The item banking system provided under this RFP should reside on a platform that allows for rapid response time for users (see Appendix E). This may require secure web-based access. The bidder should provide information on the proposed item banking system platform, including methods of access and the provisions for security of its contents.

The contractor will be required to restructure the existing item bank contents to include recoding of items according to the new SSS. At contract inception, no reading, mathematics, writing, and science items will have been recoded to the revised SSS. Recoding will require contractor staff to meet with Department staff to review items individually to approve new codes proposed by the contractor. The contractor will be responsible for completing this task within specified timeframes. This task must be completed for reading and mathematics items in time for the new codes to be

available for 2010 test construction. For writing, this task must be completed in time for the new codes to be available for construction of December 2010 Grade 4 field test construction. For science, this task must be completed in time for the new codes to be available for 2011 test construction.

The system should include a provision for online submissions and tracking of change requests by authorized individuals. Authorized users must be able to perform searches and exports on queried fields in order to build external spreadsheets for various data verification requirements. Fields will not be alterable by staff other than the contractor's designated item bank manager(s).

The item-banking system must be able to incorporate item data that includes item parameters and statistical values, item identification and classification codes, images of items, item graphics, reading passages, copyright, permissions, passage word counts, science CD set passages, and other art or stimuli associated with items. The system must be capable of retrieving and utilizing both traditional and IRT item parameter values in test item selection and test construction procedures.

Test items, writing prompts, and passages developed and utilized during the project described herein, including color and unique computer-based elements, will be added to the item bank according to a schedule approved by the Department. The proposed system may utilize low-resolution item images and item/reading passage graphics to maximize system speed and response time but must provide direct access from each item/passage record to high-resolution files for paper-and-pencil tests and screen-ready files for computer-based tests.

The contractor will be required to update and add passage/item information to the bank each time an item is used (field-test or operational). Historical information will be retained for all items, including those developed prior to this project. Descriptive information associated with items minimally should include: subject area, reporting category, SSS benchmark, item identification code, item type, test forms, position in the test book, number of answer choices, answer key (list of correct responses and editing rules for fill-in response items), passage code /stimulus name, administration date(s), date item was entered into the item bank, dates that each and every item bank change was made to the item (if applicable), status (field-test or operational) and history of use including year, form, page and item numbers. For performance tasks and constructed responses, an example of a top-score response must be included in items introduced into the bank under this contract. Allowance must be made for contract staff to include an example of a top score response for "live" items (not previously released and with acceptable statistics) currently in the bank. Gridded/fill-in response item information must include all possible, adjudicated correct responses including number ranges and alternative representations of numerical responses. Items that use a specific scoring rule must have that rule included in the bank. Item information must include mode of administration (computer- or paper-based) for each use of each item/passage with associated item statistics. Items may be used on more than one type of test (e.g., Biology items may be used on the other science EOC test) and the system must allow tracking of separate statistics for this possibility.

Statistical information associated with items typically includes IRT parameters including the ability to display item characteristic curves, fit index, chi-square values, difficulty values, classical item analysis for distractors, and DIF statistics, including contrast values for Mantel-Haenszel comparisons. For items existing in the bank currently, point-biserials are included. For all future entries in the item bank, corrected point-biserials must be included as well. For gridded-response/fill-in items and performance task items, calculated b-parameters should be displayed within the bank. Each subpart of the data base should be appropriately interfaced with other parts so that queries about items can be completed using a number of approaches, for example, a

search for items with given statistical values and content characteristics, and when the item was last administered to students.

The item bank must capture modifications made to items for Braille, including any descriptions or art modifications needed to reproduce the item with the same modifications on future administrations. The item bank should also capture alternate text used for screen readers.

The contractor will be responsible for identifying all items in the item bank that have not appeared on a field test form or have not been used operationally within the last five years. This information will be used to select items for inclusion on future field tests to obtain updated statistics.

The system must be capable of providing users with “on demand” item bank health reports with the ability to query details. For example, the system must be capable of providing users with “on demand” summary information on statistically-acceptable test items by content, grade, benchmark, item statistics, and other descriptive fields.

The Department prefers an item banking system that also serves as a test construction system. The system should allow for the assembly of test forms and generation of associated summary statistics and related curves. During the timeframe of this RFP, the Department expects that the expansion of assessment programs will require an item banking system with flexibility for adding additional fields, codes, or functionality (e.g., course-specific objectives as well as benchmark taxonomy of the Florida standards). The bidder’s proposal must provide details on existing flexibility and intended enhancements. As the item banking system provided by the contractor is enhanced and upgraded throughout the timeframe of this RFP, the contractor must apply these enhancements to Florida’s item banking system with no additional cost to the Department.

At the end of each season of handscoring, the Department requires that, in addition to other item statistics, the following statistics for all operational and field-tested performance tasks, constructed-response items, and writing prompts be captured in the item bank:

- Final scorepoint frequency distribution after scoring rules have been applied
- Mean score

All the handscoring statistical data will also be provided in an electronic data file in a format agreed upon by the contractor and the Department. This data file may be used to feed information into the item bank and for the additional analyses provided routinely after scoring.

If additional waves of handscoring are needed, then an additional update to the item bank will be required after each wave is finished.

Work Tasks (Base Contract):

- a. Reconstitute and update the reading, mathematics, science, and writing item bank. (January 2009)
- b. Provide report identifying all items in the item bank that have not appeared on a field test form or been used operationally within the last five years. (May 2009)
- c. Recode existing items in reading and mathematics item bank to new standards. (June 2009)
- d. Recode existing items in writing and science item bank to new standards. (December 2009)
- e. Produce performance task and constructed response handscoring summary report. (August 2009, 2010, 2011, 2012, 2013)
- f. Update the item bank after each fall field-test scoring of reading, mathematics, and science performance task items. This update will include producing fixed-format, flat files for FT items and information from the previous December’s field test of writing prompts, including scale score values. (December 2009, 2010, 2011, 2012)
- g. Update the item bank after each spring operational test administration of writing. (May 2009, 2010, 2011, 2012, 2013)

- h. Update the item bank after each spring operational and field test administration of reading, mathematics, and science. (June 2009, 2010, 2011, 2012, 2013)

Work Tasks (Renewal):

- i. Update the item bank after each fall field-test scoring of reading, mathematics, and science performance task and constructed-response items. This update will include producing fixed-format, flat files for FT items and information from the previous December's field test of writing prompts, including scale score values. (December 2013, 2014)
- j. Produce performance task and constructed response handscoring summary report. (August 2014, 2015)
- k. Update the item bank after each spring operational test administration of writing. (May 2014, 2015)
- l. Update the item bank after each spring operational and field test administration of reading, mathematics, writing and science. (June 2014, 2015)

Cost Option 3.3 – State-Owned Item Bank

The bidder should include the cost to create an item bank that incorporates all of the functionalities and elements listed above and will be the property of the State of Florida in perpetuity. Under this cost option, the Department will own all rights, including source code, all associated app-lets, and documentation for the item banking software, including upgrades made during the life of the project. Under this option, the Department intends to expand the use of the system beyond that required in this RFP, including possible use by school districts for locally-developed items and tests. For these purposes, the item banking system must allow for a minimum of three levels of security based upon administrator-assigned authorization. The bidder's response to this cost option should describe the high-level tasks involved, note the general timelines required, including the major/essential deliverables and services required.

3.7 Test Item Development

This section contains general information on the Department's procedures and requirements for developing items and passages for state assessments described in this RFP. **Under this RFP, the contractor will be responsible for developing, pilot testing, conducting item review meetings, and finalizing preparation of items to be field tested beginning in the spring of 2011, 2012, 2013, and 2014. For writing, the contractor will be responsible for developing, pilot testing, conducting prompt review meetings, and finalizing preparation of prompts to be field tested in December of 2010, 2011, 2012, and 2013. The current development contractor, Pearson Assessment & Information, will provide items for field testing in the spring of 2010. In the optional renewal period, prompts will be prepared for field testing in December of 2014 and 2015 and items will be prepared for field testing in the spring of 2015 and 2016. The work task dates in Section 3.7, and subsections, reflect the two-year advanced start required to accomplish this process.**

The contractor is responsible for all tasks related to providing test items and performance tasks for the development and renewal of the reading, writing, mathematics, and science tests. The contractor will implement these procedures for all of the tests described in the RFP. The contractor is responsible for the following: developing and making revisions to items after each review round; ensuring that the items are carefully edited and proofed at each step of the process; ensuring that final, careful proofing is conducted prior to presenting the items to Florida educators; and, selecting items for field testing. The various steps associated with development of items are summarized below. The Department will review and provide final approval for each step.

- Develop plans for item development activities to meet the requirements in this RFP, including areas of need within the currently available item pool.

- Identify and recruit a sufficient number of highly-qualified writers for reading passages, writing samples, and cloze passages.
- Identify and recruit a sufficient number of highly-qualified item and prompt writers to ensure variety and quality of developed items.
- Conduct in-depth training of passage, item, and prompt writers according to the guidelines of the Department.
- Implement appropriate and internal quality and version control procedures for reviews and revisions by contractor staff.
- Recruit, based upon a needs analysis, and review prospective reading passages, writing samples, CD sets, and cloze passages.
- Renew and expand copyright permissions for passages currently in the bank, as needed.
- Submit passages, prompts, and samples for the Department to review.
- Submit items to the Department for review and approval prior to pilot testing.
- Conduct pilot tests of developed items.
- Prepare materials for and assist Department staff in conducting bias and sensitivity, content, and expert (science items only) review meetings.
- Revise items as approved during meetings of Florida educators.
- Revise items as approved by Department staff following committee reviews. This step is equivalent to a first laser round of field test items and requires significant efforts on the part of the contractor's content and editorial staff.
- Provide a camera-ready (or screen-ready, for computer-based items) copy of all accepted items in an electronic format.
- Document, track, and annually report a performance metric comparing initial item submission to post-item review item acceptance.

At each step during the development of items for the assessment, complete information must accompany all items. The Department will work with the contractor to develop a template for this information. The information included on the item template will serve as descriptive elements in the item banking system. The Department requires that the complete item template, source information, a copy of the source document, and reading passage copyright status be provided before proposed items will be reviewed. Specialized information is also required for the different item types. Multiple-choice test items must include the item stem and stimulus, plausible answer choices, and correct answer. Mathematics and science multiple-choice items also require plausible distractors and a descriptive rationale for each distractor. Gridded/fill-in response test items must include the item stem, a set of correct answer choices/numerical ranges, type of grid to be used, and guidelines for evaluating correct responses, e.g., rounding or truncating criteria for evaluating student responses. For graphics, any color requirements must be noted in the template.

All artwork must be high quality; clip art is not acceptable under any conditions. Performance tasks and constructed-response items must include the complete task, including the stimulus, a description of the top-score requirements, an example of a correct top-score response, and suggested criteria for other score points. For computer-based testing, if items require a specific template or actions, it will be recorded with the item.

The Department expects that items developed and submitted for review will strictly adhere to all guidelines provided by the Department. Draft *Test Item Specifications* for Reading, Mathematics, Writing and Science are available and provide the requirements for item development for each SSS benchmark. The major tasks involved in the development of test items are described in more detail in Sections 3.7.1 through 3.7.8.

3.7.1 Item Development Plan

One of the first tasks to be completed by the contractor is to prepare a comprehensive item development plan to be implemented over the duration of the project. The primary purpose of the annual item development plan will be to identify the item development requirements for the Department. The plan must be based on a thorough analysis of the existing item bank, including the items currently under development. The plan should provide an overview of each cycle of development, the number of items to be developed in each cycle, and a schedule for the various activities in each cycle. For the first cycle of development, the plan should indicate the number of passages/context-dependent item sets to be selected, the number of passages for which copyright permission needs to be secured, and the number of items by item type and benchmark to be developed for reading, writing, mathematics, and science. The plan also should indicate the number of item writers to be utilized in the development. The initial item development plan for items to be field tested in 2011 will be prepared and submitted to the department for review and approval by January, 2009.

Before item development begins for each subsequent development cycle, the contractor must update the item development plan and indicate the number of passages/writing samples/prompts/cloze passages/context-dependent sets, as well as the number of items by item type, benchmark, content focus, and cognitive level to be developed. The plan also should indicate the number of item writers to be utilized by subject area and grade level in the development cycle. It is expected that the contractor will consult with Department staff in preparing the plan for each cycle.

Work Tasks (Base Contract):

a) Prepare/update the item development plan (December 2008, 2009, 2010, 2011).

Work Tasks (Renewal):

b) Prepare/update the item development plan (December 2012, 2013).

3.7.2 Select and Train Item and Prompt Writers, Passage Authors, and Reviewers

The contractor is responsible for identifying a team of item and prompt writers and a separate “in-house” team of reviewers. Each team member must have at least three years teaching experience in the subject areas for which she/he will be creating items and tasks or two years of experience writing or reviewing items for the subject area. Each team will be composed of qualified professionals who also have an understanding of psychometric considerations and sensitivity to racial/ethnic, gender, religious, and socioeconomic issues.

Prior to each development cycle, the contractor will submit to the Department one-page resumes of the writers and reviewers. Writers and reviewers selected by the contractor must reside in states other than Florida. They must agree to Department requirements for test item security and confidentiality, and must agree not to market their services to Florida districts or private companies, including this contractor, in relation to their role as item writers or on the basis of information gained in or from services provided under this contract. The Department reserves the right to reject the contractor's selection of a team member at any time during the development process, in which case the contractor will provide an acceptable replacement.

For science, extensive knowledge of the content area for which items are being written is required. The contractor is responsible for identifying a team of content experts to review science items and verify the scientific accuracy of those items prior to their submission to the Department. Resumes for these content experts should be sent to the Department, and the experts shall be approved by the Department prior to reviewing items.

The contractor is responsible for identifying a team of commissioned reading passage authors. A sufficient number of passage authors should be included to insure a variety of high-quality passages. The passage authors should have been previously published in a critically-reviewed publication

such as *Smithsonian*, *Cricket*, *Highlights*, etc., and must have their resumes approved by the Department. Resumes should include detailed information about their publications, samples of their work, and where other samples can be found. The contractor must submit examples of prospective authors' work as the examples appear in publications with their names in the bylines (or copyright statements).

The contractor may use teachers from outside of Florida (no current public Florida teachers may write items) as writers/internal reviewers or may use trained college-level instructors (from in or outside of Florida currently employed by a college or university) as writers/reviewers. The proposal should include a description of the proposed number of writers and reviewers and a description of how the writers and reviewers will be recruited, trained, and monitored. A sufficient number of writers should be included to insure a wide variety of high-quality item, passages, and prompts.

The contractor will plan and conduct training sessions for preparing the contractor's writing and reviewing teams. The training session will include a review of the *Test Item Specifications*, Florida's cognitive level classification system, characteristics of good test items and prompts as defined by the *Standards for Psychological and Educational Testing* and by the Department, characteristics of good performance tasks and scoring criteria, ways to avoid bias, item formatting considerations, and the Department's security requirements. Materials used in the training session, including the schedule and pacing, will be reviewed and approved by the Department. The Department will work with the contractor to develop and approve an agenda for the training sessions and may choose to attend and actively participate in part or all of these training meetings. If the contractor wishes to invite other writers or reviewers to observe training of writers for Florida's tests, the Department must be notified before such invitations are extended.

Item content for reading, mathematics, and writing items utilize topics, information and data related to all of the SSS subject areas. Science items use information and data related to science topics from all science disciplines. A list of possible topics for each subject area is contained in the *Test Item Specifications*. As part of the process of developing items, item writers are required to identify relevant, accurate information that is not time sensitive or subject to frequent changes related to these content areas as the basis for the content of the items and to document and include the source of this information as part of the item template information. In addition, if a graphic is the basis of the content of the item, the original graphic must also be attached to the item when it is submitted. This requirement will be strictly adhered to in item development and review and included as a component of the performance metric described in Section 3.7.

The accuracy of science items is crucial; therefore, the development and review of science items will be scrutinized vigilantly by the Department. The contractor must include a copy of the source text that substantiates the correctness of the item content, as well as the citation for the source. The contractor must establish a team of science experts to review all items before they are submitted to the Department. The contractor will submit one-page resumes for the science expert reviewers to the Department. The science expert reviewers must also agree to Department requirements for test item security and confidentiality, and must agree not to market their services to Florida districts or private companies in relation to their role as Florida science assessment reviewers. The expert reviewers will be in addition to the contractor's editorial and content reviewers described elsewhere in this section.

Work Tasks (Base Contract):

- a. Provide names and resumes of proposed item and prompt writers, passage authors, and reviewers. (January 2009, 2010, 2011, 2012).
- b. Plan and conduct training sessions for item and prompt writers and reviewers (January 2009, 2010, 2011, 2012).

Work Tasks (Renewal):

- c. Provide names and resumes of proposed item and prompt writers, passage authors, and reviewers. (January 2013, 2014).
- d. Plan and conduct training sessions for item and prompt writers and reviewers (January 2013, 2014).

3.7.3 Develop Writing Prompts

The contractor will be responsible for developing prompts for production of writing as required by the design of the new FSA of Writing. The total number of prompts to be submitted for Department review each year is listed in Table 3.7. The contractor must initially write additional prompts to accommodate the attrition that will occur at each step during the development process. It is the responsibility of the contractor to ensure that a sufficient quantity of prompts is developed and submitted for review so that the number of prompts shown in Table 3.7 will be accepted after the review by Florida educators and final acceptance by the Department.

The contractor is responsible for developing a method for tracking each prompt as it is developed, using a standard set of classifying characteristics that will eventually serve as variables in the item banking system. Each prompt must be identified using the following characteristics: prompt writer, grade, mode, and prompt identification number. Other codes may be added at a later time.

Within the contractor's development team, a second writer must review and provide comment on initial prompts. Following revisions resulting from this review and proofing, the prompts will be submitted to the Department for review and final acceptance before pilot and field testing.

Frequent contact between the contractor's development staff and the Department can be expected during this step of prompt development. The contractor will be responsible for developing and abiding by review schedules and tracking the flow of prompts during the review process.

Once prompts have been presented to the Department, Department staff must approve any subsequent changes to the prompts at all stages of reviewing and editing. The contractor may not make changes at any stage without first presenting a proposed change to Department staff and receiving approval.

Work Tasks (Base Contract):

- a. Develop and submit writing prompts. (December 2009, 2010, 2011)

Work Tasks (Renewal):

- b. Develop and submit writing prompts. (December 2012, 2013)

3.7.4 Select Reading Passages

For each development cycle, the contractor will select reading passages to present to the Department prior to item development. The contractor will submit high-quality, non-copyrighted reading passages (in the public domain or commissioned) for review. Criteria for reading passages are identified in the *Reading Test Item Specifications*. The contractor must ensure that, as reflected by the criteria, reading passages at each grade level will represent a wide variety of contexts and SSS subject areas. Published passages from the public domain will be selected from a wide variety of sources that are not likely to be familiar to students. These passages will be utilized on tests as they were published, or as nearly and reasonably as can be accomplished. Commissioned passages produced by the contractor for Florida's assessments and related products will be the property of the Department.

The contractor is responsible for maintaining copyright agreements obtained by previous contractors and for securing agreements with copyright holders for continuing use of pre-existing published passages for a period of 10 years, for a variety of potential purposes as follows: publication in tests or practice tests, publication in interpretive products including electronic media distributed to districts,

and use in the form of electronic media for secure and unsecure Internet access. Printed interpretive products are distributed or made available to school districts for use and reproduction within Florida’s system of education and may not be used for personal or commercial purposes. Interpretive materials in the form of electronic media are distributed to districts or posted on <<http://fcats.fldoe.org/>> for the same purposes and may only be reproduced with permission from the Department.

The contractor will present potential reading passages to the Department for consideration after “mapping” the passages for content considerations and item development potential. Each passage presented to the Department will be accompanied by the mapping analysis that forecasts the specific sections of the passage and the SSS benchmarks for which items can be written. At the time passages are initially submitted, the contractor will also present to the Department the results of multiple quantitative analyses of the passages including word counts and a minimum of five readability indices. The Department will review passages and approve those passages that meet the criteria for submission to Florida educators and other citizens for further review. Contractors should be aware that reviews of passages, including committee reviews as described in Section 3.7.7, take place in the development cycle before items that are based on these passages are submitted to the Department. This sequence avoids scenarios where item development takes place for passages that are deemed unacceptable by review committees.

The contractor must select enough passages to ensure that a sufficient number of passages survive the initial review process. Rejection rates resulting from the reviews can be as high as 50%. The contractor can anticipate that approximately 15-20 approved passages per grade level will be required for reading to meet the requirements of each developmental cycle.

Work Tasks (Base Contract):

- a. Propose reading passages for Department review. (February 2009, 2010, 2011, 2012)
- b. Submit final set of reading passages for use in item development. (April 2009, 2010; May 2011, 2012)

Work Tasks (Renewal):

- c. Propose reading passages for Department review. (February 2013 and 2014)
- d. Submit final set of reading passages for use in item development. (May 2013, 2014)

3.7.5 Develop Items

Table 3.7 describes the number of acceptable items the contractor must provide to the Department upon completion of the steps outlined in Sections 3.7.1 – 3.7.7. The contractor will use the acceptable items to prepare the field-test forms as described in Section 3.7.8 of the RFP. The contractor must initially write additional items to accommodate the attrition that will occur at each step during the development process. It is the responsibility of the contractor to ensure that a sufficient quantity of items is developed and submitted for review so that the number of items shown in Table 3.7 will be accepted after the review by Florida educators and final acceptance by the Department.

Table 3.7. Number of Test Items and Performance Tasks¹

Grade	Item Type	Reading	Writing	Mathematics	Science
3	MC	200		200	
4	MC/GR	165	250	200	
	PT/ Prompt	35	20		
5	MC/GR	200		145	145
	PT			55	55

Grade	Item Type	Reading	Writing	Mathematics	Science
6	MC/GR	200		200	
7	MC/GR	200	250	200	
	PT/ Prompt		20		
8	MC/GR	165		145	145
	PT	35		55	55
9	MC	165			
	PT	35			
10	MC/GR	200		200	145
	PT				55
11	MC		250		
	Prompt		20		

¹ Number of items that must be acceptable for field testing by the Department after completion of development review and committee review each year, including renewal period.

Test Item Specifications for EOC tests have not yet been developed. These specifications will be developed as described in Section 6.6 and will be based on the official Florida course descriptions for these courses. In preparing proposals, bidders can expect the EOC Biology and Algebra I tests to contain approximately 60 items each, with 6-10 of those being embedded field test items. The Algebra 1 EOC test will contain approximately 30 multiple choice items, 24 fill-in response items and approximately 6 constructed-response items. EOC Biology tests will contain approximately 54 multiple choice items and 6 constructed-response items. The other EOC Science tests will contain approximately 54 multiple choice items and fill-in response items, and 6 constructed-response items.

Table 3.8. Number of EOC Test Items to be Accepted for Field Testing¹

Course	Item Type	Number of Items
Algebra I	MC	100
	GR	70
	CR	30
Biology	MC	185
	CR	35
Other Science	MC	185
	CR	35

¹ Number of items that must be accepted for field testing after completion of annual development review and committee review, including renewal period.

The contractor is responsible for developing a method for tracking each item as it is developed, using a standard set of classifying characteristics that will eventually serve as variables in the item banking system. Each item must be identified using the following characteristics, as appropriate: item writer ID code, science expert reviewer code, grade, estimated difficulty, item type, cognitive level, reporting category, benchmark, SSS topic, content focus, context code, linked benchmark, correct answer, graphic or art identification number, item identification number, passage title, passage ID code, passage word count, context-dependent set ID code, laboratory activity code, and source of factual information. EOC test items must be identified by course objectives. Other codes may be

added at a later time, such as which template is to be used in CBT layout. Items must be submitted to the Department for review along with this identifying information. Additionally, performance tasks must be submitted with an example of the top-score response, a description of the top-score requirements, and suggested criteria for other score points.

Items will undergo multiple review and revision stages. Within the contractor's development unit, a second writer must review and provide comments on initial draft items. Within the contractor's development group, items will then be formally reviewed by the designated group of item reviewers who were approved by the Department and who were not involved in writing the items being reviewed. The contractor will be responsible for training these reviewers to critique the material for clarity, content accuracy, adherence to Florida's *Test Item Specifications*, psychometric properties, difficulty, readability requirements, and potential bias or insensitivity. Department staff must be informed of these training meetings and may choose to attend. Following revisions resulting from this review and proofing by the original item writer, the items will be submitted to the Department for review. It is unacceptable to submit to the Department proposed test items at any time that contain blatant errors, such as violation of *Test Item Specifications*, spelling errors, or grammar mistakes. The Department will not review any submissions with these types of obvious errors even if the impact creates schedule challenges for the contractor.

Several rounds of review and revision between the Department and the contractor will be required before an item is ready to be pilot tested. Daily contact between the contractor's development staff and the Department can be expected during this step of item development. The contractor will be responsible for developing and abiding by review schedules and tracking the flow of items during the review process.

Once items have been presented to the Department, Department staff must approve any subsequent changes to the items at all stages of reviewing and editing. The contractor may not make changes at any stage without first presenting a proposed change to Department staff and receiving approval.

Beginning with the development of reading, science, mathematics, and writing items for field testing in 2011, the contractor will provide a plan to include items in each cycle that currently exist in the item bank, but have not appeared on an operational form in the past five years or been field tested in the context of the current assessment. Department and contractor staff will review the items and update them if necessary during the normal development cycle, and include them in new field-test forms.

Work Tasks (Base Contract):

- a. Develop test items and complete the contractor's internal reviews of test items. (July 2009, 2010, 2011, 2012)
- b. Revise items in preparation for the pilot test and submit for Department approval. (August 2009, 2010, 2011, 2012)
- c. Review and revise existing items in the bank that have not appeared on field test or operational forms in the past 5 years. (February 2009, 2010, 2011, 2012)

Work Tasks (Renewal):

- d. Develop test items and complete the contractor's internal reviews of test items. (July 2013 and 2014)
- e. Revise items in preparation for the pilot test and submit for Department approval. (August 2013 and 2014)
- f. Review and revise existing items in the bank that have not appeared on field test or operational forms in the past 5 years. (February 2013 and 2014)

3.7.6 Conduct Pilot Testing

The contractor will format items and writing prompts into forms to be pilot tested, with approximately 20-25 students taking each form. Tests will be administered in public or private schools accessible to the contractor. These may include Florida schools. The pilot-test plan and processes, including the sampling plan and test-taker survey questions, must be specified for the Department's review and approval. Pilot testing must occur during times when the school's full population is in session to ensure meaningful response patterns on items. Contractor staff must be onsite during the entire time that pilot testing is taking place, and contractor's staff must ensure that all school personnel handling secure materials are instructed in the Department's test security procedures as noted in Appendix H. The Department and the contractor will work together to determine the number of forms necessary and the composition of each form.

The pilot test is not intended to collect representative data, but rather is intended to gain information on students' reactions to the test items and associated graphics, the clarity of the items and prompts, patterns of responses, problems with the scoring criteria, etc. In addition to obtaining student responses to the items, prompts, and tasks, the contractor will interview at least four students per form at the conclusion of the pilot test. The purpose of the interviews is to identify any vocabulary that may have been unknown or confusing to the students, graphics that may have been unclear, content that may have been offensive, flaws in the items or prompts, etc. In addition to the interview, the contractor may also use a survey with the participating students. The contractor will provide a list of interview and survey questions to be approved by the Department prior to conducting the pilot test.

The contractor will make all arrangements and prepare and print all products for the pilot test upon approval by the Department. This activity includes selecting the sample of students, developing an administration manual and test forms, and distributing and returning materials. The contractor will be responsible for updating the pilot test planning document, which will include information on all phases of pilot testing through the administration of student surveys. The plan will include samples of all related pilot test documents.

The contractor will be responsible for scoring and analyzing the results of the pilot test and summarizing interview results. The contractor will propose revisions to the test items based on the pilot test and submit revised items to the Department for consideration prior to presenting items to educators. Item scores and student written responses to performance tasks will be organized for effective use by staff prior to and during the review of items by Florida educators.

Work Tasks (Base Contract):

- a. Update and provide to the Department pilot test planning document. (July 2009, 2010, 2011, 2012)
- b. Conduct pilot tests of reading, mathematics, writing, and science items. (September 2009, 2010, 2011, 2012)
- c. Analyze pilot-test results of reading, mathematics, writing, and science items and submit to the Department. (October 2009, 2010, 2011, 2012)
- d. Conduct pilot tests of writing prompts. (February 2009, 2010, 2011, 2012)
- e. Analyze pilot test results of writing prompts and submit to the Department. (March 2010, 2011, 2012)

Work Tasks (Renewal):

- f. Update and provide to the Department pilot test planning document. (July 2013, 2014)
- g. Conduct pilot tests of reading, mathematics, writing, and science items. (September 2013, 2014)
- h. Analyze pilot-test results of reading, mathematics, writing, and science items and submit to the Department. (October 2013, 2014)
- i. Conduct pilot tests of writing prompts. (February 2013, 2014)
- j. Analyze pilot test results of writing prompts and submit to the Department. (March 2013, 2014)

3.7.7 Implement State Review Meetings

The contractor will be responsible for organizing and convening review meetings for the purpose of reviewing test items and prompts for content and bias and community sensitivity issues by Department-appointed review committees composed of Florida educators and other citizens. Bias and community sensitivity reviews will be conducted before content reviews begin. A detailed list of meetings to be conducted under this contract and the funding mechanism for these meetings are provided in Sections 7.9 and 7.12 of the RFP. For each meeting, the contractor will be required to maintain original forms of all committee member test security and non-disclosure agreements. These will be made available to the Department on an as-needed basis.

The meetings will be held in a Florida location that is easily accessible by the majority of participants, and capable of handling the logistical requirements of a large-scale, multi-committee meeting. The contractor will prepare test items and prompts and all other materials required to conduct the meetings. Secure materials must be maintained in lockable space and individually numbered and tracked by signature when distributed to and collected from committee members. Separate content review meetings will be conducted for each subject/grade combination. The passage, prompt, and item content review meetings will be chaired by Department staff. Contractor staff will participate in the meetings in resource and coordination roles.

For the subject/grade combination content review meetings, each item will be projected on a screen and changes will be made to items onscreen throughout the review process. The contractor will be responsible for supplying the computers, projection devices, and other hardware and software needed to project and modify items onscreen.

The contractor will also provide calculators for mathematics and science, reference materials such as *Test Item Specifications*, textbooks relevant to the grade and subjects being reviewed, dictionaries, and thesauri for each room as is appropriate to the nature of the meeting. Print copies of the items and passages being reviewed will be provided to each participant in security-controlled notebooks.

At the conclusion of each meeting, Department and contractor staff will review and evaluate changes and ideas recommended by each committee. The Department will have final approval of all changes to be made.

After these meetings, the Department will conduct an intensive editorial and content review of the items to ensure that changes have been applied correctly and that all editorial and content issues are corrected. The contractor will make necessary changes and post electronic files of the items to the Department for final review before the items are formatted for field testing.

The contractor will maintain and update a state review meeting specification document for all educator meetings associated with development and handscoring. The document will contain descriptions and detailed procedures for conducting each meeting, as well as samples of all related meeting documents.

3.7.7.1 Bias and Sensitivity Committee Reviews

The contractor is responsible for coordinating all logistics and for preparing materials for the bias and community sensitivity review committees. This committee is composed of representatives of Florida citizens and educators from various backgrounds who review test items, reading passages, and writing prompts. Their primary purpose is to consider whether the subject matter and language used is free of potential bias and acceptable to Florida students, parents, and other community members.

One bias and sensitivity meeting is held to review proposed reading passages and writing prompts. This meeting will take place immediately preceding educator reviews of reading passages and prompts. Another review committee will review all test items for bias and

community sensitivity issues. For this meeting, all items, prompts and passages will be organized into 5 to 10 unique books of items spanning all grade levels. Enough copies of each book of items must be provided so that each meeting participant can review the same items and prompts simultaneously. The books of items and prompts will be circulated among reviewers until all items and prompts have been reviewed by a significantly diverse group of 8 to 10 reviewers. No computer projection device will be necessary for these meetings, except for use in the orientation session; however, the contractor will provide a computer and typist to record the committee members' comments about the items. The contractor will also provide a knowledgeable and experienced trainer for the bias and sensitivity committee. The Department prefers a trainer who represents a minority race or culture. After the meetings, the Department will review the comments and provide them to the educator content review committees for their consideration. The contractor will submit the bias and sensitivity training materials to the Department for review, recommendations, and approval.

3.7.7.2 Reading Passage Committee Reviews

The contractor will be responsible for implementing a review of passages by Florida educators and citizens prior to item writing. Contractors should be aware that reviews of passages take place in the development cycle before items that are based on these passages are submitted to the Department. This sequence avoids scenarios where development takes place for passages that are deemed unacceptable by review committees.

3.7.7.3 Science Expert Committee Reviews

A committee of science experts reviews all of the science items for scientific accuracy. Department staff will chair this committee. The contractor is responsible for coordinating the logistics of this meeting and preparing all materials for review. This committee is composed of credentialed experts in various fields of science who review the items after they have been through the entire Department and contractor review process, but before they appear on field tests. This ensures that no edits applied during the development process have introduced scientific flaws in the items. For this meeting, all items will be organized into 4 to 8 unique books of items spanning the reporting clusters for grades 5 and 8, and reporting clusters for each end-of-course exam, Biology beginning in 2011 and another science in 2012. Enough copies of each book of items must be provided so that each meeting participant can review items simultaneously. The books of items will be divided among expert reviewers according to their science expertise area until all items have been reviewed by at least two different reviewers. No computer projection device will be necessary for these meetings, except for use in the orientation session; however, the contractor will provide a computer and typist to record the committee members' comments about the items.

3.7.7.4 Item Content Review Committees

For each subject/grade combination content meeting, a member of the contractor's development staff who has worked on the items will assist the Department chair as a resource person. This person will keep a written record of the changes made to items during the review and will record relevant comments and rationale for changes. For each of the subject/grade review groups, an additional member of the contractor's staff, who is sufficiently trained and skilled, will operate a computer to make the onscreen changes recommended by the committee. In addition, one subject area item writer or editor from the contractor's staff who isn't assigned to work with a specific group will be on-site to assist grade-level groups in rewriting items.

The contractor's development project manager, the development team, and necessary assistants will participate in the test item and reading passage content review meetings to manage the meetings and to be responsible for organizing, distributing, secure material tracking, and data entry functions required for meetings. Arrangements will be required for collecting and keeping secure materials locked in secure storage when not in use and for copying materials during the meeting. It will also be necessary to provide a graphic artist on-site to make improvements to artwork used in the items as

recommended by the reviewers. The contractor may be required to hire, at contractor cost, local temporary workers to carry out administrative tasks. These workers will be subject to all standard test security and non-disclosure agreements. Arrangements will be required for collecting and keeping secure materials locked in secure storage when not in use and for copying materials during the meeting. It will also be necessary to provide a graphic artist on-site to make improvements to artwork used in the items as recommended by the reviewers.

3.7.7.5 Writing Prompt Review

Each fall, the Department convenes a meeting of educators to review the responses to writing prompts generated during spring pilot testing. Educators review these responses to determine if the prompt is suitable for placement on field test forms. After this meeting, the contractor will incorporate the selected writing prompts into the production of the December field test forms. The contractor should note that this is a highly compressed schedule and steps must be taken to allow for inclusion of these elements later than may be customary. The contractor's development team, and necessary assistants will participate in the writing prompt review meetings to manage the meetings and to be responsible for organizing, distributing, secure material tracking, and data entry functions required for meetings. Arrangements will be required for collecting and keeping secure materials locked in secure storage when not in use and for copying materials during the meeting. After this meeting, the contractor will incorporate the selected writing prompts into the production of the December field test forms. The contractor should note that this is a highly compressed schedule and it will likely be necessary to include the prompts at a production phase that is later than normal for such a component.

3.7.7.6 Performance Metric

For each development cycle, content area, and grade, the contractor will provide to the Department an item development performance metric that is the ratio of the total number of items accepted by the Department after committee review to the number of items initially submitted to the Department during development. This metric will be tracked each year and the yearly totals will be presented to the Department at each summer contract management meeting and included in the annual report (see Section 7.8).

Work Tasks (Base Contract):

- a. Update and provide Educator Meeting Specifications. (January 2009, 2010, 2011, 2012)
- b. Conduct bias and community sensitivity review meeting for reading passages and writing prompts. (April 2009, 2010; May 2011, 2012)
- c. Conduct content review meetings for reading passages and writing multiple-choice items. (April 2009, 2010; May 2011, 2012)
- d. Conduct gridded response adjudication meetings for mathematics and science. (April 2009, 2010; May 2011, 2012)
- e. Conduct bias and community sensitivity review meeting for reading, mathematics, science, and writing items. (October 2009, 2010, 2011, 2012)
- f. Conduct content review meetings for reading, mathematics, science, and writing items. (October 2009, 2010, 2011, 2012)
- g. Provide electronic files of items with educator committee edits applied. (November 2009, 2010, 2011, 2012)
- h. Conduct science expert review meetings. (January 2010, 2011, 2012, 2013)
- i. Provide final electronic file of reviewed items with Department changes applied. (January 2010, 2011, 2012, 2013)

Work Tasks (Renewal):

- j. Update and provide Educator Meeting Specifications. (January 2013, 2014)
- k. Conduct bias and community sensitivity review meeting for reading passages and writing prompts. (May 2013, 2014)

- l. Conduct content review meetings for reading passages and writing multiple choice items. (May 2013, 2014)
- m. Conduct gridded response adjudication meetings for mathematics and science. (May 2013, 2014)
- n. Conduct bias and community sensitivity review meeting for reading, mathematics, science, and writing multiple-choice items. (October 2013, 2014)
- o. Conduct content review meetings for reading, mathematics, science, and writing multiple-choice items. (October 2013, 2014)
- p. Provide electronic files of items with educator committee edits applied. (November 2013, 2014)
- q. Conduct science expert review meetings. (January 2014, 2015)
- r. Provide final electronic file of reviewed items with Department changes applied. (January 2014, 2015)

3.7.8 Develop Field-Test Item Sets and Forms

Florida's current assessments in FCAT Reading, Mathematics, Science, and the multiple-choice portion of FCAT Writing+ use an embedded field-test model so that 6 to 10 items are incorporated in up to forty (40) different forms of the test on which students will be scored. It is the responsibility of the contractor to group the newly developed items into item sets that will be included in the operational forms of the test for these content areas.

The administration of each EOC field test will be a census administration of up to 40 forms. These forms will be proposed by the contractor to mirror the test blueprint of each end-of-course test and to include a sufficiently large set of common linking items. In subsequent years, it will be the responsibility of the contractor to group newly-developed EOC items into field-test item sets that will be embedded in the operational forms of the end-of-year (not fall semester) EOC tests.

The administration of the December writing prompt field test consists of 10 field-test prompts for each grade in conjunction with 20-25 multiple choice items that represent the spectrum of item contexts in the operational tests. This presentation mirrors the structure of the operational test in order to generate statistics on the writing prompts that more closely match their operational performance. Statistics from the multiple-choice items used in scaling the prompts on the December field test are not retained in the item bank. In transitioning to the new writing assessment model, there will be no December writing field test for prompts in 2009, since there will be a sufficient number of FCAT prompts in the item bank to construct the final operational FCAT Writing+ tests in 2011. For the December 2010 field test, there will be a field test of FSA Writing prompts in Grade 4 only, as the FSA Grades 7 and 11 prompts will be field tested within the full-form field tests of prompts and MC items administered in the spring of 2011.

In making the decision as to which items should be field-tested, the contractor's field-test proposals should consider the areas of greatest need in the item pool, the range of content and rigor included in the items, and the number of items available to be field tested. The Department will review the contractor's plan and approve or request revisions.

The 2010 FSA field-test item sets for reading and mathematics (and, in 2011, grade 5 and grade 8 science) will appear in grayscale on the same form with the operational items, but beginning in the 2011 (2012 for science) baseline tests these items and future items will be presented in color for paper-based and, as phased in, computer-based tests. Consequently, there will be a need for a study of the 2010 field-test items to compare their performance in grayscale with their performance in color. See Section 5.6.7 for more information about this separate field test.

Work Tasks (Base Contract)

- a. Construct full-form field-tests for Algebra 1. (June 2009)
- b. Provide a plan for field-test items to be embedded and grouped in each operational test and for each field-test form. (April 2010, May 2011, 2012, 2013)

- c. Provide a plan for field-test prompts and selected multiple-choice items to be placed together on each December prompt field-test form. (April 2010; May 2011, 2012, 2013)
- d. Construct full-form field-tests for Biology. (June 2010)
- e. Construct full-form field-tests for one other high-school science course. (June 2011)

Work Tasks (Renewal)

- f. Provide a plan for field-test items to be embedded and grouped in each operational test and for each field-test form. (May 2014, 2015)
- g. Provide a plan for field-test prompts and selected multiple-choice items to be placed together on each December prompt field-test form. (May 2014, 2015)

3.8 Constructing the Test Forms

This section describes the requirements for constructing Florida’s standards-based tests including the creation and maintenance of test construction specifications. The test construction process must be supported by sophisticated computer software, preferably a component of the item banking system that will generate test statistics and related curves as specified herein. The construction of operational forms will take place on the contractor’s campus with final review and approval by Department staff. The scheduling of test construction may vary annually, depending upon conflicting Department commitments. In no case will it be completed later than is required to meet the requirements of this RFP for delivery of test materials to districts. Field test statistical data must be made available in a timely manner in order to provide the widest selection of items possible. The subsections that follow provide more detail about each aspect of test construction.

3.8.1 Test Construction Specifications

The specific processes, guidelines, requirements, and schedule to be followed in constructing all forms of FCAT, FSA and EOC tests, including retake forms, are to be provided to the Department as detailed, expert-developed, and referenced specifications. Retake test construction specifications are separate documents. The test construction specifications must also include information about the criteria for passage/item selection, content representativeness, design of the test, evaluation criteria for reviewing statistical characteristics of items, and desirable test characteristics. A section of the specifications should address considerations and requirements for those tests which are pre-equated as well as a section for unique requirements of constructing computer-based tests. Careful and extensive development of the creation of linking or anchor item sets must be included with details about statistical and content requirements for selecting sets of items and criteria for annual refreshing/replacement of portions of the anchor item set. Additionally, the test construction specifications should include necessary information regarding item context/position based upon previous use. The specifications should include tools for managing the process, including checklists and forms for documenting decisions and feedback through the iterative process of constructing tests and anchor sets. It is the responsibility of the contractor to implement manual and electronic procedures that will assist the Department in constructing tests using industry best practices. The contractor must also retain test construction records during the lifetime of the contract. These records must include test summaries (item IDs and item/test statistics) of the various versions of proposed tests and reasons for decisions made regarding each version, and Department approval documentation for the final version of each test.

Work Tasks (Base Contract):

- a. Provide updated test construction specifications for building Florida’s tests in reading, mathematics, science, and writing. (January 2009, 2010, 2011, 2012)

Work Tasks (Renewal):

- b. Provide updated test construction specifications for building Florida’s tests in reading, mathematics, science, and writing. (January 2013, 2014)

3.8.2 Test Construction System

The contractor must provide human resources and software to facilitate the selection of test items for operational test forms utilizing IRT parameter values. Item selection is based on matching the target test characteristic, test information, and test standard error curves in addition to meeting content requirements and constraints. A computer-based test construction system that interfaces with the item banking system must be utilized to select and sequence items and passages, generate test curves, and provide statistical summary tables and test curves upon demand. The system proposed by the bidder must be fully described in the proposal including technical specifications, screen shots and, if possible, access to a demonstration version of the system. The contractor must demonstrate the system with full functionality to the Department at least six months prior to its intended use. The demonstration must reveal the relationship of the item bank to the scales and demonstrate the effects of substituting individual items on the test characteristic, test information, and standard error curves for proposed operational forms. These procedures will be utilized for test item selection for tests throughout all cycles of development. Capabilities for selecting items utilizing these procedures must be available by December 2008 for the test construction activities to be conducted in May and June 2009, for the 2010 tests.

The Department expects that the systems offered by bidders will assist the Department in evaluating the quality of individual items selected for the tests and the characteristics of the tests as a whole. In selecting items for each administration, the Department wishes to evaluate the content representation of the item group, to review the statistical characteristics of the individual items, and to review the test characteristics that result from the set of selected items. The contractor will utilize the procedures described in this section to construct tests.

Work Tasks (Base Contract):

- a. Demonstrate the capabilities of the test construction support software. (December 2008)
- b. Construct test forms for comprehensive writing tests. (May 2009, 2010; June 2011, 2012)
- c. Construct test forms for comprehensive reading, mathematics, and science tests. (July 2009, 2010, 2011, 2012)
- d. Construct test forms for May end-of-course Algebra I tests. (September 2009, 2010, 2011, 2012)
- e. Construct test forms for May end-of-course Biology tests. (September 2010, 2011, 2012)
- f. Construct test forms for May end-of-course Science tests. (September 2011, 2012)
- g. Construct test forms for December end-of-course Algebra 1 tests. (April 2011, and 2012)
- h. Construct test forms for December end-of-course Biology tests. (April 2012)

Work Tasks (Renewal):

- i. Construct test forms for comprehensive writing. (June 2013, 2014)
- j. Construct test forms for comprehensive reading, mathematics, and science tests. (July 2013, 2014)
- k. Construct test forms for May end-of-course Algebra I tests. (September 2013, 2014)
- l. Construct test forms for May end-of-course Biology tests. (September 2013, 2014)
- m. Construct test forms for May end-of-course Science tests. (September 2013, 2014)
- n. Construct test forms for December end-of-course Algebra 1 tests. (April 2013, 2014)
- o. Construct test forms for December end-of-course Biology tests. (April 2013, 2014)
- p. Construct test forms for December end-of-course Science tests. (April 2013, 2014)

3.8.3 Construct the Graduation Test Retake Forms

FCAT grade 10 retake tests will be administered under this contract beginning in fall 2009 for reading and mathematics. Retake tests will include approximately 60 selected-response items from previous operational or field test administrations. For 2009-10, 2010-11, and 2011-12, the contractor will provide two pre-equated forms for each subject test for each fall, spring, and summer administration. Beginning in fall 2011, reading and mathematics retake students will begin taking FSA retake tests. The contractor will provide two pre-equated forms of FSA Reading

and Mathematics for each fall and summer administration. Beginning in spring 2012, all spring retake students will take the regular grade 10 test. Section 5.6.5 describes the contractor's role in defining concordant scores on FSA for making graduation judgments prior to standard setting. Test construction specifications described in Section 3.8.1 will be updated in January 2010 to reflect the requirements of the new retake assessments.

Work Tasks (Base Contract):

- a. Provide updated retake test construction specifications for building Florida's retake tests in reading and mathematics. (January 2009, 2010, 2011, 2012)
- b. Construct the fall retake test forms for reading and mathematics. (April 2009, 2010, 2011, and 2012)
- c. Construct the spring retake test forms for reading and mathematics. (July 2009, 2010, 2011)
- d. Construct the summer retake test forms for reading and mathematics. (November 2009, 2010, 2011, and 2012)

Work Tasks (Renewal):

- e. Provide updated retake test construction specifications for building Florida's retake tests in reading and mathematics. (January 2013, 2014)
- f. Construct the fall retake test forms for reading and mathematics. (April 2013, 2014)
- g. Construct the summer retake test forms for reading and mathematics. (November 2013, 2014)

3.8.4 Construct Field Test Forms for Norming Study

The Department is working with its NRT contractor, Pearson Assessment & Information, to conduct a study to establish national norms for FSA Reading and Mathematics. The Department and the contractor selected through this RFP process will use this information to report norm-referenced scores as well as criterion-referenced scores based on student performance on FSA tests. The first year for this reporting is the 2012 administration. In order to create the link between student performance on FSA items and national norms, the bidder being awarded this contract will provide to Pearson electronic files of two forms of each grade of FSA Reading and Mathematics items built from 2010 field test items. These grades are 3-10 for reading and 3-8 and 10 for mathematics. The test forms will include multiple-choice items, performance tasks at certain grades (for reading, one grade at each level: elementary, middle, and high school; for mathematics, one grade at each level: elementary and middle), as well as gridded-response items for mathematics. The test forms will have minimal formatting requirements and include a common set of items for use in linking forms. Generally, the forms should be representative of each test's blueprint. Since Pearson is responsible for printing of the norming forms, the contractor must provide the forms in a file format that will allow Pearson to manipulate them for production purposes (e.g., include appropriate cover page information, remove Florida references on page elements). The delivery of these forms to the NRT contractor must occur no later than September 30, 2010.

Work Task (Base Contract):

- a. Provide to Florida's NRT contractor two forms of 2010 FSA field test items per grade for reading (3-10) and mathematics (3-8, 10). (September 2010)

3.8.5 Prepare Camera-Ready or Screen-Ready Test Forms

For each grade-level test in reading, writing, mathematics, and science, the contractor is responsible for preparing camera-ready documents or screen-ready files after the items have been selected, composed in multiple forms per grade, and reviewed. Preparing test documents for publication includes developing cover art for the non-scannable documents, developing test book configurations and bookmaps, specifying page layouts, proofing three rounds of composed PDFs, and completing digital proofs in conjunction with the Department and external reviewers (see Section 3.10).

Work Tasks (Base Contract):

- a. Prepare camera-ready fall retake test forms for reading, mathematics. (June 2009, 2010, 2011, 2012)
- b. Prepare camera-ready December field-test forms for writing prompts. (August 2010, 2011, 2012)
- c. Prepare camera-ready spring operational test forms for writing. (August 2009, September 2010, 2011, 2012)
- d. Prepare camera-ready spring operational test forms for reading and mathematics spring retake. (September 2009, 2010; October 2011)
- e. Prepare camera-ready spring operational test forms for reading, mathematics, and science (September 2009, 2010; October 2011, 2012)
- f. Prepare camera-ready summer retake test forms for reading and mathematics. (January 2010, 2011, 2012 and 2013)
- g. Prepare camera-and-screen-ready test forms for May end-of-course Algebra I tests. (December 2009, 2010, 2011, 2012)
- h. Prepare camera-and-screen-ready test forms for May end-of-course Biology tests. (December 2010, 2011, 2012)
- i. Prepare camera-and-screen-ready test forms for May end-of-course Science tests. (December 2011, 2012)
- j. Prepare camera-and-screen-ready test forms for December end-of-course Algebra 1 tests. (July 2011, 2012)
- k. Prepare camera-and-screen-ready test forms for December end-of-course Biology tests. (July 2012)

Work Tasks (Renewal):

- l. Prepare camera-ready fall retake test forms for reading, mathematics. (June 2013 and 2014)
- m. Prepare camera-ready December field-test forms for writing. (August 2013 and 2014)
- n. Prepare camera-ready spring operational test forms for writing. (September 2013 and 2014)
- o. Prepare camera-ready spring operational test forms for reading, mathematics, and science. (October 2013 and 2014)
- p. Prepare camera-ready summer test forms for reading, mathematics, and writing. (January 2014 and 2015)
- q. Prepare camera-and-screen-ready test forms for May end-of-course Algebra I tests. (December 2013, and 2014)
- r. Prepare camera-and-screen-ready test forms for May end-of-course Biology tests. (December 2013, and 2014)
- s. Prepare camera-and-screen-ready test forms for May end-of-course Science tests. (December 2013, and 2014)
- t. Prepare camera-and-screen-ready test forms for December end-of-course Algebra 1 tests. (July 2013, and 2014)
- u. Prepare camera-and-screen-ready test forms for December end-of-course Biology tests. (July 2013, and 2014)
- v. Prepare camera-and-screen-ready test forms for December end-of-course Science tests. (July 2013, and 2014)

3.8.6 Contribute to Interpretive Products

The contractor's content staff will be expected to contribute their expertise to the Department's interpretive products (IP) produced under this contract. If a product interprets a subject area, content staff for that subject area will be expected to propose sample items, review publication PDF and digital rounds, provide alternate text for ADA-compliant files, create or refine annotations for performance task responses, and ensure coherence and consistency with the operational test.

Publications and released tests follow the production and review guidelines outlined in Section 3.10, and detailed explanations of each publication are provided in Section 6.

3.9 Public Release of Test Forms

The contractor will provide services and products to allow the Department to release selected forms of the FSA at each grade, 3 through 11, after their use in a regular assessment administration. In the base contract, this would entail the release of the operational items in grades 3 and 8 in reading and mathematics, and an EOC Algebra 1 test in August 2013. All releases will be in an unsecure web format only. The quantities of items to be developed each year of this contract have been established to include the estimated overage needed to ensure there are a sufficient number of items in each benchmark, grade and content area to allow for the construction of test forms as well as the release of items. However, the contractor should ensure appropriate depth via the item development plan and item bank health report at least two years in advance of the planned release. The schedule for release is shown in Table 3.9 below. Details on the work required for release of tests can be found in Section 6.5.

Table 3.9. Schedule for Public Release of Test Forms 2013-2015

Grade	Base				Renewal								
	2013				2014				2015				
	R	M	S	W	R	M	S	W	R	M	S	W	
3	X	X											
4								X					
5							X						
6									X	X			
7					X	X							X
8	X	X										X	
9									X				
10									X	X			
EOC		X Algebra 1					X Biology						

3.10 Stages of Development of Printed Products – Test Materials

The contractor is responsible for producing the first mockup and all additional versions of the materials and products developed for this project, including test forms. The production stages for printed products are defined as follows:

Mockup (Rough Draft). The mockup or rough draft stage will begin with delivery of the contractor’s first draft with the wording of the text, a proposed bookmap, and the layout of various graphic elements for each product. During the draft stage, the Department and the contractor will exchange reactions to the drafts and subsequent revisions by the contractor. The purpose of the draft stage is to complete the layout of the product and to proof and revise the product for expression, usage, and typographical errors. The draft stage will be complete when the Department approves the design layout of the product and the correctness of the language.

Composed Version Review. The composed-version review stage will begin with the contractor’s first version of the final composed documents submitted to the Department electronically as PDF files. The purpose of the composed version review stage is to ensure that the product has been prepared for printing without error. The contractor will make corrections and submit additional PDF files as

required. Usually three composed version review rounds are required but more or fewer rounds may be necessary, depending on the quality of work provided by the contractor. In addition to the review performed by Department editors and the contractor's Florida project editors, the contractor shall provide for external quality control reviews. The external reviews will be coordinated with the production schedule as set by both parties. Electronic methods for review and approval of products during these rounds must be authorized by the Department. Production schedules will allow seven working days from receipt for the Department to review the contractor's products.

Digital Proof (Printer's Proof). The digital proof stage will begin with delivery of each product produced by the printer. For each product, three digital proof copies will be delivered to the Department. The purpose of the digital proof stage is to ensure that the product will be without flaws or errors in its printed form. The contractor and printer will make corrections and submit additional proofs as required. Electronic methods for approval of digital proofs or corrected pages must be authorized by the Department. The contractor will include a provision for the cost of changes made during digital proof stage as "author's alterations" authorized by the Department (see Section 7.12.3).

Advances (Printed Sample). Four advance copies of each product will be delivered to the Department after each product has been proofread by the contractor at the printer. Advances will be delivered to the Department before the products are shipped to districts. These copies do not replace those required in the operational plan or in Appendix A.

The contractor is responsible for proofreading documents during the mockup, composed-version review, and digital proof stages. Bidders will propose well-defined procedures to ensure drafts are checked by computer for spelling and proofed for complete accuracy by qualified proofreaders from the contractor's staff before they are sent to the Department for review. In addition, a qualified proofreader who is not part of the contractor's staff will proofread the second composed-version review and the final composed-version review before they are submitted to the printer for the production of digital proofs. Qualified persons within the contractor's organization and independent editors, who will be responsible for proofreading, must be named in the proposal and their resumes attached.

Bidders should be aware that the work of this contract requires the review of large numbers of documents at various stages of development. Bidders also should be aware that the delivery of test documents is an extremely critical work task and workflow must be planned carefully. Bidders also should be aware that the overlap of these reviews could create a burden on both Department and contractor staff. Excessive burdens can be avoided with sufficient advanced planning and a sufficiently early start. The contractor must propose a detailed product development schedule for managing the workflow and volume of documents to be reviewed in each 7-day period. This schedule must consider what is reasonable given the Department's staffing constraints. The number of documents to be reviewed during any 7-day period must be negotiated with and approved by the Department. The Department is committed to reviewing products submitted by the contractor as efficiently as possible.

The contractor will design and implement a procedure for assessing the quality of printing. The procedure must include on-site quality control plans to ensure 100% correct printing, sealing, and collating of test books and answer books. The Department has experienced problems with the assembly of defective, non-scannable test books and scannable answer documents in the past. In their proposals, bidders will explain what arrangements they have reached with printers to establish technology or procedures to prevent miscollation of test and answer books. Printing subcontractors that produce miscollated test and answer books may not be approved for subsequent test administrations. Procedures for ensuring printing quality must include plans for proofing all materials before and after printing. The contractor is responsible for replacing misprinted or otherwise defective materials at the contractor's expense within a time period acceptable to the Department.

In addition to the quality of printing, the Department requires stringent test security procedures to be followed during all stages of document production and printing. In their proposals, bidders will explain the security plan to be implemented while test documents are in production and at the printer. See Appendix H for these restrictions.

If errors occur during production, the contractor will be responsible for providing to the Department within 30 days of the event a root-cause analysis, providing details on the cause and steps for improvement.

Performance Metric: The contractor will track specified error types over the course of a production cycle as a quality indicator and to track annual improvement. The resulting performance metric will be presented as a ratio and reported annually. The formula is the total number of errors divided by the total number of pages reviewed.

3.10.1 Test and Answer Book Cover Design

New, innovative designs are required for all test book covers developed by the contractor for the Department. The design process will include furnishing conceptual art, design development, and final test and answer book cover designs. The contractor will produce all graphics, charts, and illustrations and will secure the full range of copyrights and/or permissions that allow for production in print, secure web, and unsecure web format.

Specifications on the qualifications required of contractor and subcontractor visual/graphic arts and publication design staff can be found in Section 6.

The test book and publications covers for a given administration year will be designed as a themed set. Graphics are chosen with care to represent the reading, writing, mathematics, and science content areas or to fit the publication. The design theme is shared across books and modified to suit the appropriate book or product. In previous years, a single test administration's set of covers has included test book covers, sample test materials covers and other interpretive products covers, test administration manual covers, district training material PowerPoint slides, and CD splash pages.

Answer book covers which incorporate student demographic fields must employ best industry standards for these grid sheets, allowing maximum flexibility for orientation of scannable elements. Typically, page space for all required elements is very constrained. The contractor must allow for test identifiable information, including the test logo, to be included on this page.

The contractor should plan to schedule production of test book and answer book covers as separate mini-deliverables that will eventually be married to the final test products. Each cover requires multiple review rounds by graphics designers, editors, and content specialists, and careful planning is required to meet test book and interpretive product production deadlines.

Work Tasks (Base Contract):

- a. Submit resumes for the initial contractor production personnel, independent proofreaders, and others not previously approved by the Department. (January 2009, 2010, 2011, 2012)
- b. Provide the printed document and computer-based test review schedule. (March 2009, 2010, 2011, 2012)
- c. Provide redesigned covers for test books. (March 2009, 2010, 2011, 2012)

Work Tasks (Renewal):

- d. Submit resumes for the initial contractor production personnel, independent proofreaders, and any not previously approved by the Department. (January 2013, 2014)
- e. Provide the printed document and computer-based test review schedule. (March 2013, 2014)
- f. Provide redesigned covers for test books. (March 2013, 2014)

3.11 Specifications for Printed Products

The contractor will develop and print all publications, materials, and forms in compliance with Department approved printing specifications. The specifications for the major products to be printed are found in Appendix A. The contractor will also print any additional materials needed to implement the project, such as transmittal memoranda, labels for packing and packing lists.

The contractor will be responsible for all aspects of production for publishing printed products, including formatting, graphics, and key entry. For each publication, the contractor will submit for approval printing plans that identify type size and style, ink and paper color, paper quality, and layout. Printing examples that show type size and style will be included. The contractor will present these plans in the *Production Specifications Guide* to be revised annually. The Department expects attractive, good quality printed materials of reasonable cost. Requirements for the quantities of each product to be printed are indicated in the printing specifications in Appendix A.

Editorial specifications, in the form of the *Style Guide*, are available for the development of printed products for the Department. The *Style Guide* specifies editorial and stylistic considerations for the development of test questions and the layout of test pages as they may differ for reading, writing, mathematics, and science. The contractor is responsible for updating and revising the *Guide* annually as design decisions may change the requirements included therein. The contractor will work with the Department to identify the components of the *Guide* that need revision and will revise and print for all users. The *Style Guide* is an internal Department document distributed only to staff members of the contractor and the Department as necessary.

Work Tasks (Base Contract):

- a. Update and maintain the *Production Specifications Guide* (May 2009, 2010, 2011, 2012).
- b. Update and maintain the *Style Guide* (April 2009, 2010, 2011, 2012).

Work Tasks (Renewal):

- c. Update and maintain the *Production Specifications Guide* (May 2013, 2014).
- d. Update and maintain the *Style Guide* (April 2013, 2014).

3.12 Development of Computer-Delivered Products

The contractor is responsible for producing the first mockup and all additional versions of computer-delivered products developed for this project, including test forms. These products include, but are not limited to, all information, text, and graphics that will be presented to computer-based test system users at any place in or stage of the system.

The Department recognizes that the development, review, and approval processes for computer presentation of information and materials parallels similar work for paper-and-pencil materials and products and also affords efficiencies not possible for paper test documents.

The contractor will specify their suggested plan with an objective of ensuring that industry-leading quality is attained. The plan for review will include steps required to develop screen-presented items and materials; to review, revise as needed, and accept that work; and, include a minimum of proof-of-concept, alpha, beta, and production rounds. The suggested work steps and review rounds will iterate until final Department approval is provided.

Usually three review rounds are required but more or fewer rounds may be necessary, depending on the quality of work provided by the contractor. In addition to the review performed by Department editors and the contractor's Florida project editors, the contractor shall provide for external quality control reviews. The external reviews will be coordinated with the production schedule as set by both parties. Production schedules will allow seven working days from receipt for the Department to review the contractor's products.

Production Round: The final review stage will include a web-based delivery of each product produced by the contractor. The purpose of the final stage is to ensure that the product is error-free in its final form. The final review will include an “end-to-end” check of the product, including checks of user access to the product and navigation of screens, in addition to parameters checked in earlier rounds. The contractor will make corrections and submit additional versions as required. The contractor will include a provision for the cost of changes made during the final proof stage as “author’s alterations” authorized by the Department (see Section 7.12.3).

A qualified proofreader who is not part of the contractor's staff will proofread one interim review stage and the “beta” version of each product before it is submitted in the production round. Qualified persons within the contractor’s organization and independent editors, who will be responsible for proofreading, will be named in the proposal and their resumes attached.

Bidders should be aware that the work of this contract requires the review of large numbers of computer-delivered products at various stages of development. Bidders also should be aware that the delivery of these products is an extremely critical work task and workflow must be planned carefully. Bidders also should be aware that the overlap of these reviews could create a burden on both Department and contractor staff. Excessive burdens can be avoided with sufficient advanced planning and a sufficiently early start. The contractor must propose a detailed product development schedule for managing the workflow and volume of documents to be reviewed in each 7-day period. This schedule must consider what is reasonable given the Department’s staffing constraints. The number of documents to be reviewed during any 7-day period must be negotiated with and approved by the Department. The Department is committed to reviewing products submitted by the contractor as efficiently as possible.

The Department requires stringent test security procedures to be followed during all stages of document production and printing. In their proposals, bidders will explain the security plan to be implemented while test documents are in production and at the printer. See Appendix H for these restrictions.

If errors occur during production, the contractor will be responsible for providing to the Department within 30 days of the event a root-cause analysis, providing details on the cause and steps for improvement.

3.12.1 Computer-Based Presentation Specifications and Style Guide

The contractor will submit for approval plans that identify screen layouts and navigation elements, font style and size requirements, background and foreground color palettes, and requirements for graphics. The contractor will identify and propose a branding plan to identify and provide consistency for Florida assessment components delivered via computer. The Department expects an attractive, high quality, engaging and functional presentation. The contractor will present this information, as well as the proposed scheduling and process for review rounds, in the *Computer-Based Presentation Specifications and Style Guide* to be reviewed annually. Editorial specifications will be included in the *Computer-Based Presentation Specifications and Style Guide*.

Work Tasks (Base Contract):

- a. Update and maintain the *Computer-Based Presentation Specifications and Style Guide*. (May 2009, 2010, 2011, 2012)

Work Tasks (Renewal):

- b. Update and maintain the *Computer-Based Presentation Specifications and Style Guide*. (May 2013, 2014)

3.13 Produce Special Formats and Accommodations for Exceptional Education Students

For any Florida test produced for students, the contractor will provide Braille, large-print, and one-item-per-page versions at each grade level for visually-impaired students. For test documents, the

contractor will create the electronic files in the correct format needed to produce these special formats. For computer-based tests, the only special format required is a Braille version. Although multiple forms of the tests will be constructed for each administration, only one form (usually Form 1) for each subject at each grade level will be converted to Braille and large-print versions. For all special formats, the contractor is responsible for having the Braille materials proofed by an independent party that includes a certified Braille reader. The Department may also employ the services of a Braille proofreader. See Appendix A for more details and specifications on special formats of test documents. Braille process guidelines are included in the *Production Specifications Guide*.

The contractor must subcontract with a publisher of Braille and large-print materials approved by the Department. This publisher will produce the large-print and Braille versions of the test books, answer books, and other documents at the contractor's expense. For tests only administered on the computer, a large-print version will not be produced. For test that are optional for computer-based delivery (e.g., FCAT Fall Retake), production of a large-print version is required. Test administrator notes and scripts to accompany Braille test versions will also be developed by the contractor.

The contractor will provide large-print, Braille, and one-item-per-page versions of various documents referred to elsewhere in this RFP, in addition to the test documents. These publications will be produced so that they will be delivered to districts in the same shipment with the regular format versions of these products as identified in Appendix A. Also see Section 4.12 and 4.13 for more information on accommodations.

Work Tasks (Base Contract):

- a. Prepare Braille and large-print fall retake test forms for reading and mathematics. (July 2009, 2010, 2011, 2012)
- b. Prepare Braille and large-print spring operational test forms for writing. (September 2009, 2010, 2011, 2012)
- c. Prepare Braille and large-print spring retake test forms for reading and mathematics. (November 2009, 2010; December 2011)
- d. Prepare Braille and large-print spring operational test forms for reading, mathematics, and science. (November 2009, 2010; December 2011, 2012)
- e. Prepare Braille and large-print summer test forms for reading, mathematics, and writing. (January 2010, 2011, 2012, 2013)
- f. Prepare Braille EOC test forms for Spring administration of Algebra 1. (November 2010, 2011, and 2012)
- g. Prepare Braille EOC test forms for Spring administration of Biology. (November 2011, and 2012)
- h. Prepare Braille EOC test forms for Spring administration of Science. (November 2012)
- i. Prepare Braille EOC test forms for December administration of Algebra 1. (June 2011, and 2012)
- j. Prepare Braille EOC test forms for December administration of Biology. (June 2012)

Work Tasks (Renewal):

- k. Prepare Braille and large-print fall retake test forms for reading, mathematics. (July 2013, 2014)
- l. Prepare Braille and large-print spring operational test forms for writing. (September 2013, 2014)
- m. Prepare Braille and large-print spring operational test forms for reading, mathematics, and science. (December 2013, 2014)
- n. Prepare Braille and large-print summer test forms for reading, mathematics, and writing. (January 2014 and 2015)
- o. Prepare Braille EOC test forms for Spring administration of Algebra 1. (November 2013, 2014)
- p. Prepare Braille EOC test forms for Spring administration of Biology. (November 2013, 2014)

- q. Prepare Braille EOC test forms for Spring administration of Science. (November 2013, 2014)
- r. Prepare Braille EOC test forms for December administration of Algebra 1. (June 2013, 2014)
- s. Prepare Braille EOC test forms for December administration of Biology. (June 2013, 2014)
- t. Prepare Braille EOC test forms for December administration of Science. (June 2013, 2014)

4.0 Pack, Distribute, Manage, and Retrieve Materials

The contractor is responsible for all arrangements and costs associated with packing, distributing, and returning physical materials. The contractor is also responsible for hosting and transmitting all software and files necessary to prepare for, administer, score, and report results of computer-based tests (CBT). There must be 100% accounting for all secure materials (e.g., test books, test and answer books, reading passages provided with the CBT) distributed to and returned by districts using barcode labeling systems, as well as for any physical media (e.g., CDs) used to transmit electronic files. The contractor must guarantee that distribution procedures are accurate and make corrections to the system in the event of errors. Bidders' proposals must include descriptions of the procedures they will use to complete these tasks. Bidders will identify carriers they propose to use and the procedures for delivery and return of test materials. The Department must approve all carriers.

4.1 Pack and Distribute Materials

The contractor will prepare packaging and distribution specifications to be delivered to the Department four months before each administration with the first draft due June 1, 2009, for the fall FCAT Retake administration. The packaging specifications will be updated annually for each administration. The packaging specifications will include the contractor's procedures for packing and distributing materials to districts and retrieving materials from districts. The specifications will include a description of how the materials are packaged, examples of packing and inventory lists for boxes sent to districts and schools, methods used for distributing and returning materials, and a description of the procedures used to inventory materials as they are returned. The contractor will also include samples of all memoranda required in the delivery/pickup process. For reference, the Department will provide the contractor with the most recent packaging and distribution specification document at the initial contract management meeting.

The Department will provide the contractor with a list of the current names, addresses, email addresses, and phone and FAX numbers of the school district assessment coordinators and information for school staff involved with CBT who receive passwords for the CBT system. The contractor will populate a password-protected online system with this information that districts may update at any time. As the online system is updated, the contractor will provide this updated information to the Department. When districts notify the Department directly of district updates, the Department will notify the contractor and the contractor will update the information on the online system.

The number of districts and special schools that serve as districts may change slightly during the life of the contract. Appendix F provides current information about the number of districts, schools, and students that will receive test materials. Bidders should anticipate shipping materials to district assessment coordinators at approximately eighty (80) separate sites. Materials will be shipped to a central district location and distributed to the schools by the district.

Several school districts have contracts for services with school sites that are not geographically located within the school district itself. School district personnel supervise the sites and the district assessment coordinator provides training for site-based test administrators related to the administration, including security, packing, and shipping. To enable prompt receipt and return of test materials, the contractor may be required to ship materials directly to and retrieve materials directly from these remote sites. The Department will work with the district assessment coordinators and the contractor to identify and approve the remote sites to which the contractor

will be permitted to ship and retrieve materials without going through the district office. For the purpose of preparing proposals, bidders should expect that up to twenty-five (25) such locations might be identified.

At the beginning of the contract, the Department will provide the contractor with a data file containing a list of the districts and schools (names and identification numbers), and the numbers of students tested in each administration during the previous year. The contractor will be responsible for maintaining this list, updating it, and providing a copy of the data file to the Department at the end of the contract or at other times within the contract period on request.

A list of the primary materials to be shipped for each administration, the quantities to be packaged for schools, districts, and the Department, and other packaging specifications is provided in Appendix A.

The contractor's specifications for packing, distributing, and receiving materials will include the following provisions:

1. The contractor will provide a password-protected online school population update system for districts to indicate the anticipated number of students to be tested in each school and at each grade level (see Appendix E). Using this system, the contractor will populate the system with each previous unique administration's number of students tested from each school. The Department will provide the initial files. Each district assessment coordinator must be able to adjust the student counts, add new schools, and delete schools, as appropriate, via this system. In addition, districts must be able to indicate requests for calculators, large-print/Braille, screen reader, and one-item-per-page materials (see Section 4.12 for more information). Districts must be able to use the system not only to provide counts of needed special-format materials, but must be able to provide specific student level information, and other pertinent information (e.g., route codes) via this system.
2. The Department must approve all online systems designed for district use. Proposed online systems (e.g., websites, databases) must be submitted to the Department for review of content, layout, aesthetic quality, and functionality. The contractor will make any requested changes to such systems. The online systems may not be used for contractor advertisements or other promotional purposes. The "branding" of these systems will be primarily for Florida's assessment system but may include contractor logos and other information as approved by the Department.
3. The contractor will compare the enrollment update information with the information provided by the districts during the preidentification process to determine the final quantities of materials to be produced. This number will be the basis for determining the quantities of materials to be shipped to each school and district. The contractor will generate packing lists based on these numbers.
4. The contractor will provide the Department with a summary of enrollment and preidentification counts for the state and for each district/school for each administration.
5. Items 1-4 must also accommodate CBT delivery. All systems that identify, prepare for, and monitor student test participation must have the capacity to distinguish between paper-based and computer-based tests, including all applications of preidentification and enrollment files. These systems must also be able to accurately track student participation by delivery mode (paper-based, computer-based, or both) and reflect the test delivery mode(s) in each student file.
6. The contractor will shrink-wrap materials in quantities specified by the Department. Some materials will not be shrink-wrapped (e.g., Test Administration Manuals).

7. No box will be packed to weigh more than 30 pounds, and boxes shall be of the dimensions indicated in Table 4.1. If test materials' dimensions are modified, the Department will maintain final approval of the box dimensions to be used.

Table 4.1 Box Dimensions*

BOX SIZE	MATERIALS
9.5" x 12" x 13", Double-walled	Regular Print
9.5" x 12" x 6.5", Double-walled	Regular Print
19" x 15" x 4.5"	Large Print/Braille
19" x 15" x 6"	Large Print/Braille
19" x 15" x 9"	Large Print/Braille

*Box height is dependent upon the quantity of materials in each shipment.

8. Schools within a district will be ordered by school number on all lists and for shipping purposes, unless the district has requested that materials be sorted in route code order, in which case the materials will be sorted by route code by school number.
9. The contractor will package and ship materials by district size as determined by the Department, beginning with the largest district. The largest district will receive materials at the beginning of the delivery window; the smallest district will receive materials last. District rank by size information, obtained from the FDOE Bureau of Education Information and Accountability Services, will be updated annually by the Department.
10. The contractor will label the boxes of test materials with the message "TO BE OPENED ONLY BY ASSESSMENT COORDINATOR." District boxes will be differentiated from school boxes by color (e.g., white district boxes and brown school boxes). Boxes containing the district/school packing lists, materials return kits, and ancillary materials will be a different color (e.g., red) from all other district and school boxes for easy identification. School boxes will be labeled with the name/number of the district and name/number of the school. Label design must be approved by the Department. Only boxes directed to the district-level staff, such as boxes containing district overage, will be labeled with the name of the district assessment coordinator. The contractor will label district boxes on all four sides and the top, and number boxes as "Box 1 of X," where X is the total number of boxes sent to that district. The contractor will label school boxes on all four sides and the top, and number boxes as "Box 1 of X," where X is the total number of boxes sent to that school. Boxes containing calibration materials must not be identified as calibration materials anywhere in the shipment (e.g., on labels, boxes, packing lists, security checklists); calibration shipments should not be distinguishable from regular materials shipments.
11. For districts receiving more than one pallet in a shipment, a map listing the identity and location of boxes on each pallet will be provided electronically and as a hard copy to the district assessment coordinator to assist with distribution of boxes in the district.
12. If district assessment coordinators provide internal district delivery route code information during the enrollment period, the contractor will use this information to build pallets for districts to match district delivery route codes.
13. The contractor will pay charges on all materials shipped to and from each district. The contractor will make arrangements for and pay for shipment if, due to a delivery error, a district is asked to ship materials to another district. The contractor must use an overnight delivery service for such shipments.

14. The contractor must receive Department approval before shipping materials to districts or providing passwords for the CBT. Approval will be provided after the Department has received and proofed examples of printed products and reviewed sample shipments, including CBTs.
15. Secure materials will be packaged sequentially in ascending barcode order (for example, if a school receives 200 secure documents and 100 documents fit in each box, Box 1 will contain the documents with barcode numbers 1-100, and the document with barcode #1 will be at the top of the documents contained in Box 1 and the document with barcode #100 will be at the bottom of the documents contained in Box 1. Box 2 will contain the documents with barcode numbers 101-200, and the document with barcode #101 will be at the top of the documents contained in Box 2 and the document with barcode #200 will be at the bottom of the documents contained in Box 2.). Boxes will be shipped to a central district location and the district will be responsible for all costs associated with distributing materials to schools. The contractor is not responsible for any costs schools may incur in shipping test materials from their schools to the district office, unless the need to ship is the result of a packaging error by the contractor.
16. The contractor will package materials for each shipment by school in returnable boxes (double-walled) suitable for multiple uses. The contractor will provide an additional 7,500 9.5" x 12" x 13" boxes statewide for the return of materials. The number of additional boxes shipped to each district will vary according to district size and the distribution algorithm will be calculated by the Department and provided to the contractor. Boxes will be distributed each year in January.
17. Upon completion of the delivery of each shipment, the contractor will provide proof of delivery to the Department indicating, but not limited to, date/time of delivery and the name of the district staff member accepting the delivery.
18. The contractor will provide 20% materials overage to each district. The Department and districts will decide how materials overage will be distributed to districts and schools for each shipment. During the enrollment update period, districts may select from five (5) distinct algorithms for overage distribution:
 - All twenty percent (20%) overage to the district
 - All twenty percent (20%) overage to the school
 - Ten percent (10%) overage to the district and ten percent (10%) overage to the school
 - Fifteen percent (15%) overage to the district and five percent (5%) overage to the school
 - Five percent (5%) overage to the district and fifteen percent (15%) overage to the schoolThe contractor should be aware that requests for additional materials are often critical and such shipments must be shipped overnight for early-morning delivery, on request.
19. The contractor should anticipate that some districts will require an additional pickup after the specified pickup date. This may occur in up to 15 districts for as many as 500 boxes for each Spring administration, and in up to 10 districts for as many as 200 boxes for each retake and end-of-course administration.
20. The contractor will provide an online system for district staff to order additional materials (see Appendix E). The system will be available for each administration as soon as districts receive the first shipment of materials for that administration and remain available until the last day of the administration.
21. The contractor will provide customer service via toll-free phone and fax lines between 7:00 a.m. and 6:00 p.m., Eastern Time. The service will utilize one to three individuals, as needed, who are designated to respond only to Florida assessment program calls and perform other Florida assessment program tasks. This customer service is distinct from that

described in Section 7.10 and Appendix E. Customer service staff must document all communications in a log and furnish it weekly to the Department.

22. Large-print and Braille materials, including large display and talking calculators (see Section 4.10), are to be packaged and labeled separately and delivered to districts during the same delivery window as the shipment of other test materials in Test Materials Shipment 2 (TM2).
23. One-item-per-page materials are to be packaged and labeled separately and delivered to districts during the same delivery window as the shipment of other test materials in TM2.
24. Screen-reader materials are to be packaged and labeled separately and delivered to districts during the same delivery window as the shipment of other test materials in TM2.
25. Secure documents for CBT administrations are to be packaged and labeled separately and delivered to districts during the same delivery window as the shipment of other test materials in TM2 (see Appendix A).
26. It may be necessary for the contractor to ship test materials to districts/schools and the Department in up to seven (7) separate shipments per testing window, not including annual calculator and box shipments, or requests for additional materials. The number of shipments may vary depending on the administration. The bidder should refer to the specific shipment dates provided in Appendix A.
27. The contractor will prepay charges on return shipments from districts. Return labels, prepaid postage labels, freight bills-of-lading, instructions, and other materials needed for return will be provided in a Materials Return Kit shipped in TM2.
28. Districts will return answer documents using overnight delivery, if deemed necessary to meet reporting deadlines. Based on previous years' enrollment, the Department will annually identify districts as small, medium, large, or jumbo. The contractor will allow at a minimum, excluding district holidays, five (5) calendar days after completion of the 10-day testing window for small-district scorable pickup, six (6) calendar days after testing for medium-district scorable pickup, seven (7) calendar days after testing for large-district scorable pickup, and eight (8) calendar days after testing for jumbo-district scorable pickup. All other materials will be picked up 14 calendar days after completion of testing, with the exception of materials from jumbo districts, which will be picked up 21 calendar days after completion of testing, if requested.
29. The contractor will be responsible for mailing or shipping any miscellaneous materials to the Department and districts by overnight delivery service or other means, as requested. The contractor is required to secure the services of shippers who will provide inside delivery and unload large shipments onto loading docks. Districts may or may not have a loading dock or the appropriate equipment to support the delivery and pickup of materials (e.g., shrink-wrap; hand-trucks). In this event, the contractor's shipper must be prepared to provide such services/materials. District staff is not expected to assist in loading or unloading materials, but will be available to provide instructions to the carrier. Carriers must communicate with district staff face-to-face when delivering or picking up materials, never leave materials unattended, and be prepared to protect materials in the event of inclement weather.
30. The contractor must develop procedures to monitor the receipt of all materials and develop error logs. The date materials are received and any errors made by districts in packaging and completing forms must be documented. When problems arise, the contractor must contact districts and the Department concerning the problem and resolve the problem. Error logs will be identified by school and district, and will document all failures to follow the established procedures and, if appropriate, how the errors were resolved. The error logs will be delivered to the Department within three weeks after the scheduled receipt of materials from all districts.

31. The contractor will use a barcode numbering system to verify all secure materials (including printed reading passages for CBT) returned after testing. The contractor will provide a written report to the Department documenting the check-in of all secure materials. If the contractor's system for barcode verification is demonstrated to be unreliable, each document will be required to be scanned twice, creating independent data files that can be matched for scanning errors. Beyond these measures, the contractor will be required to manually check answer documents to ensure 100% accuracy of secure document check-in.
32. The contractor will include in its check-in procedures a method of checking for and retrieving used answer documents erroneously packaged with used and unused materials, invalidated materials, or test books. These "orphan" answer documents will be processed and scored under extended timelines and individual reports will be generated and shipped to the districts. The contractor will work with the Department to establish a timeline for processing orphan documents. Results from orphan documents may or may not be included in the demographic files. Grade 3 and retake orphan documents may be processed in an expedited manner. Orphan documents in grades with performance tasks will be processed to coincide with field test handscoring activities. Bidders can anticipate no more than five (5) waves of processing for these documents.
33. If at any time during this contract the Department has a contractor administering a norm-referenced test (NRT), the bidder will include in its check-in procedures a method of checking for and retrieving NRT answer documents erroneously packaged with used or unused SSS materials, invalidated SSS materials, or SSS test books, and will propose a method of delivering these materials to the NRT contractor for processing and scoring as quickly as possible.
34. The contractor will produce statistical reports summarizing gridded responses to the online test administrator, school coordinator, and district coordinator comment forms. A summary, analysis, and list of recommended actions derived from the comment form responses, as well as a data file containing all responses, will be delivered to the Department no later than two months after completion of testing. Contractor staff will be responsible for summarizing the open-ended responses received from district and school staff. This summary must be a categorized report, not simply a list of open-ended responses.

Cost Option 4.1 – Delivery of Materials to Schools.

Bidders shall propose costs for delivering and retrieving test materials utilizing each of the following methods: 1) delivering materials directly to and retrieving materials directly from schools, and 2) delivering to a central district location and retrieving materials directly from schools. The bidder's response to this cost option should describe the high-level tasks involved, note the general timelines required, including the major/essential deliverables and services required.

Work Tasks (Base Contract):

- a. Deliver packaging and distribution specifications to the Department. (June and October, 2009; January, February, June, August, and November, December, 2010, 2011, 2012; February, June, August, November, 2013)
- b. Deliver FCAT Fall Retake test materials and preidentification labels, large-print and Braille test materials, one-item-per-page test materials, and screen-reader test materials to districts; provide electronic proof of delivery to the Department. (September 2009, 2010, 2011)
- c. Deliver FSA Fall Retake test materials and preidentification labels, large-print and Braille test materials, one-item-per-page test materials, and screen-reader test materials to districts; provide electronic proof of delivery to the Department. (September 2011, 2012)
- d. Deliver EOC semester 1 test materials and preidentification labels, large-print and Braille test materials, one-item-per-page test materials, and screen-reader test materials to districts; provide electronic proof of delivery to the Department. (November and December, 2011, 2012)

- e. Deliver spring writing test materials and preidentification labels, large-print and Braille test materials, one-item-per-page test materials, and screen-reader test materials to districts; provide electronic proof of delivery to the Department. (January, 2010; February, 2011, 2012, 2013)
- f. Deliver writing prompt field-test materials to districts; provide electronic proof of delivery to the Department. (November, 2010, 2011, 2012)
- g. Deliver writing prompt field-test preidentification labels to districts; provide electronic proof of delivery to the Department. (November, 2010, 2011, 2012)
- h. Deliver spring RMS test materials and preidentification labels, large-print and Braille test materials, one-item-per-page test materials, and screen-reader test materials to districts; provide electronic proof of delivery to the Department. (February, 2010; March, 2011, 2012, 2013)
- i. Deliver EOC field-test materials and preidentification labels, large-print and Braille test materials, one-item-per-page test materials, and screen-reader test materials to districts; provide electronic proof of delivery to the Department. (January, 2010, 2011, 2012)
- j. Deliver EOC semester 2 test materials and preidentification labels, large-print and Braille test materials, one-item-per-page test materials, and screen-reader test materials to districts; provide electronic proof of delivery to the Department. (April, 2011, 2012)
- k. Deliver FCAT Summer Retake test materials and preidentification labels, large-print and Braille test materials, one-item-per-page test materials, and screen-reader test materials to districts; provide electronic proof of delivery to the Department. (May, 2010, 2011, 2012)
- l. Deliver FSA Summer Retake test materials and preidentification labels, large-print and Braille test materials, one-item-per-page test materials, and screen-reader test materials to districts; provide electronic proof of delivery to the Department. (May, 2012, 2013)
- m. Produce reports, including data file of all responses, analysis, and recommended actions, with summary of selected response questions from all online comment forms. (December, 2009; April, May, July, August, December, 2010; February, March, May, June, July, August, December, 2011, 2012)
- n. Deliver additional boxes to districts for materials return. (January, 2010, 2011, 2012, 2013)

Work Tasks (Renewal):

- o. Deliver packaging and distribution specifications to the Department. (February, June, August, and November 2014; February 2015)
- p. Deliver FSA Fall Retake test materials and preidentification labels, large-print and Braille test materials, one-item-per-page test materials, and screen-reader test materials to districts; provide electronic proof of delivery to the Department. (September 2013, 2014)
- q. Deliver EOC semester 1 test materials and preidentification labels, large-print and Braille test materials, one-item-per-page test materials, and screen-reader test materials to districts; provide electronic proof of delivery to the Department. (November, December 2013, 2014)
- r. Deliver spring writing test materials and preidentification labels, large-print and Braille test materials, one-item-per-page test materials, and screen-reader test materials to districts; provide electronic proof of delivery to the Department. (February 2014, 2015)
- s. Deliver writing prompt field-test materials to districts; provide electronic proof of delivery to the Department. (November 2013, 2014)
- t. Deliver writing prompt field test preidentification labels to districts; provide electronic proof of delivery to the Department. (December 2013, 2014)
- u. Deliver spring RMS test materials and preidentification labels, large-print and Braille test materials, one-item-per-page test materials, and screen-reader test materials to districts; provide electronic proof of delivery to the Department. (March 2014, 2015)
- v. Deliver EOC semester 2 test materials and preidentification labels, large-print and Braille test materials, one-item-per-page test materials, and screen-reader test materials to districts; provide electronic proof of delivery to the Department. (April 2013, 2014, 2015)

- w. Deliver FSA Summer Retake test materials and preidentification labels, large-print and Braille test materials, one-item-per-page test materials, and screen-reader test materials to districts; provide electronic proof of delivery to the Department. (May 2014, 2015)
- x. Produce reports; including data file of all responses, analysis, and recommended actions; with summary of selected response questions from all online comment forms. (February, March, May, June, July, August, December 2014; February, March, May, June, July, August 2015)
- y. Deliver additional boxes to districts for materials return. (January 2014, 2015)

4.2 Customer Satisfaction Information

Following the completion of shipping materials and reports for each administration, the contractor will gather customer satisfaction information that reflects the quality of the shipping process. This feedback must be collected via an online system approved by the Department. Two surveys will be conducted, one relating to materials shipments/pickups, the other to delivery of reports (both paper and electronic). The system will be available to districts and schools no later than three (3) weeks prior to the shipment due-in-district date, and remain available until two (2) weeks after the pickup of materials is scheduled to be completed. For the reports survey, the system will be available until two (2) weeks after delivery of paper-based reports is scheduled to be completed. The contractor will propose questions to be included in the survey for Department approval.

The contractor will deliver a written report to the Department indicating the customer satisfaction results. Based on these results, the contractor will identify areas where improvement is needed and propose steps to implement the improvements prior to the next administration. The report pertaining to materials for each administration is due to the Department three (3) weeks after the scheduled pickup of test materials from districts. This report may be presented to the district assessment coordinators who attend the Administration Debrief meeting each Spring in order to receive their input. The written report pertaining to reports for each administration is due to the Department three (3) weeks after the delivery of paper-based reports.

Work Tasks (Base Contract):

- a. Deliver reports to the Department with results of the customer satisfaction surveys – materials. (November 2009; April, May, July, August, November 2010; January, April, June, July, August, November 2011, 2012, 2013)
- b. Deliver written reports to the Department indicating the results of the customer satisfaction surveys – reports. (May, June, August, December 2010; March, May, June, August, December 2011, 2012, 2013)

Work Tasks (Renewal):

- c. Deliver written reports to the Department indicating the results of the customer satisfaction surveys – materials. (January, April, June, July, August, November 2014; January, April, June, July, August 2015)
- d. Deliver written reports to the Department indicating the results of the customer satisfaction surveys – reports. (March, May, June, August, December 2014; March, May, June, August 2015)

4.3 Missing Materials Report and Inventory

The contractor will prepare a missing materials report for all secure materials, based on the scanning that is completed during materials check-in. The contractor will produce a preliminary missing materials report for Department review. The Department will review and approve the preliminary missing materials reports for distribution to districts. The Department requires ten working days to review preliminary reports prior to approval. Reports will be prepared for each affected school listing the title of the missing products and the corresponding barcode numbers. School reports will be delivered to district assessment coordinators with a district-level summary, and a state-level summary report will be delivered to the Department. Any missing materials returned by districts will be recorded in the missing materials inventory maintained by the

contractor. The missing materials reports must be delivered to the districts and the Department by the dates listed in Appendix C. For each administration, check-in and verification of secure materials must be completed prior to the first shipment of results to Florida districts. The contractor will deliver a final summary report of missing materials to the Department by the date indicated in Appendix C.

Work Tasks (Base Contract):

- a. Prepare and deliver a preliminary summary report of missing materials to districts for EOC field tests. (August 2010, 2011, 2012)
- b. Prepare and deliver a preliminary summary report of missing materials to districts for FCAT Fall Retake. (January 2010, 2011, 2012)
- c. Prepare and deliver a preliminary summary report of missing materials to districts for FSA Fall Retake. (January 2012, 2013)
- d. Prepare and deliver a preliminary summary report of missing materials to districts for writing prompt field tests. (February 2011, 2012, 2013)
- e. Prepare and deliver a preliminary summary report of missing materials to districts for spring writing tests. (May 2010, 2011, 2012, 2013)
- f. Prepare and deliver a preliminary summary report of missing materials to districts for spring RMS tests. (June 2010; July 2011, 2012, 2013)
- g. Prepare and deliver a preliminary summary report of missing materials to districts for FCAT Summer Retake tests. (September 2010, 2011, 2012)
- h. Prepare and deliver a preliminary summary report of missing materials to districts for FSA Summer Retake tests. (September 2012, 2013)
- i. Prepare and deliver a preliminary summary report of missing materials to districts for Semester 1 EOC tests. (April 2012, 2013)
- j. Prepare and deliver a preliminary summary report of missing materials to districts for Semester 2 EOC tests. (August 2011, 2012, 2013)
- k. Prepare and deliver a final summary report of missing materials to the Department for EOC field tests. (October 2010, 2011, 2012)
- l. Prepare and deliver a final summary report of missing materials to the Department for FCAT Fall Retake tests. (March 2010, 2011, 2012)
- m. Prepare and deliver a final summary report of missing materials to the Department for FSA Fall Retake tests. (March 2012, 2013)
- n. Prepare and deliver a final summary report of missing materials to the Department for writing prompt field tests. (April 2011, 2012, 2013)
- o. Prepare and deliver a final summary report of missing materials to the Department for spring writing tests. (July 2010, 2011, 2012, 2013)
- p. Prepare and deliver a final summary report of missing materials to the Department for spring RMS tests. (August 2010; September 2011, 2012, 2013)
- q. Prepare and deliver a final summary report of missing materials to the Department for FCAT Summer Retake tests. (November 2010, 2011, 2012)
- r. Prepare and deliver a final summary report of missing materials to the Department for FSA Summer Retake tests. (November 2012, 2013)
- s. Prepare and deliver a final summary report of missing materials to the Department for semester 1 EOC tests. (June 2012, 2013)
- t. Prepare and deliver a final summary report of missing materials to the Department for semester 2 EOC tests. (October 2011, 2012, 2013)

Work Tasks (Renewal):

- u. Prepare and deliver a preliminary summary report of missing materials to districts for FSA Fall Retake tests. (January 2014, 2015)
- v. Prepare and deliver a preliminary summary report of missing materials to districts for writing prompt field tests. (February 2014, 2015)

- w. Prepare and deliver a preliminary summary report of missing materials to districts for spring writing tests. (May 2014, 2015)
- x. Prepare and deliver a preliminary summary report of missing materials to districts for spring RMS tests. (July 2014, 2015)
- y. Prepare and deliver a preliminary summary report of missing materials to districts for FSA Summer Retake tests. (September 2014, 2015)
- z. Prepare and deliver a preliminary summary report of missing materials to districts for semester 1 EOC tests. (April 2014, 2015)
- aa. Prepare and deliver a preliminary summary report of missing materials to districts for semester 2 EOC tests. (August 2014, 2015)
- bb. Prepare and deliver a final summary report of missing materials to the Department for FSA Fall Retake tests. (March 2014, 2015)
- cc. Prepare and deliver a final summary report of missing materials to the Department for writing prompt field tests. (April 2014, 2015)
- dd. Prepare and deliver a final summary report of missing materials to the Department for spring writing tests. (July 2014, 2015)
- ee. Prepare and deliver a final summary report of missing materials to the Department for spring RMS tests. (September 2014, 2015)
- ff. Prepare and deliver a final summary report of missing materials to the Department for FSA Summer Retake tests. (November 2014, 2015)
- gg. Prepare and deliver a final summary report of missing materials to the Department for semester 1 EOC tests. (June 2014, 2015)
- hh. Prepare and deliver a final summary report of missing materials to the Department for semester 2 EOC tests. (October 2014, 2015)

4.4 Disposition of Materials

After testing, the contractor will inventory and store unused test and answer books, manuals, and other materials for a period of six (6) months. During this time, the contractor will be required to ship quantities of these materials, as necessary, to the Department and districts.

Unused test books may be destroyed after six (6) months with written approval from the Department. However, the contractor will store the CBT software, as well as 100 copies of each subject/grade test book, answer document, and test and answer book for each administration throughout the life of the project. Any materials that may be used in subsequent assessments will be stored by the contractor throughout the life of the project. Additionally, after six (6) months the subcontractors and print vendors will be required to destroy all electronic files and print copies according to the test security requirements approved by the Department.

On verification of the individual barcode numbers of all secure materials returned by the districts and acceptance by the Department of accurate results files, the contractor will store used documents containing student responses, at contractor expense, for a period of two (2) years. Likewise, all student response files must be electronically archived for a two-year period. At the end of the two-year period, the contractor will ship or destroy the materials according to instructions from the Department. The contractor must submit a letter to the Department requesting permission to destroy specific materials. This process is already well-defined by the Department and will be shared at the initial contract management meeting. Test security requirements will be maintained throughout the destruction process. If it is necessary to retain used documents for a longer time period, the Department will use additional funds to pay for storage at reasonable and agreed upon charges beyond the two-year storage period.

Destruction of secure documents and CBT student response files must be requested in writing and authorized by the Department. The contractor and all subcontractors must submit certificates of destruction that describe in writing the specific items/files destroyed.

4.5 Retrieval of Answer Sheets and Test Books

In addition to the document retrieval specified in Sections 4.1 and 5.4.7, the contractor will periodically be required to retrieve up to 1200 answer documents, test and answer books, and used test books per grade, per subject, per administration from storage. Likewise, individual student response files from the computer-based testing system for up to 1200 students per grade, per subject, per administration may need to be retrieved. The contractor must maintain information related to warehouse location for each school's used materials to allow for retrieval as may be required for Department investigations or audits. In some cases, retrieval of answer documents will require the contractor to conduct a manual verification of machine scoring. The contractor will be responsible for costs associated with retrieval, review, and possible delivery of these materials to the Department. In addition, when errors are found, the contractor may be required to re-score and re-report these documents.

4.6 Preidentification of Answer Documents

The contractor will prepare preidentification specifications to be delivered to the Department four (4) months before each Retake and end-of-course administration with the first draft due June 1, 2009 for the Fall FCAT Retake administration. Spring preidentification specifications will be due seven (7) months prior to the administration with the first draft due by July 15, 2009 for the Spring 2010 testing cycle. The preidentification specifications will be updated annually for each administration. The preidentification specifications will include the contractor's procedures for providing a way for districts to preidentify students, including details regarding online systems and file formats. The specifications will include proposed timelines for specific preidentification activities (e.g., data update deadlines, label production, delivery to districts). The contractor will also include samples of all memoranda required in the preidentification process. The contractor must provide samples of each unique preidentification label for each administration for Department approval and include an image of the preidentification label in the specifications document. For reference, the Department will provide the contractor with the most recent preidentification specification document at the initial contract management meeting.

The contractor must establish a system to allow districts to transmit preidentification data electronically over a secure data transmission network that is accessible only to authorized users. The contractor will bear the cost of establishing the system and providing any network-specific software needed to access the system to districts. The districts will have the option of specifying the sort order for the labels/answer documents. The contractor will provide districts with a checking program for them to use before submitting data to the contractor to help ensure that all data fields include acceptable data values. Once the contractor has reviewed the data submitted by each district, the contractor will seek confirmation of the accuracy of data by submitting to districts, using FAX or e-mail, information that describes the number of students by school submitted, the order in which the labels will be printed, and the range and incidence of values in selected fields.

If at any time during this contract the Department has a contractor administering a norm-referenced test (NRT), any preidentification data submitted by districts for the Spring administration will be shared with Florida's NRT contractor. The contractor and the Department must agree on the format of the file to be submitted by districts. The Department reserves the right to review and request updates to this file format for each administration, as needed, to accommodate program changes.

The contractor will collect preidentification information from districts for each administration and assume that preidentification will be used for 100% of the school population. These files will be used to load student data into computer-based testing systems, produce barcode labels and, possibly, answer documents for paper-based tests, and pre-assign login IDs and passwords for the Parent Network.

For the spring administrations, the contractor must provide districts with two opportunities to submit student preidentification information. Districts will submit preidentification files in the fall (Wave 1) for labels and answer documents to be packaged and delivered in Test Materials Shipment 2 (TM2). The data submitted in the fall will be used for the writing field-test sample, the writing test administration, and the initial set of labels/documents for reading, mathematics, and science. Districts must have the opportunity to provide an electronic file of new and updated student preidentification information (Wave 2) one month prior to the spring administration. The contractor will prepare a supplemental set of labels (packaged by school) to arrive in districts two weeks before the test administration. The contractor will compare the Wave 1 and Wave 2 files to the previous fall student results file and prepare labels or load information into CBT for students who passed in the fall. The Department will specify the match and merge criteria. For the Fall Retake administration, districts will submit data four to six weeks prior to testing, and the contractor will deliver the preidentified labels within two weeks of receipt of the data. For the Summer Retake administration, because of the proximity to the spring administration and the need to make labels available close to the time of reporting spring results, the contractor will extract information about students who failed the Spring Retake tests and seniors who failed the grade 10 FSA and use this as the basis for the CBT or for preidentified labels for the Summer Retake administration. Preidentified labels will be packaged and labeled by school and shipped to districts as part of TM2. For the EOC administration, districts will submit data four to six weeks prior to testing, and the contractor will deliver the preidentified labels within two weeks of receipt of the data. The contractor will study and make use of any efficiencies that may be possible for CBT in using Department survey data collected closer to computer-delivered test availability than is possible for paper-and-pencil delivered tests because of the paper-and-pencil production lead times required.

The contractor will establish a system to ensure that the labels/documents delivered to districts contain data that make sense, reflect the options selected by districts, are accurate, and are printed at a level of quality that permits accurate scanning and precludes the possibility of smudging, smearing, and/or flaking. Contractors will provide quality control throughout the printing process to ensure the quality of label/document printing. The contractor will provide a separate roster of students using the same sort order used to prepare the student labels/documents. This roster will be used by districts and schools to verify the accuracy of certain information that must be correct before the label/document can be used. For Reading and Mathematics Retake tests, separate labels will be generated for reading and for mathematics, but only one roster will be provided indicating which Retake tests the students need to take. To permit flexibility in the testing models used for the Summer Retake administration, two sets of labels and rosters will be needed: one set sorted alphabetically by school and a second set sorted alphabetically by district.

Because of the length of the reading, mathematics, and science answer books, preidentification will involve printed labels that are placed on the documents at the school. Labels will also be used for all writing assessments. Barcode labels ink-sprayed on one location of the student data grid sheet may be used for smaller answer documents, if feasible.

Bidders shall also propose solutions and other technologies that will permit labels/documents to be printed on dates that are closer to the actual Spring test administration dates and Summer and Fall Retake dates. Such approaches might utilize the Internet or FTP sites to upload data to the contractor. Proposals for other technologies to preidentify answer documents are welcome as long as the alternatives provide at least the same level of timeliness, reliability, and accuracy as the labels. A pilot test of the contractor's proposed system will be conducted for the Fall 2009 Retake administration. No fewer than twenty districts will participate in this pilot to determine the feasibility of implementing the proposed system statewide.

Work Tasks (Base Contract):

- a. Deliver preidentification specifications to the Department. (June, July, 2009; January, February, June, August 2010, 2011, 2012; February, June, August 2013)

Work Tasks (Renewal):

- b. Deliver preidentification specifications to the Department. (February, June, August 2014; February 2015)

Cost Option 4.2 – Preidentification Labels.

Bidders shall describe a process for and provide costs for a system that supports district printing of preidentification labels and uploading information for CBTs. This might include a district certification process that ensures readiness, ability, and quality-assurance capabilities. The proposal will describe three tiers of options: one for certified-district printing of all preidentification labels, a second that provides for Wave 2 student label printing, and another for district uploading of information directly into the CBT system. The Wave 2 option would be just for those students arriving in a district after the preidentification files are generated or information was updated. This option is of great interest to some Florida school districts. The bidder's response to this cost option should describe the high-level tasks involved, note the general timelines required, including the major/essential deliverables and services required.

4.7 Innovative, Customized Product Design

New, innovative designs are required for all products developed by the contractor. Designs for publications will include the organization, format, and page or screen layouts for administration manuals, reports of assessment results, information publications, and other materials. Designs will also be produced for other products, as appropriate. The contractor will produce all graphics, charts, and illustrations for the products for which it is responsible and share designs and graphics with other contractors, as required by the Department. The requirements in Section 3.10 for test and answer book cover designs should be considered when developing designs for other products.

The contractor must arrange for personnel with professional expertise and experience in the areas of visual/graphic arts and document/software/web design to work on the design and development of documents and computer/online interfaces. If the contractor does not have qualified, professional personnel devoted primarily to visual/graphic arts and document/web design on staff, a subcontractor or subcontractors must be identified to provide these design services. Bidders will indicate in their proposals the qualified personnel/subcontractors who will provide these professional services and include their vitae or other documentation of expertise and experience in the proposal.

4.8 Printed Products – Administration

This section provides guidelines, including descriptions of and duration of review rounds, for all printed products required for test administration services in this RFP. Contractors are expected to provide high-quality, carefully edited materials for each round of review by the Department.

4.8.1 Stages of Development of Printed Products – Administration

The contractor is responsible for producing the first written draft and all subsequent versions of all materials and products developed for this project. Revisions must never be made without prior approval by/communication with the Department, but suggested changes are welcomed by the Department's editorial team. The review period for the Department is seven (7) work days, but longer review times will be required if multiple documents are under review simultaneously. For each review round, the contractor will deliver four (4) printed color single-page copies of the product to the Department and post an electronic version (PDF) by 10:00 a.m. ET on the first scheduled day of Department review. If materials are delivered or posted after 10:00 a.m., the review schedule will be

revised accordingly. Documents for CBT-related materials will be posted to a secure website for review in their presentation format.

The delivery of administration materials is a critical task and workflow must be planned carefully. The overlap of reviews could create a burden on both the Department and contractor staff. Excessive burdens can be avoided with sufficient staffing, advanced planning, and an early start. The contractor must propose a detailed materials development schedule for managing the workflow and volume of documents to be reviewed in each seven-day period in a format approved by the Department. The contractor must develop a schedule for the production of test administration manuals that follows the review schedule of test books/answer documents by one round. The schedule must consider what is reasonable given the Department's staffing constraints. All proposed schedules must be approved by the Department. The number of documents to be reviewed in any seven-day period must be negotiated with and approved by the Department. The Department is committed to reviewing products submitted by the contractor as efficiently as possible.

The contractor is responsible for proofreading all documents during the production stages. Bidders will propose well-defined procedures to ensure that all drafts are checked by computer for spelling and proofed for complete accuracy by qualified proofreaders before they are sent to the Department for review. The contractor will submit a written report by the proofreaders indicating proposed results and actions. Before moving to digital proof stage, the Department will review and approve the proofreaders' report. Bidders will indicate in their proposals the qualified personnel/subcontractors/independent editors who will be responsible for proofreading and include their vitae or other documentation of expertise and experience in the proposal.

The production stages for administration printed products are defined as follows:

Mockup (Rough Draft)

The mockup or rough draft review will begin with electronic and paper delivery of the contractor's first draft of written language for a product. During the mockup review, the Department and the contractor will exchange ideas for improving the document and the Department will communicate required changes. The purpose of the mockup review is to begin the writing and editing of the product.

First, Second, and Third Laser Reviews

The laser review stages will begin after the Department has approved the wording of the text and layout of the mockup round, including various graphic elements. During the laser reviews, the Department and the contractor will exchange reactions and subsequent revisions. The purpose of the first laser review is to complete the layout of the product and to proof and revise the product for content, expression, usage, and typographical errors. The first laser review will be complete when the Department approves the design layout and the correctness of the language.

The purpose of the second and/or third laser reviews is to ensure that the product has been prepared for printing without error. The contractor will make corrections and submit additional lasers as required. Electronic methods for approval of lasers or corrected pages must be authorized by the Department. Usually, two laser rounds are required, but three or more may be necessary, depending on the quality of the work submitted by the contractor. Since alterations to schedules, policies, etc., may require late changes to avoid printing misinformation, the Department reserves the right to make any necessary changes at any review up to the digital proof stage.

Single-Page Corrections

Prior to approval of a document to go to digital, edits made at the third laser round may be provided for approval as single-page corrections. This length of this round depends on the number of single-page corrections required.

Digital Proof

The digital proof review will begin with delivery of the copy of the product produced by the printer. For each product, two (2) copies produced by the printer will be delivered to the Department. The purpose of the digital proof review is to ensure that the product will be without flaws or errors in its printed form. The contractor and printer will make corrections and submit additional digital proofs as required.

Printed Sample

Five (5) printed copies of each product will be delivered to the Department after the product has been proofread by the contractor. The printed copies will be delivered to the Department before the products are shipped to districts. The contractor must receive Departmental approval before shipping products to districts. These printed samples are sometimes referred to as “advances” and do not replace those required in Appendix A.

Performance Metric

A performance metric will be collected relative to the quality production of materials required for test administration. The number of identified errors in printed test administration materials delivered to districts each year will be divided by the total number of pages in such materials to produce this metric.

Work Tasks (Base Contract):

- a. Submit resumes for the initial contractor production personnel, independent proofreaders, and others not previously approved by the Department. (January 2009, 2010, 2011, 2012)
- b. Develop and update the printed document workflow schedule for the Department’s review of test and other documents during critical periods. (March 2009, 2010, 2011, 2012)

Work Tasks (Renewal):

- g. Submit resumes for the initial contractor production personnel, independent proofreaders, and any not previously approved by the Department. (January 2013, 2014)
- h. Develop and update the printed document workflow schedule for the Department’s review of test and other documents during critical periods. (March 2013, 2014)

4.9 Test Administration Ancillary Materials

Appendix A contains a complete list and additional details regarding the ancillary materials required for administration. These materials are designed to ensure security, efficient and secure handling of materials, and standardized administration activities. In addition to the materials listed here, the contractor will provide, based on Department request and approval, a number of memoranda to assist in communications with districts regarding test administration processes and requirements.

The contractor will provide the required publication production and software development resources to produce the ancillary materials from current staff that have the necessary expertise and serve in such capacities on a full-time basis, through temporary staffing, or by subcontracting. Bidders will identify in their proposals the staff who will be assigned to develop the ancillary materials and/or subcontractors proposed to complete these project tasks.

Most of the products identified in this section will be provided in formats that permit them to be accessed electronically via the internet on both the contractor’s and Department’s websites. Posted products must be available for viewing and downloading and must be provided in an ADA-compliant format, that is, a format compliant with Section 508 [29 U.S.C. § 794(d) & 36 CFR Part 1194] of the Rehabilitation Act, as amended, and s. 282.601, et seq., F.S. The Department will run standard 508-compliance checks on all documents to be posted on the Department website to ensure their accessibility. The contractor will be required to modify any noncompliant elements and provide compliant documents. If applicable, the contractor is responsible for securing all copyright requirements for materials submitted for nonsecure web posting. (See Appendix A, Part 2C for additional information about Department guidelines for Section 508 pdf publications.)

The contractor will work with the Department to identify the specific requirements for files to be made accessible on the internet and will provide the required files in a timely manner.

The contractor is responsible for developing the following materials for distribution to districts for spring administrations, and for the fall and summer retake administrations as indicated. These materials will be produced following the quantities and specifications identified in Appendix A. The contractor is also required to provide various other materials required to implement administration activities, including forms, labels, and documents.

Test Administration Manuals

A single test administration manual will be developed for each paper-based administration. A separate manual will be developed for each computer-based administration that will include instructions for any students requesting paper-based or Braille tests. Two (2) writing manuals (one for the December writing field test and one for the spring administration), one (1) reading, mathematics, and science manual, two (2) reading and mathematics retake manuals (three in 2011 and 2012), and one (1) EOC manual (shipped twice per year) will be produced each year. A separate manual will be developed for each EOC field test. If the CBT manual is absorbed into the paper-based test manual, the page count for the single manual will not exceed the sum of the page counts for the individual manuals. Administration requirements and scripts for all assessed grade levels will be included in the manuals. Instructions for Special Format Tests will include scripts necessary for accommodated testing (e.g., Braille, text-to-speech, one-item-per-page, and others) and will be provided as separate addenda to the manuals. Computer-based manuals will also include scripts for the practice tests necessary to familiarize students with the computer-based testing system. Administration instructions for Florida's NRT may be provided to the contractor and may be included in the spring manual. That option could result in an additional 150 pages for the spring administration manual. All manuals are published in print, on the contractor's website, and on the Department's website in an ADA-compliant format.

Test Administration Manuals are to be packaged (no shrink wrap) and delivered to districts for each administration as a part of Test Materials Shipment 1 (TM1) according to the specifications in Appendix A, Part 3B. All manuals must also be available in a section-508 compliant electronic format on both the Department's and contractor's websites within seven (7) days of Departmental approval to print.

Training Materials for School Coordinators and Test Administrators

The training materials will consist of an outline of key issues to be covered during school coordinator and test administrator training with explanations accompanied by up to 50 full-color graphics depicting relevant items. The training materials will be provided as a MS PowerPoint presentation with up to 100 slides for Windows and Macintosh platforms. Training Materials will be produced for each unique test administration. The Department maintains the right to change the design, layout, and content of the training materials for each administration.

Training Materials for School Coordinators and Test Administrators are to be made available to districts in a section-508 compliant electronic format on both the Department's and contractor's website within seven (7) days of Departmental final approval.

Training Materials for School and District Technology Coordinators (CBT)

Training materials to support CBT test administrations may include screen-shots and will be delivered via narrated PowerPoint web presentations, Webex or other similar mode through the CBT test portal (see Appendix E.1), in addition to being available as a hard-copy PowerPoint presentation. These training materials will consist of an outline of key issues to be covered during school and district technology coordinator training with explanations accompanied by up to 50 full-color graphics, including screen-shots, representing critical elements. The training materials will be available as a hard-copy PowerPoint presentation and will be delivered via narrated PowerPoint web presentation, Webex or other similar mode.

All training materials are to be made available to districts in a section-508 compliant electronic format on both the Department's and contractor's website within seven (7) days of Departmental final approval.

Student Preidentification Labels

Student preidentification labels will be produced for each student to be tested for whom preidentification data was provided by the districts. Labels will be provided for each student answer document as needed. Local school staff will be responsible for placing labels on student answer documents. See Section 4.6 for more information.

Student PreID Roster

Preidentification list containing all information included on the student PreID label for each school in a format approved by the Department.

Document Count Form

Pregridded, scannable documents for returning answer documents.

Security Checklist

Security barcode numbers of all secure materials listed in ascending order by product, provided to a school/district with space to indicate assignment and return of materials. The checklist will also include box numbers and section breaks between packages and must be provided electronically in an editable format to districts, as well as in hard copy format to districts/schools.

Test Administrator Comment Form

Online form for test administrator comments for each administration.

School Coordinator Comment Form

Online form for school coordinator comments for each administration.

District Coordinator Comment Form

Online form for district coordinator comments for each administration.

Return Shipping Labels

Preprinted, adhesive, color-coded (as required by the Department) labels for district use in returning materials.

Materials Return Kit – District

Legal size color vinyl folder containing return shipping labels, bills of lading, return instructions memorandum.

Materials Return Kit – School

Envelope containing document count forms and color-coded return shipping labels.

Miscellaneous Return Materials

Envelopes and boxes necessary for packaging large-print, Braille, and other special program and special format materials for district use in returning materials.

Paper Bands

Printed, adhesive paper bands provided for bundling scorable materials. The adhesive should not cover the entire width of the band to avoid adhering to the documents contained in the band.

Miscellaneous Memos, Forms, Labels, and Other Products

Memoranda, packing lists, cover letters, pallet lists, mailing labels, and other products described in Appendix A. Letters and memoranda will be of a length to be determined by the Department, up to 5 pages each, and length of documents may change at each production round.

Work Tasks (Base Contract):

- a. Deliver FCAT Fall Retake Test Administration Manuals to districts; provide electronic proof of delivery. (August 2009, 2010, 2011)
- b. Deliver FSA Fall Retake Test Administration Manuals to districts; provide electronic proof of delivery. (August 2011, 2012)
- c. Deliver spring writing Test Administration Manuals to districts; provide electronic proof of delivery. (December 2009; January 2011, 2012, 2013)
- d. Deliver writing field-test Administration Manuals to districts; provide electronic proof of delivery. (November 2010, 2011, 2012)
- e. Deliver spring RMS Test Administration Manuals to districts; provide electronic proof of delivery. (January 2010; February 2011, 2012, 2013)
- f. Deliver spring RMS preidentification labels (Wave 2) and student preID rosters to districts; provide electronic proof of delivery. (February 2010; March 2011, 2012, 2013)
- g. Deliver FCAT Summer Retake Test Administration Manuals to districts; provide electronic proof of delivery. (May 2010, 2011, 2012)
- h. Deliver FSA Summer Retake Test Administration Manuals to districts; provide electronic proof of delivery. (May 2012, 2013)
- i. Deliver EOC Algebra I field-test ancillary materials (manuals, work folders); provide electronic proof of delivery. (April 2010)
- j. Deliver EOC Algebra I field-test secure answer documents; provide electronic proof of delivery. (April 2010)
- k. Deliver EOC Biology field-test ancillary materials (manuals, work folders); provide electronic proof of delivery. (April 2011)
- l. Deliver EOC Biology field-test secure answer documents; provide electronic proof of delivery. (April 2011)
- m. Deliver EOC Science field-test ancillary materials (manuals, work folders); provide electronic proof of delivery. (April 2012)
- n. Deliver EOC Science field-test secure answer documents; provide electronic proof of delivery. (April 2012)
- o. Deliver EOC Algebra I test ancillary materials (manuals, work folders); provide electronic proof of delivery. (April, November 2011, 2012, 2013)
- p. Deliver EOC Algebra I test secure answer documents; provide electronic proof of delivery. (April, November, December 2011, 2012, 2013)
- q. Deliver EOC Biology test ancillary materials (manuals, work folders); provide electronic proof of delivery. (November 2011; April, November 2012, 2013)
- r. Deliver EOC Biology test secure answer documents; provide electronic proof of delivery. (November, December 2011; April, November, December 2012, 2013)
- s. Deliver EOC Science test ancillary materials (manuals, work folders); provide electronic proof of delivery. (November 2012; April, November 2013)
- t. Deliver EOC Science test secure answer documents; provide electronic proof of delivery. (November, December 2012; April, November, December 2013)

Work Tasks (Renewal):

- u. Deliver FSA Fall Retake Test Administration Manuals to districts; provide electronic proof of delivery. (August 2013, 2014)
- v. Deliver Spring Writing Test Administration Manuals to districts; provide electronic proof of delivery. (January 2014, 2015)
- w. Deliver writing field-test Administration Manuals to districts; provide electronic proof of delivery. (November 2013, 2014)
- x. Deliver spring RMS Test Administration Manuals to districts; provide electronic proof of delivery. (February 2014, 2015)
- y. Deliver spring RMS preidentification labels (Wave 2) and Student PreID Rosters to districts; provide electronic proof of delivery. (March 2014, 2015)

- z. Deliver FSA Summer Retake Test Administration Manuals to districts; provide electronic proof of delivery. (May 2014, 2015)
- aa. Deliver EOC Algebra I test ancillary materials (manuals, work folders); provide electronic proof of delivery. (April, November 2014; April 2015)
- bb. Deliver EOC Algebra I Test Secure Answer Documents; provide electronic proof of delivery. (April, November, December 2014; April 2015)
- cc. Deliver EOC Biology test ancillary materials (manuals, work folders); provide electronic proof of delivery. (April, November 2014; April 2015)
- dd. Deliver EOC Biology test secure answer documents; provide electronic proof of delivery. (April, November, December 2014; April 2015)
- ee. Deliver EOC Science test ancillary materials (manuals, work folders); provide electronic proof of delivery. (April, November, 2014; April 2015)
- ff. Deliver EOC Science test secure answer documents; provide electronic proof of delivery. (April, November, December 2014; April 2015)

4.10 Calculators and Rulers

Scientific Calculators

The contractor will procure and deliver calculators annually to Florida school districts. One shipment of 250,000 scientific calculators, equal to the quality, functions, and size of the TI-30Xa Solar School Edition, will be distributed to Florida districts by September 15, 2009.

Bidders will identify in their proposals, by brand and model number, a scientific calculator that meets or exceeds specifications of the calculator listed above. If the Department determines that the proposed calculator does not meet the requirements of this section, the contractor will be required to identify and procure a different calculator model that meets the requirements. Based on district request, the contractor will also provide 300 talking scientific calculators with headphones and 1,500 large-key, large-display scientific calculators. Four samples of the proposed scientific calculator, one sample of the large-key, large-display scientific calculator, and one sample of the proposed talking scientific calculator must be included with the proposal.

The Contractor will develop and place on the CBT test page a selectable calculator of comparable size and with the same appearance, quality, functions as the TI (or other Department approved) physical calculator delivered to schools for student use. Further, this calculator application will be available on the Florida Standards Assessment System portal for practice or for free download to Windows, Mac, or Linux platforms.

Four-function Calculators

The contractor will distribute 135,000 calculators to Florida districts in November 2009; 130,000 in November 2010; 130,000 in November 2011; 130,000 in November 2012; 130,000 in November 2013; and 130,000 in November 2014. The calculators must be good quality, 4-function, and solar-powered to equal the quality, functions and size of the Casio HS-10 calculator. This calculator has a percent function, change sign, a memory key, a square root key, and is 2.5 inches by 4 inches in size.

Bidders will identify in their proposals, by brand and model number, a 4-function calculator that meets or exceeds specifications of the calculator listed above. If the Department determines that the proposed calculator does not meet the requirements of this section, the contractor will be required to identify and procure a different calculator model that meets the requirements. Based on district request, the contractor will also provide 300 talking 4-function calculators with headphones and 1,500 large-key, large-display 4-function calculators to be included in the packages of large-print and Braille materials distributed to Florida districts. Four (4) samples of the proposed 4-function calculator, one (1) sample of the large-key, large-display 4-function calculator, and one (1) sample of the proposed talking 4-function calculator must be included with the proposal.

Rulers

The contractor will provide 6-inch consumable rulers with both metric and standard units for FSA Mathematics grades 3 and 4 tests. The metric edge must be in millimeter and centimeter increments. The standard edge must be in 1/16, 1/8, 1/4, 1/2 and inch increments.

The consumable rulers will be on perforated sheets, with 10 rulers per sheet, and 10 sheets in clear plastic packaging. Ruler packages should be included in the same boxes as the test materials. Overages should be included to account for rulers destroyed in handling.

Work Tasks (Base Contract):

- a. Procure and deliver 250,000 scientific calculators to Florida school districts. (September 2009)
- b. Procure and deliver 4-function calculators annually to Florida school districts. (November 2009, 2010, 2011, 2012)

Work Tasks (Renewal):

- c. Procure and deliver 4-function calculators annually to Florida school districts. (November 2013, 2014)

4.11 Specifications for Products – Administration

The contractor will print all administration products, including manuals, ancillary materials, etc., in compliance with Department requirements. The Department will provide the most recent samples of all test administration documents to the contractor at the initial contract management meeting. The general specifications for the major products to be printed are found in Appendix A. The contractor will also produce any additional materials needed to implement the project, such as cover letters, memoranda, document count forms, labels for shipping and returning materials, packing lists, and security checklists.

The contractor will be responsible for all aspects of production for the CBT system, secure web-based reporting site, and printed materials, including formatting, graphics, and key entry. For each publication, the contractor will submit product specifications for approval that identify printing plans, type size and style, ink and paper color, paper quality, and layout. Printing examples that show type size and style will be included. Requirements for the quantities of each product to be printed are indicated in the printing specifications in Appendix A. The contractor will provide copies of the final electronic files for products as described in Appendix A.

4.12 Paper-Based Test Accommodations

Other than regular print and large-print and Braille test documents, unique accommodations that must be provided by the contractor will include provision of a test document that contains one test item per page and materials to allow students to participate in the test with the use of a screen reader for all writing, mathematics, and science tests. See Section 3.13 for information about production of these materials.

Large-Print and Braille Tests

For any test produced for students, the contractor will provide large-print and Braille versions at each grade level for visually-impaired students. Large-print will not be provided for students taking a computer-based version of tests. Even though multiple forms of the test will be constructed for administrations, only one form for each subject at each grade level will be converted to large-print and Braille versions. Large-print documents will be printed in a minimum of 18-point type on 14" x 17" approved buff paper and bound using agreed upon methods. Reformatting of documents may be necessary to meet these specifications.

Braille versions of all tests must be provided for students whose IEPs indicate this need. The contractor is responsible for proofreading the Braille tests using an independent proofer.

While most blind students in Florida require contracted Braille, there will be some students who require uncontracted Braille. The contractor will be responsible for providing either format based on district requests. Approximately 50 copies of the Braille versions and up to 400 copies of the large-print version may be required for each grade level and subject area per administration. Test administrator notes and scripts to accompany Braille and large-print test versions will be provided by the contractor as a supplement to the manual.

The bidder's proposal should describe the processing of large-print and Braille versions of answer documents, including handling and transcription during the scoring process. All Braille and large-print materials require separate packaging but must be shipped so that they arrive in districts at the same time as the materials for regular students.

Per district request, the contractor will also provide large-print and/or Braille versions of sections of the test administration manuals. These publications will be produced so that they will be delivered to districts along with the shipment of the regular-print versions of these products as identified in Appendix A. A maximum of five (5) each per format may be produced for each administration.

The contractor will maintain and update an internal document that identifies which person, by position and name, that will perform each task in the Braille materials process. Each task must be described in detail and the document must be accessible online with other downloadable materials. The Department must approve this document before it is posted. A sample of the current document used, "Connecting the Dots in FCAT Braille," is available upon request.

One-Item-Per-Page Documents

On request, the contractor will develop and deliver one (1)-item-per-page documents to districts. Approximately 50 copies of the one-item-per-page version may be required for each grade level per administration. The need for these specialized documents will be determined by the Department through its unique accommodations requests process and the Department will provide an approved list identifying students needing this accommodation to the contractor.

The one-item-per-page documents will be packed and shipped by the contractor for identified students. These documents will be printed on 8 ½" x 11" paper, three-hole punched, and placed in a binder so that individual pages may be removed as necessary. The document package will include the appropriate scannable answer document for student responses and the contractor will include directions for administration and management of this test version. District/school personnel will be responsible for transcription of one-item-per-page student responses.

Black-and-White Test Documents

On request, the contractor will develop and deliver black-and-white versions of color test documents to districts. The need for these specialized documents will be determined by the Department through its unique accommodations requests process. The Department will provide the contractor with an approved list of students needing this accommodation.

The black-and-white documents will be packed and shipped by the contractor for identified students. The document package will include the appropriate scannable answer document for student responses and directions for test administrators.

Screen Reader

On request, the contractor will provide districts with a generic, non-proprietary screen reader via a CD that is compatible with a PC or Macintosh. All aspects of screen-reader material development, production, and dissemination must be reviewed and approved by the Department. The screen reader will be used with the paper-based writing, mathematics, and science tests for students in grades 3 – AD who have IEPs requiring this accommodation. The screen reader should not require the user's computer to have any commercial screen reader software installed.

Approximately 50 screen reader CDs may be required for each grade level and each subject per administration. The need for these screen readers will be determined by the Department through its unique accommodations requests process and the Department will provide an approved list identifying students needing this accommodation to the contractor.

The contractor will package the screen reader materials by student and ship them to the appropriate district assessment coordinator. The screen reader package will include the appropriate scannable answer document for student responses and the contractor will include directions for administration and management of this test version.

The contractor will prepare screen reader specifications to be delivered to the Department four months before each administration with the first draft due June 1, 2009, for the fall FCAT Retake administration. The screen reader specifications will be updated annually for each administration. The screen reader specifications will include the contractor's procedures for test administration using the screen reader accommodation, including delivery mode (CD or online), development process, program settings, and mathematics program specifications.

Work Tasks (Base Contract)

- a. Provide screen reader specifications four months before each administration (June and October, 2009; January, February, June, August, and November, 2010, 2011, 2012; February, June, August, and November, 2013).

Work Tasks (Renewal)

- b. Provide screen reader specifications four months before each administration (February, June, August, and November, 2014; February, 2015).

4.13 Computer-Based Test Accommodations

Florida's computer-based tests must also be available in paper-based format as an accommodation at all grades. The use of this format will be dictated by a student's IEP. The Department anticipates that the number of students taking a paper-based test (PBT) based upon allowable accommodations will be approximately 10% (ten percent) of the total population for each grade and subject tested on computer. For these students, paper-based accommodations described in Section 4.12 must be available.

The proposal should address the capability of the computer-based system to provide the following special accommodations for students and any issues related to the use of these accommodations. These accommodations may only be set based upon preidentification files and/or by the test administrator.

Screen Reader

The bidder's proposal should provide for the use of a screen reader for computer-based tests in this RFP. The bidder must propose a method for reading text within the computer-based system that does not require additional, proprietary software installed on the user's computer. The screen reader must be able to read all text, including text that may appear in a graphic or picture. The system should also have the capability to use modified text if necessary (e.g., reading an algebraic equation with grouping symbols), and allow user control of the reading speed. The screen reader must be designed for use by both sighted and visually-impaired students. The Department recognizes that the contractor may have different types of screen readers for these two purposes, but this difference should be transparent to the user.

Increased Font Size

The bidder's proposal should describe available options on the CBT system to increase the font size for students with disabilities and describe how these options are set for a student.

Font and Background Color

The bidder's proposal should describe available options on the CBT system for changes to the font color and background color in order to optimize the ability of students with visual impairments to read the screen and describe how these options are set for a student.

Assistive /Adaptive Devices

The bidder's proposal should describe the ability of the CBT system to interface with assistive/adaptive devices. Describe specific devices that may be used and known devices that are not supported, as well as any special requirements necessary for use. Describe how these options are set for a student.

Cost Option 4.3 – English-to-Heritage Language Translation Dictionary

The bidder's proposal should describe the provision on the CBT system of an on-screen English-to-heritage language translation dictionary for English Language Learners. The accommodated student should be able to select a word and be presented with a translation sensitive to the context of the text. The language translation dictionary must be available in Spanish and Haitian Creole. The bidder's response to this cost option should describe the high-level tasks involved, note the general timelines required, including the major/essential deliverables and services required.

4.14 Administration Annual Meetings

Department Administration staff requires three meetings annually: the District Assessment Coordinators' Meeting, the New District Assessment Coordinators' Meeting, and the Administration Review (Debrief) with District Coordinators. The contractor will be responsible for arranging, organizing, and paying the cost of bringing meeting participants to the Administration Review annual meeting. For this meeting, all meeting costs, including meeting room, equipment rental, meeting materials production, and travel and per diem costs of participants will be paid by the contractor. For the District Assessment Coordinators' and the New District Assessment Coordinators' meetings, the contractor will be responsible for the meeting room, equipment rental, meeting materials production, and sending needed contractor staff to participate in meetings. The contractor will be responsible for all expenses associated with contractor staff travel and participation. Contractor staff is responsible for on-site meeting organization and management.

Work Tasks (Base Contract):

- a. Organize and convene District Assessment Coordinators' Administration Debriefing Meeting. (April 2010, 2011, 2012, 2013)
- b. Organize and convene District Assessment Coordinators' Meeting. (September 2009, 2010, 2011, 2012)
- c. Organize and convene New District Assessment Coordinators' Meeting. (September 2009, 2010, 2011, 2012)

Work Tasks (Renewal):

- d. Organize and convene District Assessment Coordinators' Administration Debriefing Meeting. (April 2014, 2015)
- e. Organize and convene District Assessment Coordinators' Meeting. (September 2013, 2014).
- f. Organize and convene New District Assessment Coordinators' Meeting. (September 2013, 2014)

5.0 Test Scoring, Reporting, and Special Studies

During the timeframe of this RFP, the contractor will be responsible for scoring and reporting three different assessment systems delivered in both paper-based and computer-based modalities: the Florida Comprehensive Assessment Test (FCAT), the Florida Standards Assessment (FSA), and Florida End-of-Course (EOC) Tests. Each of these assessment systems are complex and require

the contractor to provide knowledgeable and experienced staff, including psychometricians and programmers. The contractor will provide additional support to the Department in the way of special studies as Florida transitions from one long-standing assessment program (FCAT) to new programs. As new assessment programs are implemented, the contractor will be expected to assist the Department in the establishment of score scales, including vertical scales, achievement level descriptors and cut scores, and other special analyses that may be required by the Department or required for a peer review under the federal No Child Left Behind program. This section of the RFP provides descriptions of related services and products and the expected quality assurance steps that must be employed to ensure that all tested students receive assessment results that are understandable, accurate, timely, and appropriate.

Florida uses a Technical Advisory Committee (TAC) composed of selected Florida District Coordinators of Assessment and selected experts from around the nation representing the areas of measurement and psychometrics, students with disabilities, English language learners, and related alternate assessments. The TAC members listen to issues and offer guidance on implementation of Florida's assessment program. Currently Florida's TAC meets twice a year – in May and in November.

The contractor may utilize proprietary software for related activities, such as calibration, scaling and equating, but is required to provide this software for use of all relevant staff, including the Department and any subcontractors. Whatever software is selected must be able to handle the large number of test cases, including large calibration samples, and also accommodate full-state calibration with numbers of records in excess of 200,000 at a time.

The contractor is responsible for assembling a calibration team available through this contract consisting of the contractor's psychometricians and programmers, and **at least one outside entity subcontracted to participate in calibration activities**, and independently performing calibration, equating and scaling (CES) activities. The Department's psychometric team will be part of the calibration team replicating the CES activities and overseeing the process.

5.1 Measurement Models

5.1.1 Florida Comprehensive Assessment Test

FCAT Reading, Mathematics and Science utilize multiple-choice items, worth one point, and at selected grades (see Table 2.1) constructed-response items identified as short-response tasks, worth 0-2 points, and extended-response tasks, worth 0-4 points. FCAT Mathematics and Science tests, at selected grades, also utilize gridded-response items worth one point. Operational test forms (including field-test items) include approximately 50-60 items with a maximum point value of approximately 50-72 points. FCAT Writing+ utilizes multiple-choice items, both 3-option and 4-option, worth one point and an essay, worth 0-6 points.

FCAT Writing+ utilizes two performance tasks (prompts) at grades 4 and 8 and one prompt at grade 10; for all grades a student will respond to only one prompt. Writing prompt scores are reported as a simple raw score from 0 - 6. The multiple-choice portion of the test will be scored with the same IRT measurement model used for the reading and mathematics tests. An overall scale score will be calculated by averaging the calculated scale score for the prompt and the calculated scale score for the multiple choice portion of the test.

Responses to all FCAT items are calibrated using an item response theory (IRT) model. Multiple-choice items are scaled using the three-parameter logistic model (3PL), and the constructed response items are scaled using the two-parameter partial credit model (2PPC). Gridded-response items receive a hybrid treatment. Initially, item parameters for gridded-response items are computed using a two-parameter logistic model, and then converted to the two-parameter partial credit model (2PPC) for subsequent processing. All item parameters are placed on a

common scale. Student total scores are based on item parameter estimates and are obtained using pattern scoring.

All FCAT tests except Reading and Mathematics Retakes are post-equated. During the processing and scoring of FCAT answer documents, responses are calibrated, scaled, and equated using probability samples of Florida schools. The contractor is responsible for designing a sampling plan, calibrating the current tests, and equating the scales of the current tests to the base year of the assessments. The contractor is responsible for processing and scoring the answer documents from the samples of schools and supplying the data file(s) to the calibration team in time to complete the required analyses as indicated in the schedule. Each calibration sample for FCAT Reading, Mathematics, and Science will include approximately 5,000 students per grade/anchor form. FCAT Writing+, to be administered under this contract in February 2010 and early March in 2011, will be calibrated on the full state.

To provide more stable statistical information in the selection of previously field-tested prompts to be used on the operational FCAT Writing+, the writing field-test prompts are calibrated along with a set of approximately 20 multiple-choice items administered with these prompts in a December field test. The MC items have operational item statistics and are used to generate prompt scale scores from field testing. Each calibration sample for the writing field test includes approximately 5,000 students for each of 10 forms at each grade. The last prompt field test for FCAT Writing+ will be conducted by the current development contractor in December 2008. A similar model is anticipated for the new FSA Writing prompts and will be the responsibility of the new contractor.

The 1998 FCAT administration serves as the base-year scale for item parameters and scores for the grade 4 reading, grade 5 mathematics, and grades 8 and 10 reading and mathematics tests. The base-year scale for all other reading and mathematics grades is 2001. The base year for science is 2003. The base year for writing is 2006. Operational test forms are equated to the base-year scales using the Stocking and Lord procedure [Stocking, M. L., & Lord, F. M. (1983), *Developing a Common Metric in Item Response Theory*, Applied Psychological Measurement, 7, 201-210.]. Common-item (anchor items) sets used to develop the common metric may include multiple-choice and gridded-response (for mathematics and science at selected grades) items and will be external (not contributing to reported scores) although embedded in test forms. The contractor is responsible for developing and providing scoring tables for the purpose of scoring FCAT tests. The Department must approve the final scoring tables.

Because every effort is made to develop items and construct tests according to universal design principles, we anticipate all Braille versions of FCAT tests will contain the same items as the regular version of the FCAT. Should they not, a separate scoring process will be required.

Work Tasks (Base Contract):

- a. Process calibration samples for Writing and supply to calibration team. (February-March 2010, March 2011, 2012, 2013)
- b. Process calibration samples for Reading, Mathematics and Science and supply to calibration team. (March-April 2010, April-May 2011, 2012, 2013)
- c. Deliver Writing Prompt Field test file and associated analyses and scale scores for each prompt to the Department. (July 2010, 2011, 2012, 2013)

Work Tasks (Renewal):

- d. Process calibration samples for Writing and supply to calibration team. (March 2014, 2015)
- e. Process calibration samples for Reading, Mathematics and Science and supply to calibration team. (April-May 2014, 2015)
- f. Deliver Writing Prompt Field test file and associated analyses and scale scores for each prompt to the Department. (July 2014, 2015)

5.1.2 FCAT Retakes for Reading and Mathematics

FCAT Reading and Mathematics Retake tests are constructed from previously administered selected-response items. Using the most recent grade 10 operational item statistics, the Retake test forms are pre-equated. Two forms of the test are produced during each administration. These two forms use the same test items but are reordered in an effort to discourage cheating. The contractor is expected to update the existing retake test construction specifications describing the details of test construction, including guidelines for re-ordering forms, and the pre-equating procedure. Item selection is based on matching the target test characteristic, test information, and test standard error curves in addition to meeting content requirements and other constraints. (See Sections 3.8.1 - 3.8.3)

Work Tasks (Base Contract):

- a. Develop and update retake test construction specifications for each FCAT Reading and Mathematics Retake test administration. (March 2009, 2010, 2011)

5.1.3 Florida Standards Assessment of Reading, Mathematics and Science

All regular Florida Standards Assessment (FSA) tests will be post-equated. During the processing and scoring of FSA answer documents, responses are calibrated, scaled, and equated using probability samples of Florida schools.

The FSA Reading and Mathematics field-test item sets will be embedded in the 2010 administration of FCAT and the FSA Science field-test item sets will appear in the 2011 FCAT administration. The baseline year for these tests will be, respectively, 2011 and 2012. The field-test items from 2010 (and 2011, in the case of Science) will be linked to the baseline year during calibration.

The 2011 FSA administration will serve as the base-year scale for item parameters and scores for the grade 3-10 reading and the grade 3-8 and 10 mathematics. The base-year scale for grades 5 and 8 FSA Science will be 2012. See Table 2.3 for the years in which new tests are planned to be field-tested and baseline years for each test to be administered under this RFP. Operational test forms will be equated to the base-year scales using the Stocking and Lord procedure [Stocking, M. L., & Lord, F. M. (1983), *Developing a Common Metric in Item Response Theory*, Applied Psychological Measurement, 7, 201-210.]. Common-item (anchor items) sets used to develop the common metric will include multiple-choice and gridded-response/fill-in (for mathematics and science at selected grades) items and will be external (not contributing to reported scores) although embedded in forms. The bidder's proposal should include a recommendation and analysis of impact regarding the inclusion of constructed-response items in the anchor set. (See Section 5.6.6.)

The contractor is responsible for developing and providing scoring tables for the purpose of scoring FSA tests. The Department must approve the final scoring tables. The contractor is responsible for processing and scoring the answer documents from the calibration samples of schools and supplying the data file(s) to the calibration team in time to complete the required analyses as indicated in the schedule. Each calibration sample for FSA will include approximately 5,000 students per grade/per anchor form. See Table 5.1. for calibration sample sizes.

FSA Reading, Mathematics and Science will utilize multiple-choice items, worth one point, and at selected grades (see Table 2.4), constructed-response items identified as short-response tasks, worth 0-2 points, and extended-response tasks, worth 0-4 points. FSA Mathematics and Science tests, at selected grades, also will utilize gridded-response/fill-in items worth one point. Operational test forms (including embedded field-test items for most tests) will include approximately 50-60 items with a maximum point value of approximately 50-72 points. See Section 2.2 for more information.

Responses to all FSA items will be calibrated using an item-response theory (IRT) model. Multiple-choice items will be scaled using the three-parameter logistic model (3PL), and the constructed-response items are scaled using the two-parameter partial credit model (2PPC). Gridded-response/fill-in items will receive a hybrid treatment. Item parameters for gridded-response/fill-in items will be computed using a two-parameter logistic model, and then converted to the two-parameter partial credit model (2PPC) for subsequent processing. All item parameters will be placed on a common scale. Student total scores will be based on item parameter estimates and obtained using pattern scoring.

Work Tasks (Base Contract):

- a. Provide scoring tables for each FCAT and FSA Fall Retake administration (June 2009, 2010, 2011, 2012).
- b. Provide scoring tables for each FCAT and FSA Spring Retake administration (March 2010, 2011, 2012, 2013).
- c. Provide scoring tables for each FCAT and FSA Summer Retake administration (May 2010, 2011, 2012, 2013).
- d. Provide scoring tables for each FCAT and FSA Spring administration (April-May 2010, 2011, 2012, 2013).
- e. Provide scoring tables for each EOC administration. (August 2011, 2012, 2013).

Work Tasks (Renewal):

- f. Provide scoring tables for each FCAT and FSA Fall Retake administration (June 2013, June 2014).
- g. Provide scoring tables for each FCAT and FSA Spring Retake administration (March 2014, 2015).
- h. Provide scoring tables for each FCAT and FSA Summer Retake administration (May 2014, 2015).
- i. Provide scoring tables for each FCAT and FSA Spring administration (April-May 2014, 2015).
- j. Provide scoring tables for each EOC administration. (August 2014, 2015).

5.1.4 FSA Retakes

FSA Retake Reading and Mathematics tests will be pulled from previously administered grade 10 test items and pre-equated to grade 10 tests. Two forms of the test will be produced during each administration. These two forms will use the same test items but will be reordered in an effort to discourage cheating. The contractor is expected to develop and update annually retake test construction specifications describing the details of test construction, including guidelines for re-ordering forms, and the pre-equating procedure. Item selection will be based on matching the target test characteristic, test information, and test standard error curves in addition to meeting content requirements and other constraints. Beginning in spring 2012, all spring retake students will take the regular grade 10 test.

Work Tasks (Base Contract):

- a. Develop and update retake test construction specifications for each FSA Reading and Mathematics Retakes test administration. (March 2011, 2012)

Work Tasks (Renewal):

- b. Develop and update retake test construction specifications for each FCAT Reading and Mathematics Retakes test administration. (March 2013, 2014)

5.1.5 Norm-Referenced Reporting for FSA Reading and Mathematics

The Department intends to report norm-referenced scores for students in grades 3 through 10 based upon performance on a criterion-referenced test of the Sunshine State Standards. By August of 2008, the current NRT contractor, Pearson Assessment & Information, will complete a comprehensive curriculum mapping study to determine the degree of overlap between Florida's assessed standards and those in other states in order to determine the degree of alignment. The

mapping study results will be analyzed by Pearson to determine if Florida's standards are sufficiently like those of other states to ensure a valid assessment for purposes of reporting normative data on FSA Reading and Mathematics tests.

Assuming there is adequate alignment, Pearson will work with the Department to design, plan, and conduct a norming study using test items from FSA Reading in grades 3 through 10 and FSA Mathematics in grades 3 through 8 and grade 10. The contractor selected through this RFP process will be required to provide FSA SSS Reading and Mathematics test and answer document files to the FCAT NRT contractor in an agreed upon format for use in the administration to a nationally representative sample of students during the spring of 2011. See Section 3.8.4 for more information.

This contractor will also be responsible for scoring the test forms administered to students for norming including scanning/imaging, processing, handscoring, calibration (generation of item statistics on the nationally-representative sample), scoring, and production of student results files including scaled scores. The scoring will be conducted after the completion of all scoring and reporting for the operational tests given in Florida during spring of 2011. It is anticipated that the results files from the norming study will be provided to the FCAT NRT contractor by July 2011. The Department, the FCAT NRT contractor, and the contractor selected through this RFP will determine and agree on the format of files and method for transmittal.

As an outcome of the national norming study, the NRT contractor will provide norms tables aligned with the FSA scale score for each tested grade 3 through 10 in Reading and Mathematics to the contractor selected as a result of this RFP process. Upon first use of these norms tables in reporting the results of the Spring 2012 FSA Reading and Mathematics, the NRT contractor will provide psychometric services to verify the reporting as well as the reliability and validity of the norm-referenced scores for Spring 2012.

The following table lists the sample sizes for the norming study.

Sample Sizes

Grade Level	Sample Size
3	6,000
4	6,000
5	6,000
6	6,000
7	8,000
8	8,000
9	8,000
10	8,000
Total	56,000

Work Tasks (Base Contract):

- a. Provide camera ready art version of test and answer document files to NRT contractor for use in national norming study. (September 2010)
- b. Process documents returned for inclusion in norming study including any handscoring and other scoring activities needed to provide a scale score. (June-July 2011)
- c. Provide scored file to NRT contractor. (July 2011)

5.1.6 Proposal for New Model for the FSA Writing Assessment

The section is provided for information only and is not a required task for this RFP. The current development contractor, Pearson Assessment & Information, is responsible for developing a new design for assessing writing skills. Ideally, the Department seeks to implement a new design that measures student writing using a variety of item types as noted in Section 3.3, but maintains validity for a single dimension. Pearson Assessment & Information may propose variations on the current model. The test design proposal document will elaborate on the measurement philosophy and describe how items measuring various writing constructs could be combined into a single assessment instrument and score. In addition, the test design document would describe the relative emphasis of various benchmarks or benchmark areas that should be assessed and how the assessment would be reported. The document would include the approximate number of items that should be included on each form of the assessment and recommend the various types of items to be used in assessing various benchmarks. In addition, the test design would describe the measurement model and procedures that should be implemented for the writing assessment. The test design document will form the basis for developing a new draft of the item specifications, test construction specifications, and the scoring specifications. The test item, test construction, and scoring specifications will be produced by the contractor selected through this RFP process.

The Department anticipates that the scores reported for new FSA writing assessment will include a total writing score and content-related subscores, as well as scores for the essay component. However, Pearson Assessment & Information will recommend scales for total scores and subscores for the writing assessment. To determine the most appropriate score scales, Pearson Assessment & Information will investigate the application of various calibration, scoring, and equating models to the writing assessment, using simulated data. The new contractor will design the field test of the writing tests to provide information to evaluate test items and performance tasks and to evaluate the overall test design. The bidders for this RFP should understand that they will be expected to consider the results of the study and provide recommendations to the Department related to the design of the test in the fall of 2008.

Bidders may anticipate, for purposes of responding to this RFP, that the new test of writing given at grades 4, 7, and 11, will be structured similarly to the current FCAT Writing+, including one two-page on-demand writing response. The contractor will be required to develop, produce, administer, score, and report the revised test. The field test will be administered in March 2011. The Department anticipates that there will be eight (8) field-test forms. The test will be administered to a representative sample with at least 5,000 students taking each form.

Work Tasks (Base Contract):

- a. Review test design proposal prepared by PAI and submit recommendations to Department. (October 2008)
- b. Prepare draft of test construction specifications for FSA Writing Test. (March 2009)

5.1.7 FCAT/FSA Writing Prompt Field Test

In the FCAT Writing+ measurement model, writing scale scores are derived by averaging the scale scores for the prompt and the multiple-choice portion of the test. Thus, the Department requires the contractor to calibrate ten (10) field-test prompts along with approximately 20 to 25 selected multiple-choice items to obtain prompt scale scores from each December field test. The contractor is required to prepare field-test sampling specifications detailing the methodology of sampling and to identify a representative set of Florida schools. The Department requires approximately 3,000 students to take each field-tested prompt. Note: there will be no prompt field test in December 2009. Only FSA Writing grade 4 prompts will be field tested in December 2010. The March 2011 field test for the new FSA Writing at grades 7 and 11 will include all test items to be field tested, prompts as well as selected-response items, using the computer-based test system. See Sections 3.3 and 3.7.8 for more information on writing prompt field-test.

Work Tasks (Base Contract):

- a. Create and update field-test sampling specifications for each writing prompt field test administration. (June 2010, 2011, 2012)
- b. Select field-test samples for each writing prompt field-test administration. (August 2010, 2011, 2012)

Work Tasks (Renewal):

- c. Create and update field-test sampling specifications for each writing prompt field test administration. (June 2013, 2014)
- d. Select field-test samples for each writing prompt field-test administration. (August 2013, 2014)

5.1.8 Florida End-of-Course Tests

Under this procurement Florida will implement end-of-course (EOC) tests for selected high-school credit courses in Science and Mathematics. Multiple forms of these tests will be constructed for each administration by selecting previously field-tested or operational items (selected-response and constructed-response) from item banks. Each year, one form of the test will be produced for the fall semester administration and three parallel forms will be produced for the end-of-year administration. These pre-equated forms may have common test items but must be sufficiently different in an effort to discourage cheating and ensure a valid measure of student learning. The contractor is expected to develop and maintain test construction specifications describing the details of test construction, including guidelines for building parallel forms, and the pre-equating procedure. Item selection will be based on matching the target test characteristic, test information, and test standard error curves in addition to meeting content requirements and other constraints.

EOC tests will be pre-equated using test items with acceptable item statistics that have been field-tested or operational within the three years prior to usage. Student responses will be scored using item response theory (IRT) applying a partial-credit model for constructed-response items, a two-parameter logistic model for gridded-response items, and a three-parameter logistic model for multiple-choice items. Item parameters for all EOC test items will be placed on their respective baseline scales. The Algebra 1 whole-test scale score will be combined in a conjunctive model with the grade 10 Florida Standards Assessment for Mathematics scale score for student graduation judgments.

The field test of the EOC tests will be administered at the end of school year (see Table 2.10) and each field-test form will be administered to at least 5,000 students. The Department anticipates that there will be eight (8) forms for each subject EOC field-test.

Work Tasks (Base Contract):

- a. Create field-test sampling specifications for the Algebra 1 EOC field test administration. (January 2010)
- b. Create field-test sampling specifications for the Biology EOC field test administration. (January 2011)
- c. Create field-test sampling specifications for the TBD Science EOC field test administration. (January 2012)
- d. Select field-test samples for each EOC field-test administration. (February 2010, 2011, 2012)

5.2 Data Verification and Quality Assurance

5.2.1 Data Verification and Scoring Specifications

The contractor is responsible for developing specifications for each administration that describes in detail all of the steps to be implemented to demonstrate to the Department that the final student and aggregated scores are accurate. The contractor must complete and update scanning, data verification and scoring, and reporting and file specifications and mock tests of these procedures prior to each test administration to ensure that all procedures have been checked before the processing of student response files (or answer books for paper-based administrations) begins.

The bidder's proposal should fully address the requirements in Appendix B: Requirements for Data Quality Control Processes. The proposal must also describe the practices used by the contractor for quality assurance of data generated by both computer-based and paper-based testing and any recommended enhancements to those in Appendix B.

Work Tasks (Base Contract):

- a) Develop, update, and provide data verification and scoring specifications for fall retake tests. (April 2009, 2010, 2011, 2012)
- b) Develop, update, and provide data verification and scoring specifications for spring tests. (August 2009, 2010, 2011, 2012)
- c) Develop, update, and provide data verification and scoring specifications for end-of-course tests. (August 2011, 2012)
- d) Develop, update, and provide data verification and scoring specifications for summer retake tests. (January 2010, 2011, 2012, 2013)

Work Tasks (Renewal):

- a) Develop, update, and provide data verification and scoring specifications for fall retake tests. (April 2013, 2014)
- b) Develop, update, and provide data verification and scoring specifications for spring tests. (August 2013, 2014)
- c) Develop, update, and provide data verification and scoring specifications for end-of-course tests. (August 2013, 2014)
- d) Develop, update, and provide data verification and scoring specifications for summer retake tests. (January 2014, 2015)

5.2.2 Verification of the Test Answer Key

Teams of Florida educators review each question during the item development and item review cycle and determine the correct answer. This is the answer key that is initially used for field testing. After items are selected for each test, the answer key is verified using several methods.

Method 1: Before the test is printed or formatted for computer-based delivery, the contractor must provide for at least two people to take the test and answer the questions independently. A third person must compare their answers to the established key. Discrepancies are discussed, resolved, and corrections to the answer key made if necessary.

Method 2: An electronic answer key (test define) is generated from the item bank and compared to the established answer key. Discrepancies are reviewed and resolved, and corrections made if necessary. The electronic version of the answer key is used by the scoring programs.

Method 3: After the test is printed, one or two people take the test and answer the questions. The answer key generated in Method 1 must be compared to the electronic file to be used in the automated scoring processes. Discrepancies are reviewed and resolved, and corrections to the answer key are made if necessary.

Method 4: During calibration, the item statistics in the current and previous years are compared using correlations and scatter plots. If the item statistics from the previous use appear inconsistent with the current use, these items will be reviewed for problems. Corrections to the answer key will be made if necessary.

The gridded-response/fill-in items will be scored according to rules provided by the Department. Scoring for gridded-response/fill-in items in mathematics and science is verified by reviewing student responses from the field-test administration. As the fill-in responses used in computer-based testing are developed, the contractor will be responsible for updating these rules, as approved by the Department, to include cases that might be encountered with the fill-in response format that are not possible for gridded-response items.

To ensure that all common responses are carefully considered for possible inclusion in the key for field-test items, and to examine response patterns for flaws in items, the Department convenes meetings in Tallahassee to review the frequency distributions of field-test gridded-response/fill-in items with educators. See Section 5.2.3 for information about the gridded-response/fill-in adjudication committee meetings.

Performance Metric: The number of identified errors in each field in the test define by subject of each administration of the test divided by the total number of fields in test define by administration.

Work Tasks (Base Contract):

- a) Generate, review, and verify electronic scoring keys from the item bank for each fall retake test. (August 2009, 2010, 2011, 2012)
- b) Generate, review, and verify electronic scoring keys from the item bank for each end-of-course fall test. (November 2011, 2012, 2013)
- c) Generate, review, and verify electronic scoring keys from the item bank for each spring writing test. (September 2009, 2010, 2011, 2012)
- d) Generate, review, and verify electronic scoring keys from the item bank for each spring retake and reading, mathematics and science test. (November 2009, 2010, 2011, 2012)
- e) Generate, review, and verify electronic scoring keys from the item bank for each end-of-course spring test. (April 2011, 2012, 2013)
- f) Generate, review, and verify electronic scoring keys from the item bank for each summer retake test. (April 2010, 2011, 2012, 2013)

Work Tasks (Renewal):

- g) Generate, review, and verify electronic scoring keys from the item bank for each fall retake test. (August 2013, 2014)
- h) Generate, review, and verify electronic scoring keys from the item bank for each end-of-course fall test. (November 2014, 2015)
- i) Generate, review, and verify electronic scoring keys from the item bank for each spring writing test. (September 2013, 2014)
- j) Generate, review, and verify electronic scoring keys from the item bank for each spring reading, mathematics and science test. (November 2013, 2014)
- k) Generate, review, and verify electronic scoring keys from the item bank for each end-of-course spring test. (April 2014, 2015)
- l) Generate, review, and verify electronic scoring keys from the item bank for each summer retake test. (April 2014, 2015)

5.2.3 Gridded-Response/Fill-In Adjudication Committees

The contractor is responsible for coordinating all logistics and for preparing materials for the mathematics and science field-test gridded-response/fill-in (GR/FI) test item adjudication committees. A review of all field-test responses to mathematics and science gridded-response questions is conducted to determine whether all possible correct answers have been included in the scoring key. Based on advice from these committees, the Department establishes rules for how each gridded-response item will be scored. For each subject and grade meeting, the contractor is responsible for providing score distribution frequencies, copies of the field-tested items, calculators, and reference materials. Print copies of the scoring distributions and field-test items will be provided for each participant in a securely controlled manner. Copies for staff will be sent to the Department at least three days prior to the meeting. No computer projection device will be necessary for these meetings, except for use in the orientation session. The field-test GR/FI frequency distributions are based on responses for the full state. The contractor will provide copies of the field-test items for educators and Department staff in a format to be described by the Department. Contractors are not required to provide staff at the meeting site beyond that required to address any logistical needs. The meeting will be conducted by Department staff.

The Department and the educators will review the student responses and verify the scoring keys and editing requirements for each item. If any errors in the scoring keys or additions to the scoring keys are uncovered, these will be documented along with the recommended solution. The contractor is required to promptly make changes to field-test item scoring keys and to update the correct answers/scoring rules in the item bank. The contractor will submit the final scoring keys to the Department for final approval. Field-test gridded-response/fill-in adjudication must be completed prior to scoring of full files.

Work Tasks (Base Contract):

- a. Conduct gridded-response/fill-in adjudication meetings for mathematics and science. (April 2010, May 2011, 2012, 2013)

Work Tasks (Renewal):

- b. Conduct gridded-response/fill-in adjudication meetings for mathematics and science. (May 2014, 2015)

5.2.4 Gridded-Response/Fill-in Response Scoring Review

To demonstrate gridded-response scoring keys and rules are being appropriately applied, after the fall 2009 retake and the spring 2010 administration the contractor will prepare a frequency distribution of student responses for each gridded-response item based on at least 5,000 student records. The frequency distributions will include an indication of right/wrong and other identifying information defined by the Department. The contractor and the Department will review the distributions to identify any inconsistencies. The contractor and the Department will independently review the student responses and verify the scoring keys and editing requirements for each item. If any errors are uncovered, the contractor will conduct a root-cause analysis and describe and implement remedies to correct these errors and prevent a recurrence.

Performance Metric: The number of identified errors in each field in the test define by subject of each administration of the test divided by the total number of fields in test define by administration.

Work Tasks (Base Contract):

- a) Generate, review, and verify electronic scoring keys from the item bank for each fall test. (August 2009, 2010, 2011, 2012)
- b) Generate, review, and verify electronic scoring keys from the item bank for each end-of-course fall test. (November 2011, 2012, 2013)
- c) Generate, review, and verify electronic scoring keys from the item bank for each spring writing test. (September 2009, 2010, 2011, 2012)
- d) Generate, review, and verify electronic scoring keys from the item bank for each spring reading, mathematics, and science test. (November 2009, 2010, 2011, 2012)
- e) Generate, review, and verify electronic scoring keys from the item bank for each end-of-course spring test. (April 2010, 2011, 2012, 2013)
- f) Conduct adjudication meeting for gridded-response/fill-in field-test items (April 2010, May 2011, 2012, 2013).
- g) Review frequency distribution of gridded-response/fill-in responses from core items and report on scoring keys and rules. (December 2009, June 2010)

Work Tasks (Renewal):

- h) Generate, review, and verify electronic scoring keys from the item bank for each fall test. (August 2013, 2014)
- i) Generate, review, and verify electronic scoring keys from the item bank for each end-of-course fall test. (November 2014, 2015)
- j) Generate, review, and verify electronic scoring keys from the item bank for each spring writing test. (September 2013, 2014)
- k) Generate, review, and verify electronic scoring keys from the item bank for each spring reading, mathematics, and science test. (November 2013, 2014)

- l) Generate, review, and verify electronic scoring keys from the item bank for each end-of-course spring test. (April 2014, 2015)
- m) Conduct adjudication meeting for gridded-response/fill-in field-test items (April 2010, May 2014, 2015).

5.2.5 Quality Control

The contractor shall provide for quality control systems to verify the accuracy of the scoring, processing, and reporting of scores to ensure the provision of high quality and accurate data. In addition, the contractor will provide the results of these quality control reviews to the Department so that the Department can ensure any identified problems have been rectified.

In addition, the Department shall operate its own quality control operations. In so doing, the Department will utilize the services of one or more contractors to assist in verification of the quality and accuracy of the assessment results. The Department (or subcontractor) will perform data verification checks at times and places so designated. The contractor will be obligated to provide data, information, explanations, and work space, if necessary, for data verification by the Department.

The objective of the quality control processes is to replicate and triangulate analyses in order to verify that the data being reported are correct. The Department will review all quality control findings and will provide permission for the contractor to prepare and distribute test results. See Appendix B for more details about requirements for quality assurance and control.

A “dry run” process prior to actual calibration will be conducted by the contractor and other members of the calibration team. The contractor will prepare one grade of “mock” data per subject (e.g., Grade 8 Reading, Mathematics, Science, and Writing) using the State Student Results file (SSR) research format with matching dry run anchor parameter files. The purpose of this mock data will be to provide a vehicle for the calibration dry run; i.e., a practice check of the operation of computer programs used in scaling, equating, creating adjusted item parameters, and scoring. The psychometric staff for the identified calibration team will be available for daily discussions and consultation throughout the parallel dry run calibration activities. Work tasks for quality control of scanning and scoring are incorporated into the remaining subsections of Section 5.

5.3 Scanning Student Responses

Students taking the FCAT, FSA and EOC tests in a paper-based format will bubble their answers onto scannable tests books or answer sheets. After scanning, the images will be stored in an electronic data file. Scanning accuracy will be checked by comparing a sample set of bubbled answer documents and verifying that the electronic file matches the answer documents. Another step toward verifying the accuracy of scanning will be to check the early scanning of “live” answer documents. The scanning of live answer documents will be checked by verifying that the electronic “data file” contains exactly what students bubbled. See Appendix B for data verification requirements. If discrepancies are identified, programming will be corrected and documents will be scanned again. Scanning of live student documents will produce an electronic copy of bubbled answers and electronic images of written answers that must be scored. Parallel output files must be generated by computer-based tests.

Performance Metric. The number of identified errors in hand edits of student answer sheets divided by the number of documents edited by hand.

Work Tasks (Base Contract):

- a) Provide scanning and scoring specifications, including file formats, for fall retake tests. (June 2009, 2010, 2011, 2012)
- b) Provide scanning and scoring specifications, including file formats, for end-of-course tests semester 1. (August 2011, 2012)

- c) Provide scanning and scoring specifications, including file formats, for spring tests. (November 2009, 2010, 2011, 2012)
- d) Provide scanning and scoring specifications, including file formats, for end-of-course semester 2 tests. (August 2010, 2011, 2012)
- e) Provide scanning and scoring specifications, including file formats, for summer retake tests. (February 2010, 2011, 2012, 2013)
- f) Provide electronic files for mock and mini-state checks 3 business days prior to any onsite trips to check data for fall retake tests. (July, October 2009, 2010, 2011, 2012)
- g) Provide electronic files for mock and mini-state checks 3 business days prior to any onsite trips to check data for end-of-course tests Semester 1. (October 2011, 2012, 2013)
- h) Provide electronic files for mock and mini-state checks 3 business days prior to any onsite trips to check data for spring Writing tests. (January-March 2010, 2011, 2012, 2013)
- i) Provide electronic files for mock and mini-state checks 3 business days prior to any onsite trips to check data for spring Reading, Mathematics and Science tests. (March-May 2010, 2011, 2012, 2013)
- j) Provide electronic files for mock and mini-state checks 3 business days prior to any onsite trips to check data for end-of-course tests Semester 2. (March, July 2010, 2011, 2012, 2013)
- k) Provide electronic files for mock and mini-state checks 3 business days prior to any onsite trips to check data for summer retake tests. (March, July 2010, 2011, 2012, 2013)

Work Tasks (Renewal):

- l) Provide scanning and scoring specifications, including file formats, for fall retake tests. (June 2013, 2014)
- m) Provide scanning and scoring specifications, including file formats, for end-of-course tests semester 1. (August 2013, 2014)
- n) Provide scanning and scoring specifications, including file formats, for spring tests. (November 2013, 2014)
- o) Provide scanning and scoring specifications, including file formats, for end-of-course tests semester 2. (August 2013, 2014)
- p) Provide scanning and scoring specifications, including file formats, for summer retake tests. (February 2014, 2015)
- q) Provide electronic files for mock and mini-state checks 3 business days prior to any onsite trips to check data for fall retake tests. (July, October 2013, 2014)
- r) Provide electronic files for mock and mini-state checks 3 business days prior to any onsite trips to check data for end-of-course tests Semester 1. (October 2014)
- s) Provide electronic files for mock and mini-state checks 3 business days prior to any onsite trips to check data for spring Writing tests. (January-March 2014, 2015)
- t) Provide electronic files for mock and mini-state checks 3 business days prior to any onsite trips to check data for spring Reading, Mathematics and Science tests. (March-May 2014, 2015)
- u) Provide electronic files for mock and mini-state checks 3 business days prior to any onsite trips to check data for end-of-course tests semester 2. (October 2014, 2015)
- v) Provide electronic files for mock and mini-state checks 3 business days prior to any onsite trips to check data for summer retake tests. (March, July 2014, 2015)

5.3.1 Special Processing Needs for Large-Print and Braille Documents

The contractor will be expected to arrange for transcribing the answers on large-print documents into regular test books prior to image scanning. This will include transcription of performance task items such as writing prompt responses, SRs, and ERs. The contractor will be responsible for indicating on the student grid sheet that a large-print test document was used by the student and that the presentation and responding ESE accommodations were provided.

The contractor is responsible for arranging for transcription of Braille documents into regular test books prior to image scanning or transcription into the CBT system. Historically, this service has been provided by a subcontractor. The contractor will be responsible for indicating on the student grid sheet that a Braille document was used by the student and that the presentation and responding ESE accommodations were provided.

Braille and large-print processing should be closely monitored with the goal of having as many of these student's scores included in the results file used for reporting despite the need for additional processing time.

Work Tasks (Base Contract):

- a) Arrange for transcription of Large Print test books for fall retake tests. (October 2009, 2010, 2011, 2012)
- b) Arrange for transcription of Large Print test books for spring tests. (March and April 2010, 2011, 2012, 2013)
- c) Arrange for transcription of Large Print test books for end-of-course tests. (June 2010, 2011, January and June 2012, 2013)
- d) Arrange for transcription of Large Print test books for summer retake tests. (June or July 2010, 2011, 2012, 2013)
- e) Arrange for transcription of Braille answer documents for fall retake tests. (October 2009, 2010, 2011, 2012)
- f) Arrange for transcription of Braille answer documents for spring tests. (March and April 2010, 2011, 2012, 2013)
- g) Arrange for transcription of Braille answer documents for end-of-course tests. (January and June 2010, 2011, 2012, 2013)
- h) Arrange for transcription of Braille answer documents for summer retake tests. (June or July 2010, 2011, 2012, 2013)

Work Tasks (Renewal):

- i) Arrange for transcription of Large Print test books for fall retake tests. (October 2013, 2014)
- j) Arrange for transcription of Large Print test books for spring tests. (March and April 2014, 2015)
- k) Arrange for transcription of Large Print test books for end-of-course tests. (January and June 2014, 2015)
- l) Arrange for transcription of Large Print test books for summer retake tests. (June or July 2014, 2015)
- m) Arrange for transcription of Braille answer documents for fall retake tests. (October 2013, 2014)
- n) Arrange for transcription of Braille answer documents for spring tests. (March and April 2014, 2015))
- o) Arrange for transcription of Braille answer documents for end-of-course tests. (January and June 2014, 2015)
- p) Arrange for transcription of Braille answer documents for summer retake tests. (June or July 2014, 2015)

5.3.2 Other Documents Requiring Special Handling Prior to Scanning

Virtual school students test in the county they reside, but their scores need to be routed to their own school. Districts place these documents in specially provided large envelopes and they are returned to the testing contractor. The contractor must separate the documents into the appropriate school districts (Florida Virtual Academy or Florida Connections Academy) and add a Document Count Form to the front of the stack to ready them for scanning.

Corporate Tax Credit (CTC) Scholarship students and MacKay Scholarships students may require additional handling. Corporate Tax Credit scholarship students who attend private schools, but whose parents elect to request that their students be tested on FCAT or FSA will test in the district they reside, but they will be identified as belonging to school number 9999 in that district to indicate that they are private school students. Their reports will be sent to the district in which they tested. The district will provide the ISRs to the parents. Parents of MacKay scholarship students also may elect to have their student test. They will test in the district of residence. They will be identified by the school number 3518 and reporting is handled similarly. Both CTC and MacKay scholarships students are identified as School Type 11. Their scores are not included in district or state totals. The only reports produced for these students are Individual Student Reports. Their scores are also posted to the Parent Website.

5.4 Scoring

The contractor must monitor all aspects of the scoring procedures throughout the entire process of generating actual student response files and scoring.

5.4.1 Calibration, Equating, and Scaling

The contractor will construct specifications for calibrating, equating, and scaling (CES) for the FCAT and FSA Reading, Math, Science, and Writing test forms. The processes to be used will be codified in a set of CES specifications. The specifications will describe the specific steps for implementing the calibration, equating, and scaling requirements and will explain how, by when, and by whom all of the necessary steps will be completed. The specifications will also address the steps, procedures, and software required for replication of the calibration, equating, and scaling procedures by the Department. The specifications will be reviewed and updated by the contractor for each subsequent administration. See Appendix B for additional requirements. The Department will provide the contractor with copies of existing specification documents.

It is the responsibility of the contractor to keep all the documents/electronic files from the calibration activities, such as the classical and IRT item statistics, alternative calibration solutions summarizing the reasons why anchor items are removed or kept in the anchor set, the impact of decisions on the transformation coefficients and scale scores, and the other pertinent decisions made by the Department and contractor. The format of these documents should be proposed by the contractor and mutually agreed upon by the contractor and the Department.

5.4.2 Calibration Team

The contractor will assist the Department in coordinating the work of a calibration team during dry-run activities (see Section 5.2.3 and Appendix B) and regular administrations each spring. The contractor is required to subcontract with at least one outside entity to work on the calibration team during all CES activities. The contractor's, the subcontractor's, and the Department's psychometric staff will each independently perform CES to verify results. The specifications will clearly describe the calibration team consisting of the Department's, the contractor's, and third party's psychometricians and programmers, as well as the roles assigned to each entity. The Department's psychometric team will oversee the CES process. Bidders will indicate in their proposals the qualified personnel/subcontractors who will provide these professional services and include their vitae or other documentation of expertise and experience.

5.4.3 Selection of Early Return Samples

The contractor is required to prepare sampling specifications and identify samples of Florida schools to be designated for early return of answer documents during each FCAT and FSA Reading, Math and Science administration. The calibration samples should be selected on the basis of the demographic characteristics of the state of Florida as defined by the Department and the most recent test scores available. Some small districts may also be selected for scoring quality control. Samples of Florida schools for early return of answer documents are selected for

multiple purposes including (1) calibrating, scaling and equating the tests; (2) checking early district data; (3) selecting student responses to performance tasks to serve as validity papers in handscoring; (4) identifying responses for performance task field-test rangefinder activities; and (5) scoring and calibrating field-test items. These sampling specifications will be included in the calibration, scoring, and scaling specifications. Calibration sample sizes are shown in Table 5.1.

Table 5.1: Calibration Sample Sizes

Subject	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
FCAT Reading	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	
FCAT Mathematics	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	
FCAT Science			20,000			20,000			20,000
FCAT Writing+		Full File				Full File		Full File	
FSA Reading	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	
FSA Mathematics	20,000	20,000	20,000	20,000	20,000	20,000		20,000	
FSA Science			20,000			20,000			
FSA Writing		Per study ¹			Per study ¹				Per study ¹

¹ Sample sizes for the new writing assessment will be based upon decisions in the initial design phase.

Work Tasks (Base Contract):

- a. Create and update calibration, equating, and scaling specifications, including sampling plan, for each administration except Retakes and EOC tests. (July 2009, 2010, 2011, 2012)
- b. Select early return samples for each administration except Retakes and EOC tests. (August 2009, 2010, 2011, 2012)

Work Tasks (Renewal):

- c. Create and update calibration, equating, and scaling specifications, including sampling plan, for each administration except Retakes and EOC tests. (July 2013, 2014)
- d. Select early return samples for each administration except Retakes and EOC tests. (August 2013, 2014)

5.4.4 Handscoring Performance Tasks and Writing Prompts

Handscoring as it is used in this RFP refers to the processes necessary for determining the holistic rating of a student’s work on the writing prompts or to the performance tasks (i.e., short- and extended-response items) in reading, mathematics and science. A number of methodologies are available for implementing handscoring, including image-based scoring at specially equipped sites, image-based scoring distributed to specially equipped remote sites, image-based scoring distributed to individuals via an intranet, and artificial intelligence scoring systems for rating essays or other constructed response items. The purpose of this section and Appendix D is to indicate the Department’s procedural, design, and implementation requirements for scoring performance tasks. The contractor is expected to incorporate these requirements into written specifications that will be updated seven months prior to each test administration.

The Department requires the contractor to provide handscoring processes that are reliable and valid, as well as efficient in terms of time and expenditures. Scoring FCAT, FSA, and EOC performance task responses requires that high levels of scoring accuracy be maintained while meeting challenging scoring deadlines. The contractor is required to utilize all resources and

procedures needed to meet this requirement. Bidders will explain in detail in their proposals how the requirements of this section and Appendix D will be met, including evidence of their ability to assign reliable and valid scores for the methods proposed. Bidders must also provide a detailed description of how the security of the test items and student responses will be maintained throughout scoring.

The Department will play an integral role in guiding and monitoring all aspects of training readers and scoring performance task responses. The Department will chair rangefinder review and selection meetings; review and approve all scoring materials; and monitor the training of readers and the scoring sessions. Department staff can be expected to be on-site throughout the training of readers. When not on site, Department staff must be provided on-line access to all handscoring systems and reports and will communicate frequently with the contractor throughout the scoring process. During live scoring daily handscoring status calls are held.

At the end of each season of handscoring, the Department requires that a report be produced which captures pertinent data values related to the operational and field-test performance tasks scored that year. For all short-response items, extended-response items and writing prompts the following statistics must be captured:

- Florida ID number of the item as well as form number and sequence number on the test.
- Total number of first, second, third and fourth reads; total reads.
- Inter-Rater Reliability statistics: number of cumulative reads, number and percentage of perfect agreement, number and percentage of adjacent agreement, number and percentage of non-adjacent agreement.
- Validity Statistics: number of validity reads, number and percentage of perfect agreement, number and percentage of adjacent agreement, number and percentage of non-adjacent agreement.
- Scorepoint distribution for scores from handscoring; mean score.
- Final Scorepoint distribution after scoring rules have been applied; mean score.
- Archived final quality-assurance monitoring reports from the handscoring system.
- Scoring notes from field test scoring.

All the handscoring statistical data will also be provided in an electronic data file in a format agreed upon by the contractor and the Department. This data file may be used to feed information into the item bank and to supplement the additional analyses provided routinely after scoring.

All field-tested performance task scores will be provided in a data file similar to the State Student Results (SSR) file (described in Appendix A-4A) with student level handscoring information linked to the same demographic fields available on the SSR file. The Writing prompt field test file will include prompt score information as well as the scored multiple choice portion of the text. The contractor will be expected to produce a scale score value for each of the field-tested writing prompts which will be used in test construction.

If multiple handscoring rangefinder meetings and thus scoring sessions are needed, then a similar report, data files, and an additional update to the item bank will be required after each session is finished.

Work Tasks (Base Contract):

- a. Deliver SSR files for all field-tested reading, mathematics and science performance tasks (FCAT, FSA, and EOC) to Department after field-test handscoring is complete. (July, October 2010, 2011, 2012, 2013)

Work Tasks (Renewal):

- b. Deliver SSR files for all field-tested reading, mathematics and science performance tasks (FCAT, FSA, and EOC) to Department after field-test handscoring is complete. (July, October 2014, 2015)

5.4.4.1 Replication Study

If the successful bidder is different than the current handscoring contractor, CTB/McGraw Hill, the contractor will be required to conduct a handscoring replication study. The contractor will submit to the Department a plan and design for a replication study on a set of previously handscored test items for each subject and grade containing performance tasks. Relevant handscoring images, rangefinder, training, and qualifying papers will be provided by the Department. The final report comparing reader qualification results, validity, inter-rater reliability, number of reads/resolutions required, and scoring rate will be completed and reported to the Department by August, 2009. All materials will be provided by the existing handscoring contractor, CTB/McGraw Hill, upon the Department's approval.

Work Tasks (Base Contract):

- a. Deliver Plan for Handscoring Replication Study. (January 2009)
- b. Conduct and report results of Handscoring Replication Study. (September 2009)

5.4.4.2 Produce Handscoring Specifications

The contractor will produce handscoring specifications seven months prior to each spring administration of FCAT/FSA and each administration of EOC tests. The handscoring process and procedures from the previous administration will be reviewed and updated as needed after each administration in order to improve the processes for the next administration. The handscoring specifications will be a detailed guide to conducting handscoring that will be used by the contractor's handscoring managers and the Department. The specifications will include:

- Handscoring schedules
- Site requirements (includes security and access during scoring)
- Scoring design (includes expected number of reads; groupings of items assigned to readers; assignment of first and second reads)
- Personnel (includes minimum requirements for scoring directors, team leaders, readers; number of personnel; security agreements)
- Rangefinding meetings (includes staffing; meeting procedures)
- Rangefinder review meetings (includes staffing; meeting procedures)
- Fill-in and gridded response adjudication meetings (includes staffing; meeting procedures)
- Training and qualifying materials (includes listing/description of required materials; annotations for training and qualifying rounds; review and approval process)
- Validity sets (includes number and type of validity responses; transcription)
- Scorer degree verification procedures
- Training procedures
- Qualifying standards
- Handscoring reports (includes listing/description of handscoring reports; distribution)
- Scoring process (includes administration of validity sets; rules for determining and assigning resolution reads)

- Monitoring and retraining (includes read-behind guidelines; use of daily and cumulative reader reports)
- Processing requirements (includes programming and design requirements for implementing online handscoring of images)
- Providing electronic copies of annotated training materials for distribution to districts.

The Department requires a comprehensive set of reports be made available for monitoring the progress of handscoring. Appendix D lists the current reports used by Florida. The contractor may propose reports that have been found useful which cover essentially the same functions as those listed below or additional reports that look at similar data in a slightly different presentation. The Department may require modifications be made to existing reports. As the Handscoring Specifications document is revised annually, specifications and designs for reports may be updated based upon a review of effectiveness in the prior year's use.

Work Tasks (Base Contract):

- a. Deliver Handscoring Specifications. (August 2009, 2010, 2011, 2012)

Work Tasks (Renewal):

- a. Deliver Handscoring Specifications. (August 2013, 2014)

5.4.4.3 Handscoring, Sites, and Number of Tasks

Students' constructed responses to FCAT, FSA, and EOC reading, writing, mathematics, and science items will be scored by trained readers online using imaging technology. Paper-based scoring systems will not be permitted for scoring constructed responses.

Currently, scanned images of student written answers are routed to an electronic system that displays the images for scoring. The contractor must recommend the processes that will allow performance tasks from computer-based tests to be similarly routed to the electronic handscoring system. Trained professional readers score written answers using criteria established by teams of Florida educators. Florida readers must have a college degree and must qualify to score Florida tests (FCAT, FSA, or EOC Tests) by accurately scoring a series of training and qualifying papers. The readers are monitored carefully and continuously throughout scoring for their accuracy (validity) and reliability (inter-rater agreement). In addition, team leaders "read behind" each reader to determine the accuracy of their scoring. Readers are also given papers that have been previously scored by Florida educators to determine the accuracy of their scoring (validity responses). Every student answer is scored by two scorers, working independently. If the two readers scores don't match (exact scores for 2-point questions and adjacent scores for 4- and 6-point questions), a third and sometimes a fourth reader is used.

Performance task scoring must be conducted at the contractor's established scoring sites that draw on the contractor's most experienced pools of readers who participate in image-based scoring activities on a regular basis throughout the calendar year. The scoring sites must be secure facilities that employ procedures and technology to control access and maintain the security of materials. Access to the sites must be limited to full and part-time employees and authorized visitors. Secure materials must be accounted for daily by signature when distributed and collected, and maintained in locked storage. Computers containing secure materials must be secured from unauthorized access or copying of files.

The bidder's proposal will identify the number and locations of proposed scoring sites and which subjects and grades the contractor intends to score at each site. The Department reserves the right to approve scoring sites and the distribution of subject/grade scoring across sites. To be approved by the Department, in addition to security requirements, all scoring sites must meet fundamental requirements for accessibility for reader pools, suitability for scoring (i.e., adequacy

of ventilation, lighting, seating arrangements, parking facilities, personal safety, and other necessities), and adherence to state and county building and fire safety codes.

At least one scoring site must be located in Florida to allow for educator visits during training. Each subject must have at least one grade scored in the Florida site every other year. For example, one year grade 4 Reading and grade 5 Mathematics may be scored in the Florida site. The next year, grade 8 Science and grade 4 Writing would be scored in Florida. The contractor shall allocate space in the Florida site(s) to permit up to twenty Florida educators per subject to participate in the training associated with handscoring operations for reading, mathematics, science, and/or writing. These individuals will be identified by the Department, but their travel arrangements will be organized by, and their travel expenses will be paid by, the contractor. The individuals will not participate in actual scoring but will receive training through the qualification step.

At the Department's option, observers may be allowed access to the Florida scoring center for brief periods of time for the purpose of generally understanding the process. A Department official or contractor staff designated by the Department will accompany such visitors.

Handscoring requirements are further explained in Appendix D, including detailed descriptions of the various meetings to be conducted and the procedures for implementing various aspects of handscoring. Bidders must read Appendix D carefully to understand all the requirements for responding to the RFP, including which of the items listed below is required for which subtest and administration.

Tables 5.2, 5.3, 5.4 and 5.5 indicate the expected number of tasks to be administered for the test administrations. The expected number of actual student responses to be scored can be calculated by referring to the expected number of students per grade level to be assessed in Table 2.7. Table 5.6 indicates the percentage of second reads required for performance task field test scoring.

Table 5.2. Estimated Number of FCAT/ FSA and EOC Performance Tasks to be Scored 2010 Spring Administration

Test/Grade	Operational Test	Field Test ¹
Mathematics – grades 5, 8, and 10	4 SR ² & 2 ER ² per student	FSA Gd 5: 2 SR per form; FSA Gd 8: 2 SR or 1 ER per form (up to 40 forms per grade)
Algebra end-of-course full-form field test		6 constructed responses per form (8 forms)
Reading – grades 4, 8, and 10 (Grade 9 FT only)	2 SR & 2 ER per student	For FSA grades 4, 8, and 9 only: 2 SR or 1 ER per form (up to 40 forms per grade)
Writing+ – grades 4, 8, and 10	one 2-page response/student (2 prompts per grade at grades 4 and 8, 1 prompt at grade 10)	
Science – grades 5, 8, and 11	3 SR & 1 ER per student	For FSA grades 5 and 8 only: 2 SR or 1 ER per form (up to 40 forms per grade)
¹ Field test responses are collected and scored for approximately 5,000 students per form. ² SR = Short-response items worth 0-2 points; ER = Extended-response items worth 0-4 points.		

Table 5.3. Estimated Number of FCAT/FSA and EOC Performance Tasks to be Scored 2011 Administration

Test/Grade	Operational Test	Field Test ¹
Mathematics – grades 5, 8, and 10	Gd 5: 8 SR per student Gd 8: 4 SR ² & 2 ER ² per student	Gd 5: 2 SR per form Gd 8: 2 SR or 1 ER per form (up to 40 forms per grade)
Algebra EOC	4 constructed responses per student	2 constructed responses per form (up to 40 forms)
Reading – grades 4, 8, and 9	4 SR & 2 ER per student	2 SR or 1 ER per form (up to 40 forms per grade)
Writing+ – grades 4, 8, and 10	one 2-page response/student (2 prompts per grade)	
FSA Writing – grade 4		one 2-page response per student ³ per prompt (10 prompts)
FSA Writing – grades 7 & 11 full-form field test		one 2-page response per student per prompt (10 prompts per grade)

Test/Grade	Operational Test	Field Test ¹
Science for grades 5 & 8	5 SR & 2 ER per student	2 SR or 1 ER per form (up to 40 forms per grade);
Biology EOC full-form field test		6 constructed responses per form (6 forms)
¹ Field test responses are collected and scored for approximately 5,000 students. ² SR = Short-response items worth 0-2 points; ER = Extended-response items worth 0-4 points. ³ Writing Prompt FT for grade 4 will be given in December 2010.		

Table 5.4. Estimated Number of FSA Performance Tasks to be Scored 2012 Administration

Test/Grade	Operational Test	Field Test ¹
Mathematics – Grades 5 and 8	Gd 5: 8 SR per student; Gd 8: 4 SR ² & 2 ER ² per student	Gd 5: 2 SR per form Gd 8: 2 SR or 1 ER per form (up to 40 forms per grade)
Algebra EOC Test	4 constructed responses per student	2 constructed responses per form (up to 40 forms)
Reading – Grades 4, 8, and 9	4 SR & 2 ER per student	2 SR or 1 ER per form (up to 40 forms per grade)
Writing – Grades 4, 7, and 11	one 2-page response per student	one 2-page response per student per prompt (10 prompts per grade) ³
Science – Grades 5 and 8	5 SR & 2 ER per student	2 SR or 1 ER per form (up to 40 forms per grade)
Biology EOC Test	4 constructed responses per student	2 constructed responses per form (up to 40 forms)
Science EOC full-form field test		6 constructed responses per form (8 forms)
¹ Field test responses are collected and scored for approximately 5,000 students per form. ² SR = Short-response items worth 0-2 points; ER = Extended-response items worth 0-4 points. ³ December 2011 prompt field test.		

Table 5.5. Estimated Number of FSA Performance Tasks to be Scored 2013 and Beyond Administration

Test/Grade	Operational Test	Field Test¹
Mathematics – Grades 5 and 8	Gd 5: 8 SR per student; Gd 8: 4 SR ² & 2 ER ²	Gd 5: 2 SR per form; Gd 8: 2 SR or 1 ER per form (up to 40 forms per grade)
Algebra EOC Test	4 constructed responses per student	2 constructed responses per form (up to 40 forms)
Reading – Grades 4, 8, and 9	4 SR & 2 ER per student	2 SR or 1 ER per form (up to 40 forms per grade)
Writing – Grades 4, 7, and 11	1 two-page response per student	1 two-page response per student per prompt (10 prompts per grade) ³
Science – Grades 5 and 8	5 SR and 2 ER per student	2 SR or 1 ER per form (up to 40 forms per grade)
Biology EOC Test	4 constructed responses per student	2 constructed responses per form (up to 40 forms per grade)
Science EOCTest	4 constructed responses per student	2 constructed responses per form (up to 40 forms per grade)
¹ Field test responses are collected and scored for approximately 5,000 students per form. ² SR = Short-response items worth 0-2 points; ER = Extended-response items worth 0-4 points. ³ December 2012 prompt field test.		

Table 5.6. FCAT/FSA and EOC – Percentage of 2nd Reads Required for FT Prompts and Items, 2010-2015

Grades	Reading	Mathematics	Science	Writing ⁴
4	20%			100%
5		20%	100%	
7				100%
8	20%	20%	100%	100%
9	20% ¹			
10				100%
11			100% ³	100%
EOC		100% ²	100% ³	

¹FSA Reading grade 9 PT FT begins in 2010.
²EOC Algebra 1 PT FT begins in 2010.
³Final grade 11 FCAT Science PT FT will be 2010. EOC Biology PT FT begins in 2011.
⁴FSA Writing FT Prompts begin in December 2010 for grade 4, March 2011 for Grades 7 and 11.

5.4.4.4 Prepare for and Conduct Performance Scoring

Please Refer to Appendix D, sections D.2 through D.7 for information about Rangefinder Selection meetings, Rangefinder Review meetings and Field-Test Rangefinding meetings. The tasks associated with those meetings and operational and field-test handscoring are described below.

Work Tasks (Base Contract):

- a. Conduct Rangefinder Selection for operational writing prompt responses. (September 2009, 2010, 2011, 2012)
- b. Conduct Rangefinder Review Meetings for writing. (October 2009, 2010, 2011, 2012)
- c. Conduct Rangefinder Review Meetings for reading, mathematics and Science. (November 2009, 2010, 2011, 2012)
- d. Conduct Field-Test Rangefinding Meetings for writing. (May 2010, 2011, 2012, 2013)
- e. Conduct first wave of Field-Test Rangefinding Meetings for reading, mathematics and science. (May 2010, 2011, 2012, 2013)
- f. Conduct second wave of Field-Test Rangefinding Meetings for reading, mathematics and science. (September 2010, 2011, 2012, 2013)
- g. Score field-test performance tasks for EOC tests. (July 2010, 2011, 2012, 2013)
- h. Score operational performance tasks for mathematics and science EOC tests semester 1. (January 2012, 2013)
- i. Score operational prompt responses for writing. (March 2010, 2011, 2012, 2013)
- j. Score operational performance tasks for reading, mathematics and science. (April-May 2010, 2011, 2012, 2013)
- k. Score operational performance tasks for EOC tests semester 2. (June 2011, 2012, 2013)
- l. Score writing field-test responses from December. (June 2009, 2010, 2011, 2012)

- m. Score first wave of field-test responses from spring reading, mathematics and science. (June 2010, 2011, 2012, 2013)
- n. Score second wave of field-test responses from spring reading, mathematics and science. (October 2010, 2011, 2012, 2013)

Work Tasks (Renewal):

- o. Conduct Rangefinder Selection for operational writing prompt responses. (September 2013, 2014)
- p. Conduct Rangefinder Review Meetings for writing. (October 2013, 2014)
- q. Conduct Rangefinder Review Meetings for reading, mathematics and science. (November 2013, 2014)
- r. Conduct Field-Test Rangefinding Meetings for writing. (May 2014 and 2015)
- s. Conduct first wave of Field-Test Rangefinding Meetings for reading, mathematics and science. (May 2014, 2015)
- t. Conduct second wave of Field-Test Rangefinding Meetings for reading, mathematics and science. (September 2014, 2015)
- u. Score operational performance tasks for EOC tests semester 1. (January 2014, 2015)
- v. Score operational prompt responses for writing. (March 2014, 2015)
- w. Score operational performance tasks for reading, mathematics and science. (April-May 2014, 2015)
- x. Score operational performance tasks for EOC tests semester 2. (June 2014, 2015)
- y. Score writing field-test responses from December. (June 2014, 2015)
- z. Score first wave of field-test responses from spring field test. (June 2014, 2015)
- aa. Score second wave of field-test responses from spring reading, mathematics and science. (October 2014, 2015)

5.4.5 Expedite Performance Scoring

The Department desires that the FCAT/ FSA and EOC tests be scored and reported in the most expeditious manner possible. Since the tests include performance items at several grade levels in addition to writing prompt responses, considerable time is required to individually read and score these items. Bidders are expected to consider, describe, and propose alternatives that will make it possible for the statewide assessments to be processed according to a timeline that meets or is shorter than the one specified herein.

Faster processing of the performance task responses can be achieved by several different approaches. The following approaches are not intended to be comprehensive or required, but are used here simply for illustration.

1. Larger scoring sites can be opened or additional readers can be employed. For baseline purposes, the 2007 assessment in reading required two sites with about 210 readers in each location. Following a week of team leader training and a week of reader training, the handscoring in 2007 required about five weeks to complete.
2. A bidder could propose the use of distributed scoring wherein individual readers work from their home location via the Internet to score the performance items. Readers could be located anywhere in the country or could be specifically hired and trained within certain geographic locations. Mechanisms for security, training, and monitoring as well as the bidder's experience and success with a project of the scale and high stakes of Florida's must be explained in the proposals.
3. A bidder could propose establishing regional scanning sites in Florida with electronic transmission to a central location elsewhere for processing. Similarly, data could be transmitted back to Florida where the student reports could be printed and distributed.
4. A bidder could propose the automatic detection and scoring of blank responses.

5. A bidder could propose the use of artificial intelligence (AI) to provide one of the required two scores per response. A proposal incorporating this approach must provide documentation regarding the reliability and validity of AI with performance tasks of the nature of Florida's.
6. A bidder could propose a combination of approaches such as those listed above or other alternatives of their own choosing.

For purposes of this bid, all bidders are required to submit proposals that minimally meet the expected approach and timeline for handscoring set forth in the requirements of this RFP (Section 5.4.4 and Appendix D).

5.4.6 Machine Scoring of Bubbled Answers and Computer-Based Test Output

After scanning and scoring software programs are certified as accurate, machine scoring of live student responses begins. Student answers to multiple-choice and fill-in response questions are scored, using the approved computer programs, by comparing the electronic version of a student's responses to the electronic answer key. See Section 5.2.2 for required verification of the answer keys. When handscoring results are available, they are merged with the machine scored results and prepared for additional analyses.

5.4.7 Check All Scores

The correctness of all the student scores must be verified. Scoring programs are run by the Department's contractor and each test is assigned a score. The Department staff and a third party quality-control contractor then run independently developed scoring programs to verify the scoring of every student's test, including the assignment of final scores to the hand-written responses. If discrepancies are identified, the scoring programs are corrected, and student scores are generated again. If there should be a case where there is a massive error in scanning or scoring, the contractor may be required to reprocess as many documents as have been affected.

The contractor computes the aggregate scores for all schools and the districts. The Department and its third-party contractor verify the reports using independently developed computer programs. This step includes hand checking samples of schools and districts. If discrepancies are identified, programming is corrected, and reports are generated again, if necessary. When all checks are complete and the Department's reports agree with the contractor's reports, data are printed and distributed.

5.4.8 Test Anomalies and Missing Scores

The contractor is responsible for assisting the Department in identifying test anomalies and missing scores.

It is the desire of the Department to ensure that all released test results are an accurate depiction of student ability. To assist in that effort it is important that the Department working with its contractors implement multiple strategies in order to identify student or adult activity that would lead to inaccurate scores as a result of cheating, tampering, assisting, or other inappropriate behavior prior to, during, or following the administration of state assessments. Currently, the Department conducts analysis of matched response patterns, multiple-mark frequencies, year-to-year school level performance, and monitors activity as reported by Florida school districts and citizens.

The contractor is expected to provide direct assistance to the Department for the purpose of identifying anomalous test scores. Anomalous test scores are those that the Department, either due to inappropriate behavior by students (cheating) or to behavior by those charged with administering state assessments, cannot be assured are a valid reflection of student achievement.

The contractor must provide, for every answer document scanned, the total number of multiple-choice responses with more than one answer that can be considered a mark (possible erasures).

The number of erasures separated by subject should be included in each student record on the State Student Results file.

The contractor is expected to conduct analysis of student performance by district, school and **test group code** (see Section 5.5.3). This specialized analysis will be delivered with the first version of the SSR file for all grades where the test group code is collected. The detail of this work in terms of process format and content must be included in the Data Verification and Scoring Specifications. The test group code report should include 1) an analysis which reveals those groups of students where similar answer patterns would indicate inappropriate behavior and 2) an analysis of increased student performance by school based on previous year school performance at that grade and subject. The report should be presented in such a manner that outliers can be easily identified. These analyses must be provided in an electronic format approved by the Department.

The contractor is expected to **produce original documents** upon request to assist in investigations. The Department may request that these documents be delivered for review using secure overnight delivery. The contractor will maintain a status log of all original documents requested and sent to the Department. The contractor may be required to pull up to 2500 documents in spring (Reading, Mathematics, Science and Writing) and up to 200 documents per Retake administration in addition to the student documents requiring manual rescoring described in Appendix B. These counts include document pulls to resolve duplicate testers and missing scores.

The contractor is expected to conduct an in-depth data analysis for all subjects and all grades after test results have been reported to reveal additional scoring anomalies. These services are likely beyond the scope of what the Department and contractor are currently able to do within the scoring and reporting timeframe for each administration. Delivery of these products to the Department must occur within 45 days of the release of scores for each administration, which should be in time to inform our statewide accountability program of any schools that require investigation. The bidder may subcontract any or all of the required test anomaly checking and should propose other defensible mechanisms of identifying and resolving anomalous scores.

For a variety of reasons, after each administration the contractor should expect districts to report missing scores to the Department, providing as much information as they can about the test and the student. The contractor will be required to investigate missing test scores within a month of the report.

Work Tasks (Base Contract)

- a) Conduct additional in-depth analyses for all subjects and all grades after test results have been reported to reveal any additional scoring anomalies and deliver results to Department for Fall Retake tests. (January 2010, 2011, December 2011, 2012)
- b) Conduct additional in-depth analyses for all subjects and all grades after test results have been reported to reveal any additional scoring anomalies and deliver results to Department for EOC semester 1 tests. (April 2012, 2013)
- c) Conduct additional in-depth analyses for all subjects and all grades after test results have been reported to reveal any additional scoring anomalies and deliver results to Department for Spring Writing tests. (June 2010, July 2011, 2012, 2013)
- d) Conduct additional in-depth analyses for all subjects and all grades after test results have been reported to reveal any additional scoring anomalies and deliver results to Department for Spring Retake tests. (June 2010, July 2011, 2012, 2013)
- e) Conduct additional in-depth analyses for all subjects and all grades after test results have been reported to reveal any additional scoring anomalies and deliver results to Department for Spring Reading, Mathematics and Science tests. (June 2010, July 2011, 2012, 2013)

- f) Conduct additional in-depth analyses for all subjects and all grades after test results have been reported to reveal any additional scoring anomalies and deliver results to Department for EOC Semester 2 tests. (August 2012, 2013)
- g) Conduct additional in-depth analyses for all subjects and all grades after test results have been reported to reveal any additional scoring anomalies and deliver results to Department for Summer Retake tests. (September 2012, 2013)

Work Tasks (Renewal):

- h) Conduct additional in-depth analyses for all subjects and all grades after test results have been reported to reveal any additional scoring anomalies and deliver results to Department for Fall Retake tests. (December 2013, 2014)
- i) Conduct additional in-depth analyses for all subjects and all grades after test results have been reported to reveal any additional scoring anomalies and deliver results to Department for EOC semester 1 tests. (April 2014, 2015)
- j) Conduct additional in-depth analyses for all subjects and all grades after test results have been reported to reveal any additional scoring anomalies and deliver results to Department for Spring Writing tests. (July 2014, 2015)
- k) Conduct additional in-depth analyses for all subjects and all grades after test results have been reported to reveal any additional scoring anomalies and deliver results to Department for Spring Retake tests. (July 2014, 2015)
- l) Conduct additional in-depth analyses for all subjects and all grades after test results have been reported to reveal any additional scoring anomalies and deliver results to Department for Spring Reading, Mathematics and Science tests.
- m) Conduct additional in-depth analyses for all subjects and all grades after test results have been reported to reveal any additional scoring anomalies and deliver results to Department for EOC Semester 2 tests. (August 2014, 2015)
- n) Conduct additional in-depth analyses for all subjects and all grades after test results have been reported to reveal any additional scoring anomalies and deliver results to Department for Summer Retake tests. (September 2014, 2015)

5.5 Reporting

The contractor will design and implement systems required to accurately and efficiently process, score, and report the results of student responses from each administration. The contractor will also develop procedures to verify the accuracy of data produced at each processing step.

Student achievement on FCAT Reading and Mathematics is reported using scale scores, vertical scale scores, growth scores, content scores, achievement level classifications, passing score status, and comparisons to the statewide mean. Total scores are placed on a 100-500 scale and reported along with standard error confidence interval information. FCAT total scores for reading and mathematics are reported in terms of developmental (vertical) scale that provides for reporting growth continuously from grades 3 to 10. Each student's "growth" between adjacent grade levels will be calculated and reported as a type of "value-added" score. FCAT Science and Writing+ are reported on a 100-500 scale, and include content scores, achievement level classifications, and comparison to the statewide mean. Scale scores for Writing+ are a linear combination of the scale score on the essay (50%) and the scale score for the multiple-choice items (50%).

Content subscores are reported for FCAT Reading, Writing+, Mathematics, and Science. These subscores are the number of raw score points earned for each content category. The FCAT reading and science subscores are reported in four clusters of benchmarks (reading) or strands (science) from the Sunshine State Standards. FCAT Mathematics subscores are reported for each of the five strands in the Sunshine State Standards for mathematics. FCAT Writing+ subscores are reported for each of the areas assessed on the test: focus, organization, support, and conventions. Reports must include appropriate cautions about interpreting these subscores.

FCAT achievement level scores are categories of performance representing five levels of student success with the content assessed on FCAT. The levels are numbered 1-5 and represent very limited success at the lowest level (1) and success with the most challenging content at the highest level (5). Achievement levels have been established for each grade level tested on FCAT Reading, Writing+, Mathematics, and Science. Achievement level categories are based on total scale scores.

With the transition to FSA and EOC tests, initial reporting for all subjects will use scale scores. The contractor will conduct standard setting after the baseline year of the tests (in 2011 for reading and mathematics/Algebra 1; in 2012 for science, biology, and writing; in 2013 for other EOC Science). The Department also requires the development of a vertical scale for grades 3-10 for reading and mathematics. The Department anticipates similar scores will be reported for FSA as for FCAT and that there will be from 3 to 5 achievement levels established and reported for the FSA subject areas.

For each administration, score reports for students will indicate how the individual's performance compares to the rest of the state and to the expected on-grade level performance (determined by the student's achievement level). Total scale scores and content subscores are compared to statewide performances for that administration.

Students in grade 10 and above must earn passing scores on FCAT Reading and Mathematics as one of the requirements for attaining a regular high school diploma. A passing indicator must be included on the student and school reports for students in grades 10, 11, 12, 13, and adult high school. FSA graduation scores will be set as part of standard-setting activities in September of 2011 for Grade 10 Reading and Grade 10 Mathematics/Algebra 1. Reports for these tests will include passing scores as appropriate and approved.

Work Tasks (Base Contract):

Appendix A, Part 4C lists the details of each delivery

- a) Complete Pre-Results Delivery 1 for Fall Retakes (November 2009, 2010; October 2011, 2012, 2013).
- b) Complete Results Delivery 1, 2, 3, and 4 for Fall Retakes (November 2009, 2010, 2011, 2012, 2013).
- c) Complete Pre- Results Delivery 1 for EOC Semester 1 (January 2012, 2013).
- d) Complete Results Delivery 1A for EOC Semester 1 (December 2011, 2012, 2013).
- e) Complete Results Delivery 1B for EOC Semester 1 (January 2012, 2013).
- f) Complete Results Delivery 2, 3, 4 and 5 for EOC Semester 1 (February 2012, 2013).
- g) Complete Results Delivery 6 for EOC Semester (August 2012, 2013).
- h) Complete Results Delivery 7 for EOC Semester 1 (September 2012, 2013).
- i) Complete Pre-Results Delivery 1 for Spring Writing (April 2010, 2011, 2012, 2013).
- j) Complete Results Delivery 1, 2, 3, and 4 for Spring Writing (April 2010; May 2011, 2012, 2013).
- k) Complete Results Delivery 5 for Spring Writing (July 2010, 2011, 2012, 2013).
- l) Complete Results Delivery 6 for Spring Writing (July 2010; August 2011, 2012, 2013).
- m) Complete Pre-Results Delivery 1 for Spring Grade 3 and Retakes Reading and Mathematics (April 2010; May 2011, 2012, 2013).
- n) Complete Results Delivery 1 and 2 for Spring Grade 3 and Retakes Reading and Mathematics (May 2010, 2011, 2012, 2013).
- o) Complete Results Delivery 3 and 4 for Spring Grade 3 and Retakes Reading and Mathematics (May 2010; June 2011, 2012, 2013)
- p) Complete Pre-Results Delivery 1 for Spring Grades 4-10 Reading and Mathematics and Grades 5, 8, and 11 Science (May 2010, 2011, 2012, 2013).
- q) Complete Results Delivery 1 for Spring Grades 4-10 Reading and Mathematics and Grades 5, 8, and 11 Science (May 2010; June 2011, 2012; May 2013).

- r) Complete Results Delivery 2, 3, and 4 for Spring Grades 4-10 Reading and Mathematics and Grades 5, 8, and 11 Science (May 2010; June 2011, 2012, 2013).
- s) Complete Results Delivery 5 for Spring Grades 3-10 Reading and Mathematics and Grades 5, 8, and 11 Science (August 2010, 2011, 2012, 2013).
- t) Complete Results Delivery 6 for Spring Grades 3-10 Reading and Mathematics and Grades 5, 8, and 11 Science (August 2010; September 2011, 2012, 2013).
- u) Complete Pre-Results Delivery 1 and Results Delivery 1 for EOC Semester 2 (June 2011, 2012, 2013).
- v) Complete Results Delivery 2 and 3 for EOC Semester 2 (June 2011; July 2012, 2013).
- w) Complete Results Delivery 4 and 5 for EOC Semester 2 (July 2011, 2012, 2013).
- x) Complete Results Delivery 6 for EOC Semester 2 (August 2011, 2012, 2013).
- y) Complete Results Delivery 7 for EOC Semester 2 (September 2011, 2012, 2013)
- z) Complete Pre-Results Delivery 1, Results Delivery 1, 2, 3, and 4 for Summer Retakes (July 2010, 2011, 2012, 2013).

Work Tasks (Renewal Contract)

- aa) Complete Pre-Results Delivery 1 for Fall Retakes (October 2014).
- bb) Complete Results Delivery 1, 2, 3, and 4 for Fall Retakes (November 2014).
- cc) Complete Pre-Results Delivery 1 for EOC Semester 1 (January 2014, 2015).
- dd) Complete Results Delivery 1A for EOC Semester 1 (December 2014, 2015).
- ee) Complete Results Delivery 1B for EOC Semester 1 (January 2014, 2015).
- ff) Complete Results Delivery 2, 3, 4 and 5 for EOC Semester 1 (February 2014, 2015).
- gg) Complete Results Delivery 6 for EOC Semester 1 (August 2014, 2015).
- hh) Complete Results Delivery 7 for EOC Semester 1 (September 2014, 2015).
- ii) Complete Pre-Results Delivery 1 for Spring Writing (April 2014, 2015).
- jj) Complete Results Delivery 1, 2, 3, and 4 for Spring Writing (May 2014, 2015).
- kk) Complete Results Delivery 5 for Spring Writing (July 2014, 2015).
- ll) Complete Results Delivery 6 for Spring Writing (August 2014; July 2015).
- mm) Complete Pre-Results Delivery 1 for Spring Grade 3 and Retakes Reading and Mathematics (May 2014, 2015).
- nn) Complete Results Delivery 1 and 2 for Spring Grade 3 and Retakes Reading and Mathematics (May 2014, 2015)
- oo) Complete Results Delivery 3 and 4 for Spring Grade 3 and Retakes Reading and Mathematics (June 2014, 2015).
- pp) Complete Pre-Results Delivery 1 for Spring Grades 4-10 Reading and Mathematics and Grades 5, 8, and 11 Science (May 2014, 2015).
- qq) Complete Results Delivery 1 for Spring Grades 4-10 Reading and Mathematics and Grades 5, 8, and 11 Science (May 2014, 2015).
- rr) Complete Results Delivery 2, 3, and 4 for Spring Grades 4-10 Reading and Mathematics and Grades 5, 8, and 11 Science (June 2014, 2015).
- ss) Complete Results Delivery 5 for Spring Grades 3-10 Reading and Mathematics and Grades 5, 8, and 11 Science (August 2014, 2015).
- tt) Complete Results Delivery 6 for Spring Grades 3-10 Reading and Mathematics and Grades 5, 8, and 11 Science (September 2014, 2015).
- uu) Complete Pre-Results Delivery 1 and Results Delivery 1 for EOC Semester 2 (June 2014, 2015).
- vv) Complete Results Delivery 2 for EOC Semester 2 (July 2014; June 2015).
- ww) Complete Results Delivery 3 for EOC Semester 2 (July 2014, 2015).
- xx) Complete Results Delivery 4 and 5 for EOC Semester 2 (July 2014, 2015).
- yy) Complete Results Delivery 6 for EOC Semester 2 (August 2014, 2015).
- zz) Complete Results Delivery 7 for EOC Semester 2 (September 2014, 2015).
- aaa) Complete Pre-Results Delivery 1, Results Delivery 1, 2, 3, and 4 for Summer Retakes (July 2014, 2015).

5.5.1 Report and File Specifications

The contractor is responsible for drafting specifications for each report document and file that include (a) a description of the report/file, (b) how the data on each report/file are generated (i.e., which population of students), (c) in which results posting or shipment the report is included, (d) process for assignment and delivery of secure logins and passwords for the reports website, (e) who receives the paper report and the number of copies, (f) a sample of the report, and a sample transmittal memo, if part of a shipment of reports, or communication message if part of electronic delivery. Bidders must refer to Appendix A-4B to determine the specific reports required, the mode of reporting, the number of copies, and distribution requirements for each of the reports.

The Department will review, request modifications, as needed, and approve the specifications, and the contractor will provide a final copy of the specifications with a sample of each report and file layout. The contractor will update the reports, files, and specifications each administration as requested by the Department. The contractor will provide updated specifications for each administration.

The proposal should describe the capability of the CBT system to report results on the assessments immediately upon the student's completion of testing as well as the flexibility of the system to suppress this real-time reporting. All reporting capabilities and customized reporting options of the computer-based system should be described in detail. Bidders must refer to Appendix A to determine the specific reports required, the mode of reporting, the number of copies, and distribution requirements for each of the reports.

The contractor must develop custom assessment reports for students, schools, districts, and the state. Report designs will be proposed by the contractor and reviewed by the Department. The types of reports and required quantities, formats, and modes of delivery are described in Appendix A. Some types of reports will be provided only in electronic format (data files as well as PDF files posted for download on a secure website). The contractor will be required to support web-based delivery of all reports using secure login. The interpretive information on the student report must be translated into Spanish and Haitian Creole. Ideally these interpretations can be included on the same report form as the student results in English, either on the same side or the back of the report. The Department reserves the right of final approval of the design and content of the web-based reporting system as well as all reports.

The contractor will be required to support secure web-based access for parents/guardians to an abbreviated version (html and .pdf) of Individual Student Reports (FCAT, FSA, and EOC tests; all subjects). Currently the FCAT Parent Network is used for this purpose (<www.FCATParentNetwork.com>). The website also must include some content (English and translated) to assist parents in determining next steps. Maintenance of this access will include issuing passwords for parents to access their student's record online and distributing these passwords to the parents with cooperation from districts and schools.

The bidder shall provide sample copies of reports that illustrate the bidder's approach to reporting data at the student, school, district, and state level. Examples should include reports for individual students, listing reports, summary reports, and demographic reports that provide performance summaries for gender, ethnic, and other categories separately. Bidders should provide samples of any reports that include translated text.

To speed the distribution of student test results to all districts, the contractor shall provide for secure electronic distribution of student test results as soon as the Department has verified their accuracy. The intent is for first districts, and then parents, to have quick access to student data during the time that the contractor is printing and distributing individual student paper reports. The Department will specify the data elements that will be released to the districts electronically. No item level information will be released. No summary data will be displayed on the School Report of Students. This will enable this student-level listing to be electronically posted at the same time

as the District Student Results files. The School Report of Students is the only report file that is printed as well as posted electronically.

It is also possible that school, district, and state averages will be delayed beyond the first reporting of student data, as reflected in Appendix A, Part 4B and A, Part 4C. When we refer to "Educator Reports" we mean the State and District Summary Reports, the State Report of Districts, and the District Report of Schools. All of these reports contain summary data and will be released all at one time and only in electronic format.

Requirements are established for many reports to be available as electronic files in formats that are compliant with Section 508 of the Rehabilitation Act and that will allow the files to be both viewed on the Department's Web site and downloaded. Examples of current FCAT reports may be viewed on the Department's Web site, <<http://fcat.fldoe.org>>. Sample reports will appear in FCAT interpretive materials (see Section 6.3). For this purpose, electronic files of report images will need to be created specifically for this publication. PDF files of these same reports will be created to send to districts for training purposes.

Work Tasks (Base Contract):

- a) Develop, update, and provide Report and File Specifications for Fall Retake tests (April 2009, 2010, 2011, 2012).
- b) Develop, update, and provide Report and File Specifications for Spring tests (August 2009, 2010, 2011, 2012).
- c) Develop, update, and provide Report and File Specifications for Summer Retake tests (January 2010, 2011, 2012, 2013).
- d) Develop, update, and provide Report and File Specifications for EOC tests (August 2009, 2010, 2011, 2012).

Work Tasks (Renewal):

- e) Develop, update, and provide Report and File Specifications for Fall Retake tests (April 2013, 2014).
- f) Develop, update, and provide Report and File Specifications for Spring tests (August 2013, 2014).
- g) Develop, update, and provide Report and File Specifications for Summer Retake tests (January 2014, 2015).
- h) Develop, update, and provide Report and File Specifications for EOC tests (August 2013, 2014).

5.5.2 Update Report Designs

The contractor is responsible for annually reviewing and updating the design of the individual student, school, district, and state reports of results in consultation with the Department and focus groups of Florida parents and educators. The Department desires easy to understand reports that are both attractive and technically defensible. Bidders should be prepared to present for the Department's consideration creative and innovative report designs that take advantage of current technologies for color printing and data merging. The reports must provide numeric, verbal, and graphic presentations of assessment results that effectively and accurately communicate with intended audiences, including students, teachers, parents, and the general public.

If the contractor does not have qualified, professional personnel devoted primarily to visual graphic arts and report design on staff, a subcontractor(s) must be identified to provide these design services. Bidders will indicate in their proposals the qualified personnel/subcontractors who will provide these professional services and include their vitae or other documentation of expertise and experience.

The contractor will be expected to conduct meetings with focus groups identified by the Department to represent the intended audiences for the reports. The groups will review current reports and alternate report designs proposed by the contractor.

5.5.3 Results Files

The Department may specify variables and field lengths for all files. Before providing a data file to the Department, the contractor will be responsible for checking to ensure that all files are consistent and accurately reflect the data provided on the reports. The Department will independently verify the consistency and accuracy of the data files.

In the weeks prior to reporting, Pre-RD1, the contractor must provide to the Department State Student Results files (SSR) and statewide summary data and district and school summary data and reports (State Aggregated Results files - SARs). The files will be provided to the Department via a secure FTP site established and maintained by the contractor. During an iterative process, the Department and its third party quality control contractor will validate the scoring of the files, verify that the correct data codes are reflected in the files according to the approved file format, identify updates to records needed to fix duplicate or incomplete records, identify any scores that will be suppressed before reporting for additional investigation. After information about needed suppressions is given to the contractor, a new version of the SSR and SAR will be generated and posted to the FTP site. If errors are found in the SSR or SAR, the problems will be communicated to the contractor and the contractor must fix the problems and begin the process again. If all is well, the SSR and SAR will be approved; reports will be generated from this version of the files and the Department will check the reports generated. Reports from several small districts will be provided for the Department and their third-party contractor to check. Some of these reports will be .pdf files; student level reports will be printed. See Appendix A, Parts 4A through 4C for schedules and formats for each results delivery.

After the accuracy of scores has been verified and approved by the Department, district level results files may be generated, modified ISRs may be prepared for posting to the Parent Website, and the printing of student level reports may begin. The contractor will prepare a District Student Results (DSR) file for each district with its students' scores. The DSR files and the description of the file layout will be made available via secure website for district downloading. The DSR files will also be supplied to each district on the district preferred media at the time paper reports are delivered.

As described in Appendix A, for each separate administration the contractor will generate several data files: the SSR with all students tested for the grade/subject, retake, or EOC test, and a DSR for each district with its students' scores (this is a subset of the SSR with very similar data format). The SSR files will be delivered via secure website and on a CD-ROM or alternative approved by the Department. The DSR files must also be posted to a secure website for Results Delivery 1. DSRs will be prepared in several formats (on CD or DVD, on jump-drives, or other media) as requested by districts and delivered to districts in at the same time paper student reports are delivered. The contractor is responsible for determining which medium each district prefers when obtaining enrollment update information from the districts. See Appendix A, Parts 4A through 4C to determine the appropriate Results Delivery for each administration, Modifications may be made in formats from administration to administration.

For each administration, the contractor will also supply the Department with an electronic file the State Aggregated Results file (SAR), in a format approved by the Department, containing data aggregated by grade and subject for each school, district, and the state. These electronic records must agree with the data reported on summary lines in the district, state and school level educator reports. This file, with all state, district and school-level totals will also be available to districts through the secure transfer site. A District Aggregated Results file (DAR) containing only state summary data, the specific district's summary data and summary data for each school in the district will be delivered at the same time as DSRs and paper reports.

At the time of production of the demographic reports, a second summary level file, the State Disaggregated (Demographic) Results file (SDR) will contain additional summary statistics for each school, district, and the state reported by disaggregated characteristics such as racial/ethnic

group, gender and other demographic information. Every summary statistic used in the .pdf reports should be represented in this file. A copy of this file will be available on the secure website for district access. A District Disaggregated (Demographic) Results file (DDR) containing only state demographic data, the specific district's demographic data and demographic data for each school in the district will be delivered at the same time as demographic DSRs. The state, district, and school demographic reports will only be supplied via secure web access. No printed reports will be generated. The Department will select data elements from the reports provided to schools and districts, and the contractor will draft a format for this file. The Department will revise the file format as necessary to accommodate changes in the programs from administration to administration.

The contractor shall anticipate that the Department will specify modifications in computer file formats from administration to administration throughout the lifetime of the contract for these services.

After initial reporting, additional SSR files for released students and orphan students will be generated as investigations are completed and tests for students with missing scores are located. The contractor and the Department will determine when the additional data files and reports will be delivered to districts. DSRs, School Reports of Students, and individual student reports, labels and certificates will be generated. Scores for released and orphan students do not have to be posted to the Parent Website. At the end of the test processing cycle, the contractor will produce a close out file which will give the final status for each student and test reported for that administration.

5.5.4 Electronic Posting of Results

When we refer to Educator Reports we mean State and District Summary Reports, State Reports of Districts, and District Reports of Schools. All educator reports, demographic reports, district results files, and school reports of students will be posted to a secure password-protected website for district and school-level access according to the Results Delivery Schedule in Appendix A. Passwords will be issued to each district for district access; school-level passwords will be sent to the district for distribution. Bidders can expect that approximately 4000 unique passwords will be needed and that the web-based system be of sufficient robustness to accommodate close to simultaneous access for all passwords.

The contractor will provide a secure web-based solution which will enable Florida's parents/guardians to check their students' test scores within 48 hours of the district results file and school report of students being released to districts. The Department's current contractor maintains the FCAT Parent Network (<www.fcatparentnetwork.com>). The structure, maintenance, and contents of this site will become the responsibility of the contractor selected through this RFP process. The title and URL may change; however, the current structure and access have proven successful and the Department requires a website with similar contents and functionality.

The individual student report that parents will access on the parent website will be an abbreviated version of the paper report. Unique logins for parents/guardians will be provided for each student identification number tested, including students who were not included in the pre-identification process. These logins and passwords will be distributed to parents in personally identified letters sent either to the district or school depending on the distribution method chosen by the district. The parent website will report FCAT, FSA, Retakes, and EOC test scores.

Work Tasks (Base Contract):

- a) Provide logins and initial passwords for all affected districts and schools. (August 2009, 2010, 2011, 2012)
- b) Provide logins and passwords for parents for Fall Retake tests. (October 2009, 2011, 2012, 2013)
- c) Provide logins and passwords for parents for Spring tests – Retakes (April 2010, May 2011, 2012, 2013)

- d) Provide logins and passwords for parents for Spring tests - Writing. (March 2010, April 2011, 2012, 2013)
- e) Provide logins and passwords for parents for Spring tests - RMS (April 2010, May 2011, 2012, 2013)
- f) Provide logins and passwords for parents for Summer Retake tests. (Jun 2010, 2011, 2012, 2013)
- g) Provide logins and passwords for parents for End-of-Course tests Semester 1 (December 2011, 2012, 2013)
- h) Provide logins and passwords for parents for End-of-Course tests – Semester 2 (May 2011, 2012, 2013)
- i) Update parent website content, including individual student reports, and provide password access to affected parents for Fall Retake tests - RD3 (November 2009, 2010, 2011, 2012)
- j) Update parent website content, including individual student reports, and provide password access to affected parents for spring retake tests RD2 (May, 2010; 2011, 2012, 2013)
- k) Update parent website content, including individual student reports, and provide password access to affected parents for Grade 3 spring tests - RD2 (May, 2010, 2011, 2012, 2013)
- l) Update parent website content, including individual student reports, and provide password access to affected parents for Grades 4-10 spring tests - RD2 (May, 2010; June, 2011, 2012, 2013)
- m) Update parent website content, including individual student reports, and provide password access to affected parents for spring Science tests - RD2 (May, 2010; June, 2011, 2012, 2013)
- n) Update parent website content, including individual student reports, and provide password access to affected parents for Summer Retake tests - RD3 (July, 2010, 2011, 2012, 2013)
- o) Update parent website content, including individual student reports, and provide password access to affected parents for End-of-Course tests - RD3 (Feb and Jun, 2011, Feb and July 2012, 2013)

Work Tasks (Renewal):

- p) Provide logins and passwords for all affected districts and schools. (August 2013, 2014)
- q) Provide logins and passwords for parents for Fall Retake tests. (October 2013, 2014)
- r) Provide logins and passwords for parents for spring Writing. (April 2014, 2015)
- s) Provide logins and passwords for parents for spring RMS tests (May 2014, 2015)
- t) Provide logins and passwords for parents for Summer Retake tests. (Jun 2014, 2015)
- u) Provide logins and passwords for parents for End-of-Course tests - Semester 1. (December 2013, 2014)
- v) Provide logins and passwords for parents for End-of-Course tests - Semester 2. (May 2014, 2015)
- w) Update parent website content, including individual student reports, and provide password access to affected parents for spring tests - RD2 (May and June, 2013, May and June, 2014)
- x) Update parent website content, including individual student reports, and provide password access to affected parents for Summer Retake tests - RD3 (July, 2014, 2015)
- y) Update parent website content, including individual student reports, and provide password access to affected parents for End-of-Course tests - RD3 (Feb and July, 2014, 2015)

5.5.5 Demographic Reports

As part of the requirements of No Child Left Behind, the Department is required to report how various groups of testers performed on our criterion-referenced tests. Categories which will be reported include disaggregation by racial ethnic categories, gender, exceptional education primary exceptionality, English language learner category, etc. In all, there are approximately 36 categories to be reported. Some descriptors of the racial ethnic categories will change based on federal

requirements to collect additional information about racial ethnic groups. Because the demographic information on the State Student Results files is the result of either preidentification information submitted prior to testing or hand-gridded on the answer documents, it may not be as accurate as the information on the most recent survey submitted to the Department.

The Department will assist the contractor in coordinating with Florida's Education Data Warehouse (EDW) to receive the most current student demographic data for the FCAT, FSA, and/or EOC test takers. Either the demographic information from Survey 3 will be provided for the contractor to perform the match of these survey records to the assessment records OR the EDW will perform the match and the contractor will update their records with the matched demographic information provided by the EDW. The contractor should assume that corrections to some student demographic data will be required in addition to the Survey 3 fields (possibly student name and/or corrections to incomplete SIDs). [Note: For semester 1 EOC Exams, Survey 2 information will be used; for all other examinations, Survey 3 data will be used.] The contractor will calculate and produce the state, district, and school summary file of aggregated and disaggregated data and provide this file and the updated SSR file to the Department for approval. The Department will conduct such quality assurance analyses as it deems necessary. The contractor will correct any data errors identified in the quality assurance process. The Department will approve the accuracy of all file merges and all aggregated and disaggregated data values. After final Department approval, the contractor will post the SSR, DSRs, and Disaggregated Results files, and State, District, and School Demographic report .pdfs for access. The data on the State Disaggregated Results file will be used to update the demographic website maintained by the Department.

Work Tasks (Base Contract):

- a. Post Demographic Reports to districts, Demographic DSRs and state and district disaggregated results files to a secure website for spring tests. (August 2010, 2011, 2012, 2013)
- b. Post Demographic Reports to districts, Demographic DSRs and state and district disaggregated results files to a secure website for end-of-course tests. (June 2011, 2012, 2013; August 2011, 2012; 2013)
- c. Deliver the Demographic DSRs and district disaggregated results files to districts for spring tests. (August 2010; September 2011, 2012; 2013)
- d. Deliver the Demographic DSRs and district disaggregated results files to districts for end-of-course tests. (June 2011, 2012, 2013; August 2011, 2012, 2013)
- e. Update the demographic website within 30 days of posting demographic results. (July 2011, 2012, 2013, September 2010, 2011, 2012, 2013)

Work Tasks (Renewal):

- f. Post Demographic Reports to districts, Demographic DSRs and state and district disaggregated results files to a secure website for spring tests. (August 2014, 2015).
- g. Post Demographic Reports to districts, Demographic DSRs and state and district disaggregated results files to a secure website for end-of-course tests (June 2014, 2015; August 2014, 2015)
- h. Deliver the Demographic DSRs and district disaggregated results files to districts for spring tests.(September 2014, 2015)
- i. Deliver the Demographic DSRs and district disaggregated results files to districts for end-of-course tests. (June 2014, 2015; August 2014, 2015)
- j. Update the demographic website within 30 days of posting demographic results. (July 2014, 2015, September 2014, 2015)

5.6 Technical Oversight and Special Studies

5.6.1 Contractor's Role

The contractor is expected to provide psychometric direction and oversight for all aspects of the assessment programs described in this RFP. The psychometrician(s) assigned to this project

should have extensive experience with the use of IRT in state assessment programs. The Department expects the psychometrician(s) to plan, conduct, analyze, and report on test construction, calibration, equating, scaling and the special studies described in this section.

5.6.2 Technical Report

Following each operational administration, the contractor will produce a technical report based on an overall analysis of the administration. The technical report will also include a comparison of the characteristics of the current test administration to previous administrations. The technical report will be reviewed by the Department and by the Technical Advisory Committee (TAC) prior to completion of the final copy of the report. The technical report will include a section on field-test administrations. The report will include tabular and graphic displays of data to illustrate the characteristics and quality of test scores. The technical report will include but not be limited to the topics listed below. A draft table of contents can be found in Section 7.7.

- Procedures employed to construct the test forms
- Handscoring reliability and validity
- Rater effects
- Description and analysis of sampling procedure, calibration, and equating, including sample to full-state comparisons of representativeness and performance.
- Model fit; local dependence
- Reliability and validity of individual and group scores
- Consequential validity
- Criterion-referenced evidence of validity
- Construct-referenced evidence of validity
- Content-referenced evidence of validity
- Item and distractor analyses (p-values, corrected point biserials, DIF statistics/bias, IRT Fit statistics, IRT values, etc.);
- Accuracy and consistency of student classification
- Reliability of year-to-year changes in school means
- Display, review, and compare raw scores, subscores, scale scores, distributions for total and sub-populations across years to monitor the trends across years and sub-populations.
- Display, review, and compare percent proficient across years on different populations
- Vertical scaling procedure
- Dimensionality summaries (factor analyses, model fit analyses, etc.);
- Frequency distributions of student achievement (all students and by subgroup) across years by grade and subject
- Scale drift indicators
- Correlations of student performance across the various subject areas tested;

Following each field test or operational administration, differential item functioning (DIF) analyses, to detect possible item bias, will be conducted using at least two procedures: for example, standardized mean differences [Zwick, R., Donoghue, J. R., & Grimes, A. (1993). Assessment of differential item functioning for performance tasks. *Journal of Educational Measurement*, 30, 233-251.]; Mantel-Haenszel [Mantel, N. & Haenszel, W. (1959). Statistical aspects of the analysis of data from retrospective studies of disease. *Journal of the National Cancer Institute*, 22, 719-748.]; or the Linn and Harnisch procedure [Linn, R. L., & Harnisch, D. (1981) Interactions between item content and group membership on achievement test items. *Journal of Educational Measurement*, 18, 109-118.]. DIF analyses are conducted for Caucasian, African-American, and Hispanic racial/ethnic groups and by gender. Values for items resulting from these analyses will be included in the item-banking system. Changes in DIF values across administrations will be analyzed and presented in the Technical Report.

The contractor will provide a detailed item analysis for each test administration in the annual Technical Report. For multiple-choice items, the analysis will divide the student population into four groups by quartile, using total performance on the test, and show the relationship between answer choices and level of performance. For gridded-response items, the analysis will show the relationship between total test performance category and the six most frequent answers given by students. For performance tasks, the analysis will demonstrate the proportion of students in each total test performance category achieving each score point. For all items, the analysis will indicate the corrected point-biserial correlations between the item and performance on the relevant subscore category and the total test.

The Department will work with the contractor to determine the contents of the written report and the technical supplement. The contractor will provide five printed copies of the report and also an electronic version in the format determined by the Department.

Work Tasks (Base Contract):

- a. Prepare draft version of the technical report for review by Department staff. (September 2010, 2011, 2012, 2013)
- b. Prepare updated draft version of the technical report for review by Department staff and the Technical Advisory Committee. (November 2010, 2011, 2012, 2013)
- c. Prepare final version of technical report for the Department after recommended revisions made by technical committee members are incorporated. (December 2010, 2011, 2012, 2013)

Work Tasks (Renewal):

- d. Prepare draft version of the technical report for review by Department staff. (September 2014, 2015)
- e. Prepare updated draft version of the technical report for review by Department staff and the Technical Advisory Committee. (November 2014, 2015)
- f. Prepare final version of technical report for the Department after recommended revisions made by technical committee members are incorporated. (December 2014, 2015)

5.6.3 Implement Achievement Level Standard-Setting Meetings

The contractor is responsible for facilitating the Department's process to establish achievement levels and associated cut scores for the FSA Reading, Mathematics, Science and Writing tests, graduation standards for the Reading and Mathematics tests, and passing scores and achievement levels for the EOC in consultation with Florida educators and citizens

The contractor will be responsible for developing a Standard Setting Workplan for each standard-setting process utilizing IRT item values and appropriate, reliable, valid, and defensible procedures. The workplan will address the nature of the proficiency level standards, methods for determining the standards, and procedures for validating and analyzing the quality of information reported using the achievement levels. In addition to describing the general standard-setting strategy, the workplan will describe in detail how participants will be identified and how the standard-setting procedure will be implemented, such as the materials to be prepared by the contractor, how test forms will be organized, and how the contractor will analyze the data and present impact results.

The contractor will be responsible for organizing and implementing the standard-setting processes, based on the Standard-Setting Workplans, and for assisting the Department in conducting the standard-setting meetings. Each standard-setting process will involve meetings of standard-setting committees, two of which will involve Florida teachers and instructional leaders, followed by a reactor meeting involving other Florida education stakeholders. The educator meetings, for Reading and Mathematics in fall 2011 and for Science and Writing in fall 2012, will result in content-based achievement level descriptions for each grade and recommended cut scores for each test. The Department desires to present proposed cut scores to the State Board of Education in January following each meeting; therefore the final report of activities of each

meeting should be available for the Department no later than November following each meeting. The final report of standard setting activities should include in detail process and activities followed during the standard setting including a description of materials used, statistical background, participants, changing of recommendations through rounds, and participant evaluation of meeting processes.

Work Tasks (Base Contract):

- a. Provide the Standard Setting Workplan for setting achievement level standards for Reading and Mathematics. (January 2011)
- b. Submit standard-setting materials for Reading and Mathematics for Department review/approval. (July 2011)
- c. Conduct standard-setting meetings for the Reading and Mathematics tests. (September – October 2011)
- d. Submit the final report of standard setting activities for Reading and Mathematics to the Department. (November 2011)
- e. Provide Standard Setting Workplan for setting achievement level standards for Science and Writing. (January 2012)
- f. Submit standard-setting materials for Science and Writing for Department review/approval. (July 2012)
- g. Conduct standard-setting meetings for the Science and Writing tests. (September – October 2012)
- h. Submit the final report of standard setting activities for Science and Writing to the Department. (November 2012)

5.6.4 Vertical Scaling

The contractor will be responsible for conducting the vertical scaling studies for the FSA Reading and Mathematics tests from grades 3 through 10. This scale provides for reporting growth continuously from grades 3 to 10. In other words, each student's "growth" between adjacent grade levels will be calculated and reported on this scale as a type of "value-added" score.

The contractor's plan for vertical scaling, provided prior to the selection of items and construction of forms for the appropriate administration, should recommend and describe the process of determining hierarchical common content areas across grades, a recommended method for vertical scaling that takes into account potential uses of the scale for NCLB and Florida's accountability system, the data collection procedures, and how and by whom and by when all of the necessary steps will be completed. The vertical scaling plan must be approved by the Department and presented to the Technical Advisory Committee. After vertical scaling studies are conducted the contractor will prepare a technical report including a description of the process, statistical background, methodology, the recommended scale and characteristics of the scale. The final report will be presented to the Technical Advisory Committee.

Work Tasks (Base Contract):

- a. Provide a plan for vertical scaling. (January 2011)
- b. Conduct a vertical scaling study for the FSA Reading and Mathematics tests. (July 2011)
- c. Provide a technical report for vertical scaling. (October 2011)

Work Tasks (Renewal):

- d. Prepare a plan for re-evaluating the vertical scale. (January 2014)
- e. Conduct a vertical scaling study for the FSA Reading and Mathematics tests. (July 2014)
- f. Prepare a technical report for the re-evaluation of the vertical scale. (September-October 2014)

5.6.5 Transitioning from FCAT to FSA - Comparability of Scales

The Department requires technical assistance in linking scale scores and achievement level classifications during transition years from FCAT to FSA.

Prior to the establishment and application of graduation passing scores on Florida's high school assessments, affected cohorts of students must be provided opportunities to demonstrate on other assessments, including FSA, achievement of testing standards that are currently expected on FCAT. The Department also desires to maintain accountability standards for school grading and AYP during the transition to FSA from FCAT and after FCAT is no longer administered but prior to the establishment and applicability of achievement level cut scores and graduation passing scores. The bidder's proposal should describe available methods for establishing interim scores for high-stakes student-level decisions and recommend the methods considered by the bidder to be the most defensible. During the transition years, as student performance on other assessments will be used to determine the achievement of testing standards, the linking/concordant score studies will be conducted by the contractor and concordant scores should be recommended to the Department. The contractor selected through this RFP process will be expected to secure external legal opinion regarding the defensibility of the linking method to be employed.

Work Tasks (Base Contract):

- a) Provide an FCAT to FSA Scale Linking Plan for Reading and Mathematics. (January 2009)
- b) Conduct and report results of an FCAT to FSA Scale Linking Study (if applicable, the results from concordant studies) for Reading and Mathematics. (July 2010)
- c) Provide an FCAT to FSA Scale Linking Plan for Writing and Science. (January 2010)
- d) Conduct and report results of an FCAT to FSA Scale Linking Study (if applicable, the results from concordant studies) for Writing and Science. (July 2011)

5.6.6 Calibration and Equating Studies

The contractor must submit a research plan to investigate if, for the new Florida Standards Assessment, calibration of early return samples should be performed on a representative set of standard curriculum students only (as with Florida's current practice), or on a representative set of students without considering curriculum group. The recommended method for the study and the results must be approved by the Department and presented to the Technical Advisory Committee.

Multiple-choice and/or gridded-response items are the only item types that are currently used in the FCAT equating process. However, the Department is considering including constructed-response items in the anchor set for use in equating for the new Florida Standards Assessments. The contractor will conduct research and present results and a recommendation regarding the inclusion of constructed-response items in the anchor set. FCAT data should be used to present an analysis of impact. The resulting report must be approved by the Department and presented to the Technical Advisory Committee.

As it is explained in Sections 5.1.1 through 5.1.8 under the measurement models, FCAT, and FSA tests will be pre-equated during test construction and post-equated after each test administration. Also, EOC tests and retake forms will be pre-equated during test construction. In other words, during the time frame of this RFP, there will be several equating activities to put the new test forms on the same scale through a series of intermediate equatings (known as equating chains). In this case, equating error from each of these intermediate equatings may accumulate to a point where the comparability of scale scores across time is questioned. For this reason, it is essential for the Department employ practices that ensure comparable scores across time in the presence of equating chains. The contractor is required to submit research plan(s) every three years and to investigate the extent of scale drift on FCAT, FSA, EOC and retake tests. The research plan(s) must be approved by the Department, and the resulting report(s) must be submitted to the Department and to the Technical Advisory Committee.

Work Tasks (Base Contract):

- a) Submit a research plan and investigate the calibration on standard curriculum students versus students without considering curriculum group (January 2009) and present the results to the TAC (May 2009).
- b) Provide recommendations about the inclusion of constructed-response items the anchor set for use in equating (January 2009) and present an analysis of impact to the TAC (May 2009).
- c) Submit a research plan and investigate the extent of scale drift on FCAT and FCAT Retakes (July 2009) and present the results to the TAC (November 2009).
- d) Submit a research plan and investigate the extent of scale drift on FSA, FSA Retakes, and EOC (July 2012) and present the results to the TAC (November 2012).

Work Tasks (Renewal):

- e) Submit a research plan and investigate the extent of scale drift on FSA, FSA Retakes, and EOC (July 2015) and present the results to the TAC (November 2015).

5.6.7 Investigate the Comparability of Grayscale vs. Color

The 2010 FSA field-test item sets will appear in grayscale on the same forms as the FCAT operational items, but beginning in the 2011 baseline tests, these items and future items will be presented in color for paper-based and, as phased in, computer-based tests (see Section 3.7.8). As a result, there is a need to investigate the impact on item-level statistics of color versus grayscale field-test items. The contractor must provide a plan to compare the performance of students on 2010 grayscale field-test items and color versions of the same items. This comparison will be done through an additional field test in a select, but representative, number of volunteer Florida districts, to be recruited by the contractor. The plan should address the way representative field-test schools will be selected, the methodology of the study, and be presented to the Department for review by August 2009. The Department expects the study to employ two spiraled forms, one in color and one in grayscale, for one grade at each level – elementary, middle, and high school – and for each subject. The test forms in a subject and grade will contain the same items. The item set should consist of approximately 25 items selected from, and to be representative of, those being field tested in 2010, including performance tasks. Upon the Department's approval, the contractor is required to conduct the research in the selected Florida schools in spring 2010, after the statewide operational testing. The results and recommendations must be submitted to the Department in a form of a white paper in late May 2010 in time for TAC and prior to FSA 2011 test construction in July. This study will be conducted for science at grades 5 and 8 in the spring of 2011.

Work Tasks (Base Contract):

- a) Provide a plan for conducting a comparability study between 2010 reading and mathematics grayscale field-test items, and color versions of the same items. (August 2009)
- b) Conduct a comparability study between reading and mathematics 2010 grayscale field-test items and color versions of the same items in selected Florida districts. (April 2010)
- c) Provide a white paper of results and recommendations of the reading and mathematics grayscale/color comparability study. (May 2010)
- d) Provide a plan for conducting a comparability study between 2011 science grayscale field-test items, and color versions of the same items. (August 2010)
- e) Conduct a comparability study between 2011 science grayscale field-test items and color versions of the same items in selected Florida districts. (April 2011)
- f) Provide a white paper of results and recommendations of 2011 science grayscale/color comparability study. (May 2011)

6.0 FSA Interpretive Products and Services

Interpretive products (IP) are required to provide information about Florida's testing program to students, parents, educators, and the general public. These products identify and explain the assessed Florida standards and will include released test items, reading passages, analyses and

interpretation of data, and student responses resulting from the field test and operational administrations. IP design, development, review and production follow the guidelines provided in this section and in Section 3.10. Packaging and distribution follows guidelines in Section 4.1 unless otherwise indicated in this section or in Appendix A, Part 2. Detailed product specifications and distribution information is provided in Appendix A, Part 2.

The Department may choose to modify the design of the publications and products within the constraints of the specifications given here in Appendix A and reserves the right to change the configurations beyond the specifications, if necessary, through change orders or contract amendments. The Department may also change the product and publication titles given in this section based on changes in the assessment program. Collaboration with other Department contractors will be required to obtain information about other Florida assessments, like the NRT program, that the Department will include in some of the publications produced under this contract.

Bidders should include with their proposal examples of final products designed for other non-Florida assessment programs that provide interpretive information about those assessments.

6.0.1 Electronic Work Flow

The products and publications in this section are reviewed using an electronic workflow based on the 7-day Department review requirements outlined in Section 3.10. Pdf files are transferred between the Department and the contractor via a secure electronic transfer method, e.g., ftp sites. The files are edited using Adobe Acrobat’s electronic markup system following markup guidelines developed by the Department and contractors. Hard copies are not transmitted during laser review rounds unless there are issues related to color, ink, or paper that require review in hard copy. The only exception to the electronic workflow is the digital proof stage, which is completed using hard-copy proofs generated by the printer and sent to the Department for review and approval.

The Department requires test security procedures to be followed by the contractor and any subcontractors and vendors throughout the production of any publication that includes secure material. See Appendix F for these restrictions.

6.0.2 Formats

Florida’s IP are delivered in multiple formats for various audiences. Materials for students, parents, educators, and the general public are produced in standard-format print and in ADA-compliant electronic formats suitable for web posting. Materials for visually impaired and blind students are produced in large print and Braille (see Sections 3.13 and 4.12 for information about large-print and Braille production requirements). Materials for parents are produced in English and translated into Spanish and Haitian Creole (see Section 6.0.5 for additional information about requirements for translated materials). Table 6.1 below provides a summary of the various formats of Florida’s IP described in this section. Additional information is provided in Appendix A, Part 2.

Table 6.1 Interpretive Products Formats and Translations

Product	Paper Formats			Electronic Formats			Translated into Spanish and Haitian Creole
	Print (Standard Format)	Large Print	Braille	Pdf Posted to DOE Website (unsecure web)	Computer-based Testing Format (secure web)	Other	
PBT Sample Test Materials (student books)	✓	✓	✓	✓			

Product	Paper Formats			Electronic Formats			Translated into Spanish and Haitian Creole
	Print (Standard Format)	Large Print	Braille	Pdf Posted to DOE Website (unsecure web)	Computer-based Testing Format (secure web)	Other	
PBT Sample Test Materials (teacher books)	✓			✓			
CBT Sample Test Materials (student books)			✓	✓	✓	✓ (CD)	
CBT Sample Test Materials (teacher books)				✓		✓ (CD)	
Keys to FSA	✓		✓	✓			✓
Florida Reads! Writes! Solves! Inquires! (FRWSI)				✓		✓ (CD)	
Understanding Reports	✓			✓			
Released Tests			✓	✓			
Test Item Specifications				✓			
Lessons Learned	✓			✓			
Handbook	✓			✓			

6.0.2 Staff Resources

The contractor will develop the IP in conjunction with Department staff and Florida educators. The Department will provide staff to be involved in the design, development, and editorial review of all materials. The development of the IP requires the contractor to allocate an IP Team with publication design and development experience, editorial expertise, test development experience, knowledge of the test content, and knowledge of producing publications in multiple formats and languages. This team should include a full-time experienced Project Manager. The development of products will require that additional specialists be assigned on a project-by-project basis, for example, technical writers, instructional designers, software engineers, graphic artists, web designers, or programmers.

Under this contract, one full-time contract position will be assigned to the Department's IP Team housed at the Test Development Center. This staff member will be at the level of Senior Editor or above. See Section 7.12.6 for additional information about this position.

6.0.3 Subcontractors and Vendors

The contractor will provide the required publication production and software development resources to produce the IP either from current staff that have the necessary expertise and serve in such capacities on a full-time basis, through temporary staffing, or by subcontracting. Bidders may consider subcontracting part or all of the IP work tasks to companies who have an established record of successful experience in developing the kinds of products described in this

section. Bidders will identify in their proposals the staff who will be assigned to develop the IP and/or subcontractors proposed to complete IP tasks. The Department must approve any change to subcontractors and vendors if they differ from the ones presented in the proposal. Every six (6) months, the contractor will provide the Department with report of subcontractors and vendors that will include the vendor name and product. See Section 7.3 for additional information about subcontractors.

6.0.4 Section 508/ADA Compliance

All IP are published in print and on the Department's website in an ADA-compliant format, that is a format compliant with Section 508 [29 U.S.C. § 794(d) & 36 CFR Part 1194] of the Rehabilitation Act, as amended, and s. 282.601, et seq., F.S. The Department will run standard 508-compliance checks on all documents to be posted on the Department website to ensure their accessibility. Note that the alternate text for sample test items included in interpretive products must be carefully developed by content specialists on the contractor's team. The contractor will be required to modify any noncompliant files and provide compliant files. If applicable, the contractor is responsible for securing all copyright requirements for materials submitted for interpretive publications for print distribution and both unsecure web postings (URL is accessible to anyone and files are downloadable) and secure web (URL is user-login-specific and password-protected and files may not be downloadable). The contractor will work with the Department to identify the specific requirements for files to be made accessible on the Internet and will provide the required files. (See Appendix A, Part 2 for additional information about IP specifications and the Department guidelines for Section 508 pdf publications.)

6.0.5 Translation of Publications

The Department translates into Spanish and Haitian Creole the interpretive materials produced for parents and some sections of individual student reports. The contractor must arrange for experienced personnel with professional translation expertise in these languages to translate interpretive products produced under this contract. Translated materials follow the same design and production guidelines provided in this section and in Section 3.10.

Materials translated under this contract will follow language usage and conventions established in previously translated Department materials. As appropriate, translators will be expected to create a consistent linguistic approach by consulting FCAT or other assessment translated materials previously published by the Department. For example, there are many types of Spanish spoken in Florida, and the Department has adopted assessment terms based on input from knowledgeable Florida educators who are also native Spanish speakers. Decisions such as these should be carried forward into any materials translated under this contract.

For each language, the contractor must subcontract with a qualified third-party proofreading service, which will be a separate entity from the translating service. The proofreaders will verify the accuracy of the translated documents during the second laser review stage. The proofreading subcontractor is expected to have personnel with professional expertise and experience similar to that of the translation subcontractor. A written report of each third-party proofreader's review will be submitted to the Department, and necessary corrections will be made before the Department approves documents to print. Bidders should name in their proposals the subcontractors responsible for translating and proofreading translations and attach their vitae.

Translated documents must be delivered to the districts at the same time as the English versions. As previously mentioned in the RFP, the contractor is required to describe the process used to verify the accuracy of the translations, such as triangulation, and the procedures used for quality control in printing of documents in other languages to ensure that appropriate coding and alphabetic structures are used for each language.

All interpretive products are published in print and on the Department website in an ADA-compliant format, that is, a format compliant with Section 508 [29 U.S.C. § 794(d) & 36 CFR Part 1194] of the Rehabilitation Act, as amended, and s. 282.601, et seq., F.S. The Department will run standard 508-compliance checks on all documents to be posted on the Department website to ensure their accessibility. Note that the alternate text in the translations must be translated into the appropriate language, i.e., English alt text may not appear in translated documents. The contractor will be required to modify any noncompliant elements and provide compliant documents. If applicable, the contractor is responsible for securing all copyright requirements for materials submitted for interpretive publications and unsecure web posting.

6.0.6 Advances (Printed Samples)

Five advance copies of each product will be delivered to the Department after each product has been printed and reviewed (proofread) by the contractor at the printer. Advances will be delivered to the Department before the products are shipped to districts. Following review and approval of the advances, the Department will provide the approval to ship the materials to districts. These advance copies do not replace those required in the operational plan or in Appendix A, Part 2.

6.0.7 Shipments to Districts

IP for each test cycle will be delivered to school districts and posted to the Internet several times a year as outlined in Appendix A. IP shipments should be combined with other Florida test materials and results shipments, whenever possible, to reduce the number of shipments to districts. Packing and distribution guidelines are provided in Section 4.1.

In order for the various IP to be produced, shipped, and delivered by the deadlines outlined in Appendix C, product development must begin significantly earlier than the delivery dates. At the beginning of the project, the contractor and Department staff will conduct an IP planning meeting to determine specific dates for IP development and delivery. In addition, an annual IP planning and design meeting with Department staff will be conducted and a comprehensive plan for each test cycle will be developed. The development of IP during a test development cycle must be planned carefully and will be initiated at least eighteen months earlier than the first delivery date for each test cycle. For example, the delivery of IP by November 5, 2010, (IP1) must be initiated by May 1, 2009. If products require an earlier start date, bidders should indicate the amount of lead-time required in their proposed schedule. The IP in this section will be produced following the specifications and quantities identified in Appendix A, Part 2.

6.0.8 Performance Metrics

The contractor will design and implement procedures (performance metrics) to assess the quality of IP produced under this contract. The procedures must include a plan for workflow processes and on-site quality control checks to ensure 100% accuracy and on-time delivery of final printed publications and web-posted materials. In their proposals, bidders will explain what arrangements they have made to establish technology or procedures to guarantee error-free products delivered on time. The contractor is responsible for all defects and must correct the defects at the contractor's expense within an acceptable time period. The Department may not approve for subsequent products any subcontractor that contributes to content or printing errors. Procedures for ensuring quality must include plans for proofing all materials and an annual report that tracks delivery dates, page counts, print run totals, and errors. To track continuous improvement, this report will be cumulative for the life of the contract (see Section 7.8 for additional information about performance metrics).

6.0.9 IP Production Specifications

The contractor will develop and print all IP in compliance with Department printing and production specifications found in this section and in Sections 3.10 and 3.11. Additional specifications for each IP publication are provided in Appendix A, Part 2. The contractor is responsible for all aspects of production for publishing print and electronic products, including formatting, graphics,

and key entry. For each publication, the contractor will submit for Department approval specifications that identify type size and style, ink and paper color, paper quality, and layout. Printing examples that show type size and style will be included. For web-based products, the contractor will provide technology specifications and a prototype of the products for the Department's review and approval. Under this contract, the contractor will develop for the Department an *IP Production Specifications Guide* modeled after the current *Production Specifications Guide*. This document will be revised annually.

6.0.10 Publication Covers

New, innovative designs are required for all products developed by the contractor for the Department under this RFP. The design process will include furnishing conceptual art, design development, book organization, formatting, page layout and composition, and cover design. Product design will be required for test books, interpretive products, ancillary materials, reports, and other print and electronic materials. The contractor will also develop designs or modify existing designs of Department materials, as necessary. The contractor will produce all graphics, charts, and illustrations and will secure the full range of copyrights and/or permissions that allow for production in print, secure web, and unsecure web format.

The contractor must arrange for personnel with professional expertise and experience in the areas of visual/graphic arts and publication design to work on the design and development of these products. If the contractor does not have qualified, professional personnel devoted primarily to visual/graphic arts and document design on staff, a subcontractor or subcontractors must be identified to provide these design services. Bidders will indicate in their proposals the qualified personnel and/or subcontractors who will provide these professional services and include their vitae or other documentation of expertise and experience in the proposal. Bidders should also indicate what percentage of the visual/graphic arts designer's time will be devoted to the program.

The covers for interpretive materials and operational test books for a given administration year will be designed as a themed set. Graphics are chosen with care to represent the reading, writing, mathematics, and science content areas or to fit the publication. The design theme is shared across books and modified to suit the appropriate book or product. In previous years, a single test administration's set of covers has included test book covers, sample test materials and other IP covers, test administration manual covers, district training material PowerPoint slides, CD labels, and CD splash pages.

The contractor should plan to schedule production of IP covers as separate mini-deliverables that will eventually be married to the final products. Development and production for all the covers in a single test administration set should be started at least 18 months prior to the test administration. Each cover requires multiple review rounds by graphics designers, editors, and content specialists, and careful planning is required to meet test book and IP production deadlines.

6.0.11 Color

Depending upon a publication's purpose and audience, IP may include color elements. Some IP are produced in grayscale only, some include a grayscale interior and a single color plus black on the cover, while others are produced in full color. See Appendix A, Part 2 for product-specific guidelines. Bidders should be aware that if the operational test is produced in color, then publications that interpret the test and include sample test items will also be required in color. Bidders are encouraged to submit sample color publications in their proposals for the Department's review and consideration.

6.0.12 Electronic Archive Files

Throughout the lifetime of the project, the contractor will maintain electronic archive files of all IP identified in this section. The contractor will provide the Department with the final electronic files of all products as part of the annual deliverable requirement. If the final file is produced in pdf format, the Department requires the contractor to also provide the electronic source files necessary to

reproduce the publication or product. At the end of the contract, the contractor will turn over to the Department the final electronic IP files, including source files, on either a CD or via secure electronic transfer.

Disposition of final electronic files for documents produced by the contractor is described in Section 7.13.

6.0.13 Interpretive Products Advisory Committee

The Department will convene the Interpretive Products Advisory Committee every two years for a one-day meeting to review publications and provide input to the DOE for future products. This committee is composed of up to 15 professionals that represent the many audiences for which materials are prepared. Members are chosen from Florida school districts and the private sector and bring experience related to exceptional student education, education of English language learners, vocational education, post-secondary education, parent involvement, and publishing. The contractor's IP Team will help the Department plan and facilitate these meetings. Additional information about the meeting requirements is found in Section 7.9, Table 7.2.

Work Tasks (Base Contract):

- a. Conduct annual IP Planning meetings for Department and contractor (March 2009, 2010, 2011, 2012).
- b. Develop and update an *IP Production Specifications Guide* (May 2010, 2011, 2012).
- c. Design/redesign covers for interpretive products (March 2009, 2010, 2011, 2012).

Work Tasks (Renewal):

- d. Conduct annual IP Planning meetings for Department and contractor (March 2013, 2014).
- e. Revise the *IP Production Specifications Guide* (May 2013, 2014).
- f. Design/redesign covers for interpretive products (March 2013, 2014).

6.1 Sample Test Materials (STM)

The Sample Test Materials (STM) are produced for FCAT and FSA Reading, Mathematics, Science, and Writing at each grade level in which the respective tests are distributed to schools in sufficient quantities for each student and teacher. The STM set consists of a sample test booklet for the student and an answer key booklet for the teacher.

6.1.1 Student's Sample Test Booklet

The student's sample test book includes 20–30 released items and a perforated answer sheet (non-performance-task grades) or a perforated and glued sample answer book (performance-task grades). The student booklet format mimics the operational test format as closely as possible so students can practice answering various types of items, (e.g., multiple-choice, gridded-response, and performance tasks) and also learn how to move between the test and answer documents.

6.1.2 Teacher's Sample Answer Key Booklet

The teacher's sample answer key book provides the correct answer, the rationale for the correct answer, the distractor rationales, and information about the Florida standard assessed by the item.

6.1.3 STM Formats and Items

The FSA STM set will be produced in color to mimic the operational test produced in color. The student booklets are produced in Braille and large print. All booklets in the STM set are produced in an ADA-compliant pdf format for unsecure web posting. The electronic ADA-compliant files will be delivered to the Department prior to or simultaneously with the delivery of print shipments to districts.

The sample test materials will be rewritten and redesigned with new items on a rotating cycle every two to three years and produced with minor modifications in alternate years. Bidders must include in their item development plans enough additional items and appropriate copyright permissions for reading passages to permit the release of representative items and passages in print and to the

Department website. Note that if an assessment like writing, which is only given at one grade per level, moves from one grade to another, then STM will be required for both the operational grade and the field-test grade during the field-test year.

6.1.4 STM for Computer-Based Testing

As the Department moves to a computer-based test (CBT) format, the student materials in the STM set will also move to a computer-based format as outlined in Table 2.3. During this transitional time, the STM will be produced in both paper-based test (PBT) or print format and CBT (online) format. The STM student books will be produced and delivered in a CBT format for the grades that take a CBT; the STM student books will be produced in print for the grades that take an operational PBT. The online format should mimic the operational CBT format, delivery, and environment as closely as possible to provide students practice with the computer-based testing experience. STM for visually impaired and blind students will be produced in the same format as the operational test for that grade. No STM in CBT format will be delivered to students for the grades that take a PBT though ADA-compliant pdf versions of all STM will be required for posting to the DOE website. No print format will be delivered to students for the grades that take a CBT. The CBT STM will be developed following the guidelines for CBT test materials and accommodations outlined in Section 4.13.

The CBT teacher answer keys for all grades and content areas will be produced in an electronic format and will be delivered to schools on CD. All grades and subjects will be included on a single CD and electronic versions of the student materials will also be included on the CD for reference. See Appendix A, Part 2 for additional information.

6.1.5 STM for End-of-Course (EOC) Tests

See Section 6.5 for additional information about the EOC mini-tests or sample tests that will be developed as appendices in the EOC *Test Item Specifications* for Algebra 1, Biology 1, and the other science.

Work Tasks (Base Contract):

- a. Produce and deliver to schools the sample test materials for each FCAT/FSA grade and subject, as appropriate, in standard format print, large-print, and Braille (November 2009, 2010, 2011, 2012).
- b. Produce and deliver to the Department ADA-compliant FCAT/FSA STM files for web posting (November 2009, 2010, 2011, 2012).
- c. Produce and deliver to schools the CBT sample test materials for each grade and subject, as appropriate, in computer-based (online) format, Braille, and on CD (November 2012).

Work Tasks (Renewal):

- d. Produce and deliver to schools the sample test materials for each FSA grade and subject, as appropriate, in standard format print, large-print, and Braille (November 2013, 2014).
- e. Produce and deliver to the Department ADA-compliant STM files for web posting (November 2013, 2014).
- f. Produce and deliver to schools the CBT sample test materials for each FSA grade and subject, as appropriate, in computer-based (online) format, Braille, and on CD (November 2013, 2014).

6.2 Keys to Florida's Tests

This nine (9) publication set is produced for parents and students in English, Spanish, and Haitian Creole. Each English booklet is also produced in Braille for students. Separate booklets are produced for three grade-level ranges (3–5, 6–8, and 9–11) and contain information about the reading, writing, mathematics, and science tests. They explain the purpose and nature of the test, describe test item formats, provide guidelines for taking the test, and also include information about the content reporting categories. Each booklet contains a representative sample item for each item type, subject, and grade. Collaboration with other Department contractors will be required to obtain

information that the Department will include in the *Keys* about other Florida assessments (e.g., the NRT program).

The booklets are periodically redesigned, and new sample items are rotated into the booklet every 3–4 years.. Development and production should be on a schedule that ensures delivery of translated versions and Braille documents in the same shipment with the English, standard-format versions. The electronic ADA-compliant pdf files will be delivered to the Department prior to or simultaneously with the delivery of print shipments to districts. Keys are packaged separately but shipped to districts with test materials (TM1). See Section 6.0.5 for additional information about translated materials. The *Keys to Florida's Tests* are not produced for the Summer or Fall test administrations.

Work Tasks (Base contract):

- a. Produce and deliver to schools *Keys to Florida's Tests* in standard format print and Braille (January 2010; February 2011, 2012, 2013).
- b. Produce and deliver to the Department ADA-compliant *Keys to Florida's Tests* pdf files for web posting (January 2010; February 2011, 2012, 2013).

Work Tasks (Renewal):

- c. Produce and deliver to schools *Keys to Florida's Tests* in standard format print and Braille (February 2014, 2015).
- d. Produce and deliver to the Department ADA-compliant *Keys to Florida's Tests* pdf files for web posting (February 2014, 2015).

6.3 Understanding Florida's Assessment Reports

This publication describes for educators the various reports of test results distributed to students, schools, and districts. Images of reports and an explanation of each type of report are provided. The booklet also includes information about the tested content areas and a glossary of technical terms. Collaboration with other Department contractors will be required to obtain information that the Department will include in this publication about other Florida assessments, like the NRT program. The electronic ADA-compliant pdf for posting to the DOE website will be delivered to the Department so files can be posted to coincide with the first results delivery (RD1). Distribution of the print version to districts is scheduled to coincide with the delivery of printed individual student reports (RD4).

Work Tasks (Base contract):

- a. Produce and deliver to the Department ADA-compliant *Understanding Florida's Assessment Reports* pdf file for web posting (May 2010, 2011, 2012, 2013).
- b. Produce and deliver to schools *Understanding Florida's Assessment Reports* in print (May 2010, 2011, 2012, 2013).

Work Tasks (Renewal):

- c. Produce and deliver to the Department ADA-compliant *Understanding Florida's Assessment Reports* pdf file for web posting (May 2014, 2015).
- d. Produce and deliver to schools *Understanding Florida's Assessment Reports* in print (May 2014, 2015).

6.4 Florida Reads! Writes! Solves! Inquires! CD (FRWSI! CD)

This CD will be produced and delivered annually following the spring test administrations. The CD provides the annotated papers used to train handscorers for the short-response item released on the reading, mathematics, and science individual student reports and for the released writing prompts. For each featured item, the CD will provide the following elements:

- the item as it appeared on the test;
- a top-score response for that item;
- images of student responses;
- annotated training papers from the anchor set (20 papers); and
- annotated training papers from one qualifying set (20 papers).

The CD will include reading, writing, mathematics, and science on a single CD and will provide general information about performance tasks, the handscoring process, scoring rubrics, and resources. Papers on the CD will be in pdf format; the CD should be bookmarked for ease of reference and should include hot links to online DOE resources. This annual CD will not be posted to the Department website except as indicated below, so ADA-compliance is not required.

The CD should be dual-platform, state-of-the art that will also allow for backward compatibility with older technology. The CD will not include a jewel case but will include a heavy cover stock envelope, which is printed in one color plus black and includes some graphic design elements from the test books and other interpretive materials of that test administration (see Section 6.0.10). For distribution requirements, see Appendix A, Part 2.

In addition to the annual CD of short-response tasks, the Department requires two sets each of scoring guidelines and twenty (20) annotated papers per subject and grade to post online. Each grade and subject will have one set for a short-response task and one set for an extended-response task. These files will be posted to the Department website once during the base contract and once during the renewal phase. Pdf files should be Section 508/ADA-compliant as specified in Section 6.0.4.

Work Tasks (Base contract):

- a. Produce and deliver to schools the Florida Reads! Writes! Solves! Inquires! CD (July 2010, 2011, 2012, 2013).
- b. Produce and deliver to the Department ADA-compliant files of one short-response training set and one extended-response training set for each subject and grade (July 2013).

Work Tasks (Renewal):

- c. Produce and deliver to schools the Florida Reads! Writes! Solves! Inquires! CD (July 2014, 2015).
- d. Produce and deliver to the Department ADA-compliant files of one short-response training set and one extended-response training set for each subject and grade (July 2015).

6.5 Released Tests

The Department plans to release to the public previously used test forms as explained in Section 3.9. The released tests include all of the “scored” questions and do not include anchor items or field-test items. The test forms are recomposed to remove these items. Two pdf files for each test form will be created: one without answers and one with answers and item statistics. Pdf files must be Section 508/ADA-compliant for unsecure web posting as indicated in Section 6.0.4.

Upon Department request, the contractor will provide Braille versions of each released test up to a maximum of ten (10) copies per test per year.

Work Tasks (Base contract):

- a. Produce and deliver to the Department ADA-compliant released tests pdf files (August 2013).
- b. As required, produce and deliver Braille versions of the released tests (August 2013).

Work Tasks (Renewal):

- c. Produce and deliver to the Department ADA-compliant released tests pdf files (August 2014, 2015).
- d. As required, produce and deliver Braille versions of the released tests (August 2014, 2015).

6.6 Test Item Specifications for Reading, Mathematics, Science, and Writing

The contractor will review and revise the *Test Item Specifications* for the reading, mathematics, science and writing tests in consultation with the Department and Florida educators. The draft *Test Item Specifications*, recently developed under the Department’s current contract with Pearson Assessment & Information, address changes in the state’s assessment resulting from the revisions to Florida’s Sunshine State Standards. The specifications govern the writing and review of passages, prompts, stimuli, and test items and generally identify the item/task requirements and constraints for

measuring each Sunshine State Standards benchmark. For benchmarks related to writing conventions, several separate specifications may be required for each benchmark.

Under the current Pearson contract, the Department is developing EOC *Test Item Specifications* for Algebra 1 (FT March 2010) and Biology (FT March 2011). Under this contract, the contractor will work with the Department to revise these specifications and develop *Test Item Specifications* for another science EOC (FT March 2012). (See Section 2.3 for additional information about EOC tests.)

At the elementary and middle school levels, separate publications are produced for each subject, and each publication includes all grades assessed at that level. There are separate high school publications for the FSA and each EOC test. The publications include introductory information and appendices as necessary to fully explain how the tests and items are developed. The *Test Item Specifications* include a clarification of the benchmark being assessed, specific content and item limitations, and item formats by which each benchmark will be assessed. Sample items are included for each item type; performance tasks include a top-score response and the scoring criteria for that task. Note that the contractor must secure a full range of permissions for released passages included in the *Reading Test Item Specifications* to allow for unsecure web posting.

The *Test Item Specifications* for Algebra 1 EOC, Biology EOC, and the other science EOC will include an appendix with a mini-test of 25–30 sample items that represent appropriate item types and content of the EOC for each grade and subject. The test pages should be formatted like other Florida sample test materials. The internal “stand-alone” design should allow an educator to reproduce and administer the mini-test to students as an EOC sample test. This appendix would also include a teacher’s answer key formatted like other Florida sample answer key booklets. For additional information about Sample Test Materials, see Section 6.1.

The primary audience for these publications is item writers, but Florida educators also use these materials so ADA-compliant pdf files will be posted to the Department website. **These publications will not be distributed in print.** Approximate document lengths are as follows: reading (200 pages), mathematics (300 pages), science (300 pages), writing (200 pages), and EOC (200 pages).

In conjunction with the review of the *Test Item Specifications*, an external review panel of Florida educators will review the test design and philosophy contained in the reading, mathematics, science, and writing plans and review the other science EOC *Test Item Specifications*. The primary focus of the review meeting will be to review and make recommendations for improvements to the *Test Item Specifications* for each subject. Additional information about the meeting requirements is found in Section 7.9.

Work Tasks (Base contract):

- a. Develop the other science EOC *Test Item Specifications* (January 2009).
- b. Convene educator committee to review the other science EOC *Test Item Specifications* (September 2009).
- c. Revise *Mathematics Test Item Specifications*, *Science Test Item Specifications*, *Algebra 1 EOC Test Item Specifications*, and *Biology EOC Test Item Specifications* (September 2009).
- d. Revise *Reading Test Item Specifications* and the *Writing Test Item Specifications* (June 2010)
- e. Produce and deliver to the Department ADA-compliant *Mathematics Test Item Specifications*, *Science Test Item Specifications*, *Algebra 1 EOC Test Item Specifications*, *Biology EOC Test Item Specifications*, and the other science EOC *Test Item Specifications* pdf files for web posting (September 2010).
- f. Produce and deliver to the Department ADA-compliant *Reading Test Item Specifications* and the *Writing Test Item Specifications* pdf files for web posting (September 2011)

Work Tasks (Renewal):

- g. Convene educator committees to review the *Mathematics Test Item Specifications*, *Science Test Item Specifications*, *Algebra 1 EOC Test Item Specifications*, *Biology EOC Test Item Specifications*, and the other science EOC *Test Item Specifications* (August 2014).

- h. Convene educator committees to review the *Reading Test Item Specifications* and the *Writing Test Item Specifications* with Florida educators (May 2015).

6.7 FSA Lessons Learned

These publications continue the Department's *Lessons Learned* set of publications and provide educators and administrators with a detailed analysis of student performance from previous FSA administrations. The data analysis includes information on how Florida's students as a group have performed on the FSA and provides sample items that illustrate students' successes and challenges. Each sample item includes performance statistics from its most recent administration. Separate volumes are produced for each content area, and publications are produced in appropriate quantities for teachers in the tested content areas and grades. Under this contract, data analyses and production will be started on reading and mathematics *Lessons Learned* during the base contract; delivery of those publications will be completed during the renewal. Science and writing *Lessons Learned* will be produced during the renewal contract.

The contractor will provide a psychometrician to complete the data collection, displays, analyses, and write the interpretation sections of these publications. Staff from the contractor's content and scoring and reporting areas will work with the IP team to develop these publications. Following the data analyses, the Department will convene committees of educators to review the data analyses, test items, and student performance statistics. These committees will work with the Department and contractor staff to draft the sections of the publications that relate to observations and instructional implications. Staff from the contractor's content, psychometrics, and IP teams must attend and help facilitate these educator meetings.

The *Lessons Learned* publications are produced in print and posted to the Department website in an ADA-compliant pdf format. Note that a full range of permissions must be secured for released passages included in these publications so they can be produced in print and posted online. The electronic ADA-compliant files will be delivered to the Department prior to or simultaneously with the delivery of print shipments to districts.

Work Tasks (Base contract):

- a. Convene two committees of reading and mathematics educators to review data analyses and draft instructional implications for *FSA Reading Lessons Learned* and *FSA Mathematics Lessons Learned* publications (September 2013).

Work Tasks (Renewal contract):

- b. Produce and deliver to schools the *FSA Reading Lessons Learned* and *FSA Mathematics Lessons Learned* publications in print (November 2014).
- c. Produce and deliver to the Department *FSA Reading Lessons Learned* and *FSA Mathematics Lessons Learned* in ADA-compliant pdf format (November 2014).
- d. Convene two committees of science and writing educators to review data analyses and draft instructional implications for *FSA Science Lessons Learned* and *FSA Writing Lessons Learned* publications (September 2014).
- e. Produce and deliver to schools the *FSA Science Lessons Learned* and *FSA Writing Lessons Learned* publications in print (November 2015).
- f. Produce and deliver to the Department *FSA Science Lessons Learned* and *FSA Writing Lessons Learned* in ADA-compliant pdf format (November 2015).

6.8 Florida Assessment Handbook—A Resource for Educators

This publication provides an explanation of Florida's testing program for educators and other stakeholders. It includes descriptive information about the reading, writing, mathematics, and science development, test administration, scoring and reporting, interpretive products, and committees. References to and examples of test items and performance tasks, reading passages, writing samples, scoring criteria, student responses, reports, and other publications are included, as necessary, to illustrate or provide examples of the various components of the assessment program.

The *Handbook* will be produced once in the base contract and once during the renewal phase. Additional copies will be produced and stored by the contractor for annual and periodic distribution upon request. This publication is produced in print and posted to the DOE website in an ADA-compliant pdf format. The electronic ADA-compliant file will be delivered to the Department prior to or simultaneously with the delivery of print shipments to districts.

Work Tasks (Base contract):

- a. Produce and deliver to schools the *Florida’s Assessment Handbook* in print (IP1 - November 2011).
- b. Produce and deliver to the Department *Florida’s Assessment Handbook* in ADA-compliant pdf format (IP1 - November 2011).

Work Tasks (Renewal):

- c. Produce and deliver to schools the *Florida’s Assessment Handbook* in print (IP1 - November 2014).
- d. Produce and deliver to the Department *Florida’s Assessment Handbook* in ADA-compliant pdf format (IP1 - November 2014).

Table 6.2 indicates the dates by which interpretive products must be produced and delivered during the base contract. Table 6.3 indicates the delivery dates for the renewal years.

Table 6.2. Delivery Schedule for Interpretive Products (Base Contract)

Annual Cycles	Product	Delivery Month/Year	Print Shipment and/or Electronic Delivery
2009-10 (Base)	2010 Sample Test Materials	Nov 2009	IP1
	Keys to Florida’s Tests (2010)	Jan 2010	TM1
	Understanding Reports 2010	May 2010	RD1, RD4
	2010 FRWSI CD	Jul 2010	RD6
2010-11 (Base)	Mathematics Test Item Specifications Science Test Item Specifications Algebra 1 EOC Test Item Specifications Biology 1 EOC Test Item Specifications Other science EOC Test Item Specifications	Sep 2010	NA (web only)
	2011 Sample Test Materials	Nov 2010	IP1
	Keys to Florida’s Tests (2011)	Jan 2011	TM1
	Understanding Reports 2011	May 2011	RD1, RD4
	2011 FRWSI CD	Jul 2011	RD6
2011-12 (Base)	Reading Test Item Specifications Writing Test Item Specifications	Sep 2011	NA (web only)
	2012 Sample Test Materials Handbook	Nov 2011	IP1
	Keys to Florida’s Tests (2012)	Jan 2012	TM1
	Understanding Reports 2012	May 2012	RD1, RD4
	2012 FRWSI CD	Jul 2012	RD6

Annual Cycles	Product	Delivery Month/Year	Print Shipment and/or Electronic Delivery
2012-13 (Base)	2013 Sample Test Materials	Nov 2012	IP1
	Keys to Florida's Tests (2013)	Jan 2013	TM1
	Understanding Reports 2013	May 2013	RD1, RD4
	2013 FRWSI CD	Jul 2013	RD6
	2013 Released Tests	Aug 2013	NA (web only)

Table 6.3. Delivery Schedule for Interpretive Products (Renewal Years)

Annual Cycles	Product	Delivery Month/Year	Print Shipment and/or Electronic Delivery
2013-14 (Renewal)	2014 Sample Test Materials	Nov 2013	IP1
	Keys to Florida's Tests (2014)	Jan 2014	TM1
	Understanding Reports 2014	May 2014	RD1, RD4
	2014 FRWSI CD	Jul 2014	RD6
	2014 Released Tests	Aug 2014	NA (web only)
2014-15 (Renewal)	2015 Sample Test Materials Handbook Reading Lessons Learned Mathematics Lessons Learned	Nov 2014	IP1
	Keys to Florida's Tests (2015)	Jan 2015	TM1
	Understanding Reports 2015	May 2015	RD1, RD4
	2015 FRWSI CD	Jul 2015	RD6
	2015 Released Tests	Aug 2015	NA (web only)
	Science Lessons Learned Writing Lessons Learned	Nov 2015	IP1

7.0 Program Management

Bidders must provide their overall description of the approach to manage, implement, and support Florida's State Assessment Program that specifically addresses the entire scope of work in this RFP. Bidders must identify and describe all resources available to support all program activities. A management plan for the contract will be incorporated into Part III of the bidder's Technical Proposal (see Section 9.4).

Bidders must designate a Senior Program Manager who will have overall, daily responsibility for all processes and deliverables under the full scope of this program.

The Chief of the Department's Bureau of K-12 Assessment will be assigned as the program manager of the contract resulting from this RFP under the overall supervision of the Assistant Deputy Commissioner of Assessment, Division of Accountability, Research and Measurement.

7.1 Provisions Governing the Work of the Contractor

The procedural requirements identified in this section govern the work of the contractor. This section establishes specific requirements and general principles by which the program will be managed.

The work tasks described in Sections 2.0 through 6.0 reflect design, development, validation and implementation requirements of Florida's standards-based testing program. In preparing proposals, bidders should consider the following provisions governing the activities required by these sections.

- a. All of the processes used by the contractor to complete the work tasks identified in Sections 2.0 through 6.0 must be approved by the Department. All products must be approved by the Department at milestone stages of development. The Department reserves the right to specify details of work tasks and products.
- b. Design control of all aspects of this program remains the total responsibility of the Department. Changes in the design made after the award of the contract will be at the discretion of the Department.
- c. The Department reserves the right to require changes in materials, produced in any medium, at any stage of the program prior to final printing, production, or deployment.
- d. Products and processes are modified to some extent for each assessment. For example, modifications may be made to the design, format, or wording of printed products from one administration to the next. All such modifications are to be expected as part of the scope of this program and will be at contractor expense. Modifications may also be required for other products and procedures such as data analyses, file formats, and report designs. Consequently, all printed products developed under this contract are to be only produced in quantities for the particular assessment, unless otherwise specified in writing by the Department.
- e. The contractor will be responsible for providing the highest possible quality assurance of all data, files, programming, and related analyses and reports. The contractor will provide effective psychometric oversight at all stages of item and test development, test scoring, data generation, subsequent data analyses, and reporting.
- f. The contractor will be responsible for providing the highest possible quality of all printed, electronic, and software products. The contractor will provide effective writing and thorough editing and proofreading at all stages of development.

7.2 Contractor Staff and Responsibilities

The work tasks described in the RFP constitute a large, complex, challenging program that requires year-round activity and close attention to over-lapping tasks for different years and the impact on project resources. The contractor is expected to provide a sufficient number of highly-qualified personnel to work closely with the Department to manage the contract. Bidders will carefully consider whether they have sufficient and knowledgeable human resources to complete the work activities of the RFP and will demonstrate in their proposals that they have sufficient and knowledgeable human resources to complete program work. Companies should consider bidding only if they are committed to assigning the number and quality of staff and staff time required to complete a program of this magnitude.

The contractor must assign professional staff members who are qualified, experienced, and capable of providing technical assistance to the Department. Please note the following staff requirements:

- a) The contractor will assign *at least* one (1) full-time senior program manager, four full-time project managers, and two (2) full-time administrative assistants. The full-time senior program manager will concentrate on ensuring quality and timeliness of the full range of services and products required by this RFP. The contractor's management team is expected to lead project and support staff and to manage implementation activities throughout the contract period.
- b) It is anticipated that the four (4) full-time project managers will focus on (a) test development, (b) test administration, (c) scoring and reporting, and (d) computer-based testing. Bidders may propose a modification to this project assignment for the managers.
- c) Implementing the program requires considerable administrative activities involving the maintenance of schedules, the development of specifications, production of management reports and documents, arrangement of meeting and travel for educators and Department staff, and communication with district and other personnel. Administrative assistants are necessary to serve in a dedicated role as meeting organizers and as direct contacts for the many Florida citizens that attend assessment meetings throughout the year. The Department requires a single point of contact to discuss each meeting's requirements and venue options and to communicate with participants throughout the travel process, and to address issues that may require late-notice changes in travel plans.
- d) The managers must be members of the regular organizational staff with experience within the company or institution in coordinating the types of activities identified by this RFP. In their proposals, bidders are expected to demonstrate that the individuals identified as managers have sufficient authority across departments within the organization to ensure that the work of the contract has the necessary priority to be completed with the highest quality and on time.
- e) Bidders will include pertinent staffing charts in their proposals that show the regular institutional organization staffing and the proposed organization of program staff for this work. **In these charts, the full-time equivalency devoted to work under the proposal for each staff member with significant responsibilities will be identified.** Persons proposed to fill all key positions will be identified by name.
- f) Bidders will indicate, by name, the professional personnel to be responsible for major contract activities, with an estimation of the amount of time as a percent of full-time each person will devote to each task. This information will be included in a separate chart in the management proposal. An appendix to the technical proposal will contain one-page vitae for each of the professional personnel, including subcontractors, to be assigned to the program, indicating relevant educational background and professional experience.
- g) In a separate chart(s), bidders will identify the full extent of staff resources to be allocated to the program to conduct activities related to the item, test, and interpretive products development; computer-based test system and content support; ancillary materials development; scanning, imaging, data processing, and reporting activities; and scoring, equating, and technical analysis/special studies activities for each year of the program. The chart will identify the major activities by month and the **number of staff by category** and the amount of time in full-time equivalencies (equivalent person-days) assigned to complete the activities.

7.3 Subcontractors

The prime contractor may choose to employ one or more subcontractors for the completion of one or more tasks. If the bidder proposes to employ a subcontractor(s), the qualifications and experience of the subcontractor(s) will be documented in the proposal **at the same level of detail** as those of the bidder.

The prime contractor will assume responsibility for all services offered in the proposal whether or not they are performed or produced by the contractor or by subcontractors. The Department will consider the prime contractor to be the sole point of contact for contractual matters, including payment of any and all charges resulting from the contract.

The bidder should describe how the work of all subcontractors will be monitored and guided to ensure adherence to requirements in this RFP, including resulting specifications and schedules. The contractor will provide for quality assurance activities in oversight of the subcontractor's performance.

A separate chart in the proposal will identify all of the subcontractors proposed to be involved in the program, the assessment components they will be involved with, and the specific services they will provide. Should changes be proposed in subcontractors after the contract award, new subcontractors must be approved by the Department throughout the life of the contract. Not less than sixty (60) days in advance of a proposed subcontractor's, start of work on program processes or deliverables, the contractor will provide the Department with a qualifications and experience summary for review and consideration for acceptance. As part of the Annual Report, all subcontractors, their services, and Departmental approval status will be listed.

A detailed description of the subcontracted services to be provided under the ensuing contract must be included. All subcontracted services will be documented. Each service (e.g., printing, computer operations, test development, psychometric services, legal counsel, quality control, reporting, etc.) should be fully described including resource, level of service, scheduling and quality commitments. The contractor will identify the proportion of materials, etc., to be generated by any and all involved subcontractors.

The extent to which bidders are willing to assume legal responsibility for subcontracted services will be a key criteria for the Department's consideration of the feasibility of proposed services. No contractor- or subcontractor-provided work related to customer service or to any secure document or data shall be provided by a persons or agencies physically located outside of the United States.

Please see RFP Sections 8.14 and 8.27 for additional subcontractor discussion.

7.4 Department Staff and Responsibilities

In supporting the work of this contract, the Department will be responsible for providing staff to coordinate the program and provide the contractor with all necessary information, decisions, and materials in a timeframe ensuring that successful completion of quality program work is not jeopardized.

The Department will assign a full-time program manager for this assessment program. Additionally, Department staff will be named to assume the lead for these major components of the assessment program: item and test development, item and test psychometrics, test administration, computer-based testing, interpretive products, and scoring and reporting.

Each of these program leads will coordinate the Department's completion of review of the contractor's specifications, products and other deliverables within scheduled time frames, normally seven (7) working days, approving the design of, or completed, products submitted or providing expectations for modification.

Contractors should plan schedules and begin work early to permit time for Department approval at each stage of the process. If modification is required, the Department will notify the contractor. Specifications, designs, products, etc., will be reviewed iteratively until final approval and acceptance by the Department or until that work task/product is abandoned. If the products or procedures are abandoned or unresolved, the Department will cite the identified deficiencies. The Department will provide details about deviations from the approved specifications and specify any

modifications to the payment schedule and/or payment amount. All notifications and approvals under this section will be delivered in writing.

7.5 Program Management Communication

Weekly program management conference calls will be conducted at an agreed upon day and time in order to ensure all requirements and timelines are maintained and to address needs for problem solving and time-sensitive adjustments. The Department may determine periodically that weekly, focused conference calls are required as activities dictate. The contractor will provide a toll-free conference line for all calls between contractor and Department staff required for the effective coordination of the assessment program.

To meet timelines for completing work tasks, both the Department and the contractor will need to use secure electronic communications, including, but not limited to, an FTP site, a website, a teleconferencing site, etc., provided by the contractor in addition to overnight express delivery of materials as necessary.

The contractor and the Department may determine that, for selected meetings, video teleconference meetings will be more time and cost efficient than travel to a common meeting site. In this case, the contractor will coordinate all logistics and provisions for the teleconference.

To assist Department staff with communication during on-site visits to the contractor's offices or other work sites, the contractor will provide access to lockable office space including a telephone with a speaker, a fax machine, and a computer with Internet access and a local printer.

The contractor also will provide the Department with a **high quality, high-speed color printer/fax/scanner/copier** capable of working with the Department's local area network. The printer must be available to print reports provided via electronic means and should minimally meet the following specifications:

Konica/Minolta Bizhub C650 network-ready color duplex printer/copier/scanner/fax with:

- Better than 50 ppm black-and-white print speed
- Better than 40 ppm color print speed,
- Auto Color, Full Color, Black-and-White, 2-Color, Single Color color modes
- 1800 dpi equivalent x 600 dpi print resolution
- Minimum rating of 200,000 pages-per-month duty cycle,
- Fast Ethernet embedded print server,
- Automatic duplex printing
- Page Description Languages: PCL5c, PCL6 (XL version 3.0) Emulation, PS3 (version 3016)
- Letter, legal, tabloid, executive, jPostD, envelopes capacity

- Autodialing (> 1K one-touch), Auto Memory Reception, Auto Reduction Printing, Border Erase Function, Broadcasting (minimum 500 locations, Bulletin Board, Density Adjustment, Duplex Transmission/Reception, Group Dialing (> 400 one-touch per group), Image Rotation/Transmission/Reception, PC-Fax, Polling Transmission/Reception, Priority Transmission, Redial, Relay Transmission, Relay Broadcasting

- Scan-to email, Scan-to-FTP, Scan-to-HDD, Scan-to-USB, Network TWAIN scan functions

- Better than 50 opm scan speed for black-and-white or for color

- Selectable scan resolution 200dpi to 600 dpi

- TIFF, PDF, Compact PDF and JPEG scan file formats

- Scan paper size up to 11 x 17

- Print paper size up to 12 x 18

- 9.25 to 55.75 lb. bond paper handling, single-sided; 13.25 to 34 lb double-sided

- Text, Text/photo, Photo, Map, Dot Matrix, and Copied Paper copy exposure modes

1MB memory minimum – upgradable
40 GB minimum hard disk storage
Ethernet 10/100/1000Base, High-speed USB 2.0 interface,
PCP/IP, IPX/SPX, AppleTalk, SMB, LPD, Netware 4+, Pserver, Nprinter, NDPS, IPP 1.1,
POP3, LDAP, SSL/TLS, SNMP, HTTP/HTTPS, WSD protocols
Minimum 3000-sheet input capacity
Bypass paper feed

Document finisher with sorting, grouping, stapling (1, 2 & 3, corner, side, saddle options),
booklet-making capacity, half-fold and tri-fold, paper punch capability (2 or 3-hole)

Manufacturer's Agent Service Contract for the term of the contract arising from this RFP as
well as any extensions to that contract, including monthly on-site and same-day breakdown
service calls, including any/all necessary parts and labor

In addition, the contractor will provide the Department with a **portable lap-top computer and docking station and monitor** that are compatible with the Department's Local Area Network. A laptop computer and docking station plus monitor and should **meet the following minimum requirements:**

Dell Latitude D630 Intel;CPre 2 Duo T7700 (2.4 GHz) 4M L2 Cache, 800 MHz Dual Core,
with two (2) 14.1 in Wide Screen Display WXVGA + LCD Panel, with media
Catalog Number 84 RCR961550-1876034

Microsoft®Windows® =XP Professional,
SP2 with media,
2.0GB, DDR2-667 SDRAM, 2DIMMS,.
Internal English Keyboard,
128MB NVIDIA Quadro NVS 135M
120 GB hard drive, 8.5MM, 7200RPM
Standard Touchpad
Floppy Drive,
New Dell USB Optical mouse with scroll, All Black design,
Internal 56K modem,
90W AC adapter,
8XDVD+/-RW w/roxio and Cyberlink Power DVD,
Dell Wireless 1490 802.11a/g, Dual-band Mini Card,
NTFS File System for all Operating Systems,
9 Cell primary battery,
Spare Primary Battery,
D/Port Advanced Port Replicator (Docking Station),
D-Family Monitor stand,
UltraSharp 1908FP 19-in Flat Panel LCD Monitor with Height Adjustable
Stand, VGA/DVI (monitor for use with Docking Station,
Kensington Microsaver Notebook Lock – security cable lock

large nylon carrying case,
No Onsite System Setup
US – System Documentation, Power Cord
Resource CD – Contains Diagnostics and Drivers
3 year limited Warranty plus 3 year NBD On-site Service ,
Software needed:

Microsoft®Office Pro,
XP Professional, Office Pro and
Base SAS Version 9.1, SAS/Stat and SAS/Connect

The contractor will be responsible for all aspects related to ordering, delivering, and maintaining the operation of this equipment and software licenses. Installation of equipment and software will be provided by Department network staff. The equipment provided by the contractor will remain the property of the contractor and will be returned to the contractor at the conclusion of the contract.

7.6 Program Management Meetings

The successful operation of the program will require regular management meetings between the contractor and Department staff. At the Department's request, the management meetings will take place in Tallahassee, the contractor's headquarters or other worksite, or in a location convenient and agreed upon by the contractor and the Department. Bidders should anticipate that the first comprehensive program management meeting will take place at the contractor's headquarters within 30 days of contract execution.

The contractor should expect that up to fifteen (15) of their staff will travel to attend approximately two (2) comprehensive program management meetings per year. The contractor will also send all relevant staff to up to four (4) additional annual management meetings that are project specific, such as hand-scoring. All relevant subcontractors must also attend these meetings. The contractor will be responsible for the logistics, facilities, and travel costs of their staff and required subcontractors' staff for all management meetings. These meetings will also involve relevant Department staff. Provisions will be made for electronic participation of any staff member unable to travel to these meetings.

The cost proposal will include funding specifically for Department staff travel for program management meetings and other oversight activities. Program oversight activities include work related to overall program management, management of key processes, including development, test administration, scanning, hand-scoring, scoring, programming, printing, and reporting. The contractor will be responsible for paying the cost of travel, lodging, and per diem for up to ten (10) Department staff members to attend up to fifteen (15) trips annually. The cost of the trips has been based on travel between Tallahassee and the contractor's headquarters or between Tallahassee and the contractor's or subcontractor's headquarters, scanning/processing sites, or scoring/hand-scoring sites. Funds set aside for this purpose are described in Section 7.12.5.

7.7 Program Management Reports

Five types of reports are to be prepared by the contractor to facilitate and document program management communications with the Department: (1) the Program Schedule, (2) the Weekly Management and Weekly Action Item Reports, (3) a Technical Report, (4) a Program Summary, including the Operational Addendum, and (5) the Accounting Report. In addition to written reports, the Department may require the contractor's participation in presentations to Department senior management or other entities at places and times determined by the Department.

- The Program Schedule will be developed for each year of the program and will include both high-level management summary information as well as specific dates associated with critical processes, milestones, and deliverables for individual projects listed in the program management plan. The Program Schedule will be derived from the program management plan at the beginning of each test administration year, and will be updated quarterly. The Department prefers submission of the Program Schedule in Microsoft Excel but will consider another format that is easy to use and accessible by staff. If significant changes occur between quarterly submissions of the program schedule, the Department may request, at any time, and the contractor will deliver, an updated schedule reflecting the changes.
- The contractor will provide a Weekly Management and Action Item Report to the Department. The design, format, and content of this report will be determined in consultation with the Department. The Weekly Management Report and Action Item Report will report the status of recent and upcoming work tasks, highlighting those leading up to deliverables and critical work

tasks, report progress on program issues, identify unresolved issues, and maintain a list of requests requiring change orders or amendments. The weekly report will be provided to the Department by close of business each Tuesday updated to reflect the previous week's work.

- The contractor will produce a Technical Report and provide the initial draft document to the Department by September 30 of each year of the contract arising from this RFP. The Contractor will incorporate any changes requested as a result of the Department's review and prepare the report in a presentation format for the K-12 Assessment Technical Advisory Committee's (TAC) fall meeting, held annually in early or mid-November. Following the TAC meeting, the contractor will revise the report to incorporate information and/or recommendations arising from the that meeting. The contractor will submit the report for Department approval, using an iterative process, at each of the three phases noted above. The Department will work with the contractor to identify the specific information to be provided in the Technical Report each year. A proposed report structure is provided below.

Annual Technical Report Table of Contents *DRAFT*

General Design Considerations: Part I provides technical details that are not secure/sensitive and are not available in other public documents. Part II provides current year information regarding statistical qualities/characteristics. Item level/secure statistics are provided be in the appendix.

PART I [*This part would not change unless the measurement model for state assessments changes.*]

Chapter 1: Overview of State Assessments
Chapter 2: Test Design and Construction
Chapter 3: Sampling, Calibration, and Equating
Chapter 4: Scoring
Chapter 5: Reporting

PART II [*This part would change for each year's report as necessary.*]

Chapter 6: Achievement Level/Graduation Standard Setting/Special Studies
Chapter 7: Whole Test Characteristics for FCAT 2010
Chapter 8: Conclusions

Appendices: Secure, item-level information including performance task item summaries

This technical analysis will incorporate both test and item-level statistics. A partial list of specific analyses and reports expected to be addressed includes:

- Analysis of calibration, equating, and scaling activities, including sample to full-state comparisons of representativeness and performance,
 - Item and distractor analyses (p -values, corrected point biserials, DIF statistics/bias, IRT Fit statistics, IRT values, etc.),
 - Hand-scoring validity and inter-rater reliability summaries,
 - Dimensionality summaries (factor analyses, model fit analyses, etc.),
 - Reliability and validity summaries,
 - Accuracy and consistency of student classification,
 - Frequency distributions of student achievement (all students and by subgroup) across years by grade and subject,
 - Scale drift indicators, and
 - Correlations of student performance across the various subject areas tested.
- The contractor will produce an Annual Assessment Program Report each year. This report, to be provided only on CD/DVD along with other materials described below, will include an annual review of the contractor's services and deliverables in response to contractual/RFP requirements. The annual program review should identify major program accomplishments and successes as

well as areas of the program that require changes and improvement in the upcoming year. The review is intended to be a history of program events and to describe recommended improvements or changes for succeeding years. The Department recommends quarterly submissions of materials and summaries related to this deliverable. The annual review will be based on information gathered by the contractor's program and project management staff throughout the year. The review will address all aspects of program service and products including management, technology, interpretive products, communications, development, test production, test administration, materials shipping/pickup, scoring, and reporting processes.

The review will include:

- details of meetings held with educators (dates, locations, purpose)
- milestones attained/deliverables completed for each project area
- problems encountered, root cause analyses, and corrective action(s) taken
- performance metrics reports noting changes over time

The Annual Assessment Program Report will include electronic files of deliverables and documentation on services required by this RFP. The Annual Report will include:

- PDFs of the test and answer books,
- PDFs (untagged and tagged, if applicable) of all interpretive and ancillary products,
- Native application files of all interpretive and ancillary products,
- PDFs, or other appropriate file formats such as video, of all other products, including memoranda and report templates,
- Missing materials and resolution reports,
- Customer Satisfaction Survey results,
- Error logs from computer-based test delivery
- Final Program Schedule reflecting planned vs. actual dates of task completion,
- Weekly Management and Action Item reports, and
- Specification documents.

The contractor will provide copies of the Report for the Annual Management Meeting and will deliver to the Department two copies of the Annual Report on CD/DVDs (appropriately labeled and stored in plastic sleeves) within loose leaf binders for each project year.

- The collected Accounting Reports will provide a summary of the Quarterly Accounting Reports, including expenditures by program task and level of effort as well as expenditures and balances of Reimbursable Funding Categories identified in Section 7.12 including balances resulting from executed change orders and contract amendments.

Work Tasks (Base Contract):

- a. Deliver Program Schedule. (October 2008; January, April, July, October 2009, 2010, 2011, 2012, 2013)
- b. Deliver draft Technical Report. (September 2010, 2011, 2012, 2013)
- c. Deliver the Annual Assessment Program Report. (November 2009, 2010, 2011, 2012, 2013)
- d. Submit the Quarterly Accounting Reports as required by the Department on a schedule established by the Department following execution of the contract for this work.

Work Tasks (Renewal):

- e. Deliver Program Schedule. (January, April, July, October 2014, 2015)
- f. Deliver draft Technical Report. (September 2014, 2015)
- g. Deliver the Annual Assessment Program Report. (November 2014, 2015)
- h. Submit the Quarterly Accounting Reports as required by the Department on a schedule established by the Department following execution of the contract for this work.

7.8 Quality Assurance

Bidders must provide a thorough description of corporate- and project-level practices employed to ensure that all services and products proposed to meet the requirements of this RFP will be provided with minimal errors. The description should include indication of existing mechanisms for collecting and tracking performance metrics. The Department will work with the contractor in a continuous improvement process to ensure that the Department and the contractor are objectively tracking quality measures and working collaboratively to improve as necessary.

Performance metrics are described in Sections 3 – 6 of this RFP. These metrics will be reviewed and modified based upon mutual agreement in the first comprehensive program management meeting. The Department intends these metrics to be mutually beneficial and not punitive.

The contractor will include, as part of the Annual Program Summary, a self-report of status the preceding year on contract Performance Metrics (Table 7.1). This list of Performance Metrics will be mutually resolved within ninety (90) days of contract execution. The list will be reviewed annually and may be altered or amended to serve the requirements and/or needs of the Department and the contractor.

Table 7.1: Proposed Performance Metrics

	RFP Ref.	Performance Metric	Calculation Tracked Annually
a	3.7.7	Test Items	The total number of items accepted by the Department after committee review divided by the number of unique items submitted by the contractor for Content Review.
b	3.10.1	Test Document Production	The number of identified errors across all test documents each year divided by the total number of pages in each and all
c	5.2.2	Test Defines	The number of identified errors in each field in the test define by subject of each administration of the test divided by the total number of fields in test define by administration.
d	4.8	Test Administration Materials Preparation	The number of identified errors requiring an errata sheet in all test administration products delivered to districts in print each year will be divided by the total number of pages in such materials for the year.
c	5.3	Answer Documents Hand Edits Accuracy	The number of identified errors in hand edits of student answer sheets divided by the number of documents edited by hand
f	App E	Computer-Based Testing Availability	During each year, the total minutes the system was available for testing at any site in the state due to system issues <u>divided by</u> the total minutes the system was scheduled to be available across the state.
g	5.5.3	Data Files	The total number of data files required for reporting results divided by (the number of files multiplied by versions submitted by the contractor before all files are approved and accepted by the Department).
h	6.0.8	Interpretive Products	The number of identified errors requiring an errata sheet in all interpretive products delivered to districts in print each year will be <u>divided by</u> the total number of pages in such materials for the year.

7.9 Meetings Involving Florida Educators and Other Citizens

The contractor will be responsible for arranging, organizing, and paying the cost of bringing participants to specific meetings as identified in this RFP. This section identifies points at which meetings with groups of Florida educators and other citizens will be conducted to propose development and/or management guidelines, to draft products, or to review work and products produced by the contractor. The Department will designate Florida educators, and in some instances Florida citizens or consultants from outside the state, to participate in these meetings.

All meetings are facilitated by Department staff unless determined otherwise by the Department. Contractor staff shall attend the meetings with Florida educators, as required. The contractor is responsible for on-site meeting organization, support, and management. Generally, the contractor's manager or team leaders for the program area and an administrative assistant responsible for meeting planning will be present at meetings for overall management and support purposes. The contractor will also be expected to send staff appropriate to assist and participate in each meeting. Generally, for all meetings involving separate subject/grade groups, the contractor will provide the appropriate professional staff to take part in each of the separate subject/grade groups. The contractor will be responsible for all expenses associated with contractor staff travel and participation.

The contractor will be responsible for arranging, organizing, attending, and paying travel, lodging and per diem costs required to bring these participants together for the meetings. All meetings will be held in Florida, typically in a central Florida location, a hub city (e.g., Jacksonville or in Tallahassee).

Table 7.2 provides information about the number, expected length, approximate number of participants, and estimated cost of such meetings.

Table 7.2. Meetings of Educators and Other Citizens

	Meeting	Area	RFP Ref.	Mtgs/ Year	Base Contract	Renewal	Days/ Mtg	Approx # of attendees/ individual meeting	Likely Site	Approx Meeting Cost (Base Yrs)
1	Item Bias and Community Sensitivity	Reading, Mathematics, Science, Writing	3.7.7	1	Oct 2009, 2010, 2011, 2012	Oct 2013, 2014	3	35	Jacksonville; or Central FL	\$136,500
2	Passages and Prompts Bias and Community Sensitivity	Reading, Writing	3.7.7	1	Apr 2009, 2010; May 2011, 2012	May 2013, 2014	3	35	Jacksonville; or Central FL	\$170,625
3	Item Content Review	Reading, Mathematics, Science, Writing Test Items	3.7.7	1/subject & grade	Oct 2009, 2010, 2011, 2012	Oct 2013, 2014	5	10	Jacksonville; or Central FL	\$1,820,000
4	Writing Prompt Review	Writing	3.7.7	1	Aug 2009, 2010, 2011, 2012	Aug 2013, 2014	2	16	Tallahassee	\$523,250
5	Science Expert Content Review	Science	3.7.7	1	Jan 2009, 2010, 2011, 2012	Jan 2013, 2014	2	15	Tallahassee, or Central FL	\$48,750
6	Content Review of Reading Passage and Writing Prompts	Reading, Writing	3.7.7	3/subject	Apr 2009, 2010; May 2011, 2012	May 2013, 2014	5	12	Tallahassee, or Central FL	\$585,000
7	Annual Meeting District Coordinators of Assessment	K-12 Assessment Programs and Procedures	4.14	1	Sep 2010, 2011, 2012, 2013	Sep 2014, 2015	2	225	Central FL	\$5,000 (Meeting room rental only)
8	Annual Meeting New District Coordinators of Assessment	K-12 Assessment Programs and Procedures	4.14	1	Sep 2010, 2011, 2012, 2013	Sep 2014, 2015	1	25	Central FL	\$32,500
9	Annual Administration Review (Debrief)	Test Administration	4.14	1	Apr 2010, 2011, 2012, 2013	Apr 2014, 2015	1	15	Central FL	\$19,500
10	Field Test Gridded-Response/ Fill-In Adjudication	Mathematics, Science	3.7.7	2	Apr 2009, 2010; May 2011, 2012	May 2013, 2014	3 per mtg	18/Math 12/Science	Tallahassee	\$117,000

	Meeting	Area	RFP Ref.	Mtgs/ Year	Base Contract	Renewal	Days/ Mtg	Approx # of attendees/ individual meeting	Likely Site	Approx Meeting Cost (Base Yrs)
11	Standard Setting	Reading and Mathematics	5.6.3	2/subject	Sep 2011	N/A	5	50	Tallahassee or Central FL	\$325,000
12	Standards Reactor	Reading and Mathematics	5.6.3	1/subject	Oct 2011	N/A	3	25	Tallahassee	\$48,750
13	Standard Setting	Science and Writing	5.6.3	2/subject	Sep 2012	N/A	5	50	Tallahassee	\$325,000
14	Standards Reactor	Science and Writing	5.6.3	1/subject	Oct 2012	N/A	3	25	Tallahassee	\$48,750
15	Interpretive Products Advisory Committee	All IP Products	6.0.13	1	Sep 2010, 2012	Sep 2014	1	15	Jacksonville, or Central FL	\$9,750
16	Content Advisory	Reading, Writing, Mathematics, Science	6.6	Per Subject: 3 first year; 2/year after	TBD	TBD	4	25/subject per meeting	Tallahassee, Jacksonville, or Central FL	\$1,170,000
17	Math Lessons Learned	Mathematics	6.7	1	Sep 2013	Sep 2014	3	25	Tallahassee, Jacksonville, or Central FL	\$24,375
18	Reading Lessons Learned	Reading	6.7	1	Sep 2013	Sep 2014	3	25	Tallahassee, Jacksonville, or Central FL	\$24,375
19	Writing Lessons Learned	Writing	6.7	1	n/a	Sep 2014	3	25	Tallahassee, Jacksonville, or Central FL	\$0
20	Science Lessons Learned	Science	6.7	1	n/a	Sep 2014	3	25	Tallahassee, Jacksonville, or Central FL	\$0
21	CBT Advisory	CBT	Appendix E	2	Feb & July 2010, 2011, 2012, 2013	Feb and July 2014, 2015	1	20	Tallahassee, Jacksonville, or Central FL	\$58,500
22	Technical Advisory Committee	Technical	5.0	2	May and Nov 2009, 2010, 2011, 2012	May and Nov 2013, 2014	2	20	Tallahassee, Jacksonville, or Central FL	\$117,000

	Meeting	Area	RFP Ref.	Mtgs/ Year	Base Contract	Renewal	Days/ Mtg	Approx # of attendees/ individual meeting	Likely Site	Approx Meeting Cost (Base Yrs)
23	Field Test Rangefinding	Reading, Writing, Mathematics, Science	App D	2/R,M,S 1/W	May and Sep 2010, 2011, 2012; May 2013,	Sep 2013; May and Sep 2014, 2015	5	10/subject per grade (3 grades/subj)	Tallahassee	\$1,365,000
24	Operational Rangefinder Selection	Writing	App D	2	Oct 2009, 2010, 2011, 2012	Oct 2013, 2014	5	8	Tallahassee	\$130,000
25	FL Educator Handscoring Visits	Reading, Writing, Mathematics, Science	5.4.4.3	1/subject	Feb-Mar 2010, 2011, 2012, 2013	Feb-Mar 2014, 2015	3	25	Contractor's Site	\$390,000
26	Reports Focus Group	all	5.5.2	1	July 2010, 2011, 2012, 2013	July 2014, 2015	1	15	Tallahassee	\$19,500

7.10 Communication between the Contractor and Districts

Florida has 67 school districts conforming to the boundaries of Florida's 67 counties. Within each school district is a district coordinator of assessment assigned to work directly with the Department to implement statewide assessment programs. All aspects of test administration and reporting are administered within the districts through the district coordinator of assessment. Other district personnel involved in statewide test administration include one testing coordinator per school and the teachers or guidance counselors who serve as test administrators.

All communication between the contractor and school districts must be directed through or receive prior approval by the Department. Memos required to implement various aspects of the assessment will be prepared by the contractor and approved by the Department prior to release. The contractor may be required to mail and/or fax up to twelve (12) memorandums or sets of instructions annually to district coordinators of assessment, in addition to one separate addressee within each district, as directed by the Department.

Districts will be instructed to communicate directly with the contractor only for the purpose of clarifying meeting travel logistics, ordering additional testing materials, correcting computer-based system problems, or to report problems with the delivery/pickup of materials. For this purpose, the contractor will dedicate for the use of Florida's district and school personnel a toll-free help desk telephone, operated Monday through Friday 6:00 AM through 8:00 PM, Eastern Time, a toll-free fax number, and a web-based help site available during the same hours cited for the help-desk telephone. This customer service is distinct from that described in Section 4.1.21.

7.11 Test Security Requirements

Test items, performance tasks, test forms (paper-and-pencil or computer-format) developed for Florida's assessment program are secure test materials. Bidders will describe in their proposals plans for maintaining their security during the contract. The contractor's security plan must meet the Department's test security requirements described in Appendix H. Bidders will describe in detail how the security of the test items and forms, including electronic files, will be maintained while they are in the possession of the contractor or its representatives. Because the performance of this project will require the contractor to have access to confidential personally identifiable student records, the contractor and the Department will sign a separate Confidentiality Agreement addressing the security of that data.

At the completion of the contract, all data files, including those containing items or graphics, remaining in the possession of the contractor will be destroyed. Written verification of destruction will be provided to the Department as part of the final contract report. Destruction will not take place until authorized by the Department.

7.12 Reimbursable Funding Categories

Six funding categories are designated for specified program functions and may be used only for those functions. Use of these funds requires authorization by the Department contract or program manager or program area leads. Authorization may be provided by specific e-mail or other written communication, or by Department approval of a specific plan for a meeting(s) or activities requiring use of these funds. Amounts are designated for administration work tasks. Bidders will include these amounts in their cost proposals.

Monies not expended from these funds will be deducted from final contract payment at the conclusion of the contract during contract resolution. The reimbursable funds will be reconciled by both parties on an annual basis with the last contract payment for each year during the life of the contract and the optional renewal period, if applicable. The amounts specified in this section may be increased or decreased by an appropriately negotiated amendment at any time during the lifetime of the contract. The amounts allocated for these funds will be identified separately in the bidders' cost proposal.

The contractor will submit the Accounting Report described in Section 7.7 at the end of each fiscal quarter of each year of the contract arising from this RFP, and will indicate expenditures from, and the balances remaining, in these funds. The final contract invoice will be accompanied by the final balance sheet for these funds.

7.12.1 Consultant Services

The contractor will provide to the Department technical advice and consultant service, as required, from outside the contractor's staff. The contractor will recommend and the Department will select the consultant(s) to be used, who may or may not have been recommended by the contractor. A contract between the consultant and the contractor will be required and will include contract the amount allocated for honorarium, travel, lodging, and per diem as authorized by the Department. Reimbursement for travel shall be at rates authorized by Section 112.061, F. S., for travel and per diem. The bidder will include in the proposal the amount of \$150,000 as a fixed amount for the base contract period and \$75,000 as a fixed amount for the optional renewal period.

7.12.2 Contingency Services

It is possible that unforeseen circumstances will make it either necessary or desirable to perform tasks not specifically anticipated at this time, for example, data analyses beyond those described herein, unexpected data processing, acquisition of additional materials, or programming for test functionality not yet envisioned. These circumstances cannot be defined in advance, and the Department must be able to request such extra services in a timely fashion so as not to impede implementation of the assessments. The bidder will include in the proposal \$150,000.00 as a fixed amount for the full term of the base contract period and will include \$75,000 as a fixed amount for the full term of the optional renewal period.

7.12.3 Author's Alterations and Design Control

The Department reserves the right to make changes in materials at any stage of the program prior to final production or delivery. Any changes to the Department approved, production-ready product (e.g., digital proofs or final computer-based test files) that are required due to contractor error will be paid for by the contractor. Otherwise, changes made to the Department approved,

production-ready product will be paid for as author's alterations. If any alterations are necessary, the Department will identify in writing to the contractor the alterations to be made. The bidder will include in the proposal \$150,000 as a fixed amount for the full term of the base contract period and will include \$75,000 for the optional renewal period.

7.12.4 Provision for Meetings with Florida Educators

The bidder will include a fixed amount to cover the costs of travel and per diem for Florida educators, Florida citizens, and others participating in the meetings identified in Section 7.2. The contractor shall be responsible for the travel reimbursement for participants at rates authorized by Section 112.061, F. S., for travel and per diem. The bidder will include in the proposal \$7,470,125 as a fixed amount for these meetings with Florida educators during the base contract period and \$3,049,800 for the optional renewal period.

7.12.5 Provision for Meetings with Department Staff

A fixed amount will be included in the proposal to cover the costs of travel and per diem for the Department of Education staff or others participating in meetings with the contractor on behalf of the Department. Reimbursement for staff will be at rates authorized by Section 112.061, F.S. These funds will not be used to fund travel and per diem of the contractor's staff. These funds will be expended only with the approval of the Department. The contractor will include in the proposal \$780,000 as a fixed amount for ten (10) staff members to attend as many as fifteen (15) meetings per year requiring four (4) travel days each during the contract during the base contract period and \$360,000 for the optional renewal period.

7.12.6 Contractor Staff Positions

To improve work-flow, work quality and communications, the contractor will fund salary and benefits for four (4) professional positions to work under the direction of the Bureau of K-12 Assessment within the Florida Department of Education. These positions will be an Interpretive Products Editor, a Computer-Based Test Editor, an Ancillary Materials Editor, and a Database Analyst/Programmer. The Department will work closely with the contractor to interview and select individuals who are acceptable to both parties. The contractor will employ its standard recruiting, screening, and hiring procedures to secure individuals to fill these positions. The employees will be full-time employees of the contractor. The employees will receive benefits typically provided to the contractor's employee classification system. The employees will be paid at a rate comparable to similarly skilled and experienced Department employees using the contractor's employee classification system.

The basic duties of the Interpretive Products Editor, the Computer-Based Test Editor, and the Ancillary Materials Editor include: (a) write and edit materials for content, such as items, tests, reports, training materials, brochures, interpretive handbooks, pamphlets, guidebooks, scholarly works, reference works, scripts, or on-screen presentations; (b) develop, analyze, and select appropriate information and present it in a form and at a level suitable for the intended audience; (c) review written products and materials for conformity with standards of objectivity, style, and presentation; and, (d) perform a variety of editorial duties related to editorial production. Candidates should possess one year of specialized experience directly related to these duties. Candidates may substitute two (2) full academic years of related graduate level education in lieu of the work experience requirement.

The basic duties of the Database Analyst/Programmer include: (a) organize, structure, and maintain databases and tables of student performance and related data; (b) coordinate and perform electronic quality control services; (c) modify existing data analysis routines and procedures utilizing SAS to meet the data management requirements; (d) recommend improvements in data handling and checking as needed; (e) participate in data analysis related to

scanning and scoring of state-sponsored academic assessments; and, (f) recommend improvements to any procedure related to data handling as needed. Candidates should possess two years of relevant experience in systems analysis, database administration, application testing, or quality control procedures. Candidates may substitute a Bachelors degree in Computer Science, Information Systems or a Quantitative Analysis Programming.

The contractor will include amounts in the proposal according to the following schedule for each year of the base and optional renewal years. \$300,000 as a fixed amount for 2009-10; \$315,000 as a fixed amount for 2010-11; \$331,000 as a fixed amount for 2011-12; \$345,000 as a fixed amount for 2012-13; \$365,000 as a fixed amount for optional renewal year 2013-14, and \$383,000 as a fixed amount for the optional renewal year 2014-15.

7.13 Final Delivery of Materials

The contractor agrees to deliver to the Department, upon request, all materials and products in all forms that are developed for and used in conjunction with this program, including test books, answer documents (paper and PDF), final electronic source files of interpretive products, software source code, and ancillary materials, PDFs, and electronic files within 30 days following acceptance by the Department of the final report for the program. Payment of the final program invoice will not be made until all materials and certification of destruction, as appropriate, are received and approved by the Department and final payment resolution is agreed to by both parties.

8.0 Procurement Process

8.1 Procurement Time Schedule

The following timetable shows the approximate dates for this procurement. All dates are written in terms of the release date that appears on the cover sheet accompanying these specifications. If the specified deadline date falls on a Saturday or a Sunday, the operational deadline shall be 5:00 p.m. on the Friday immediately preceding the specified deadline date. Please note that all specified times are ET.

Request for Proposals Issued	April 4, 2008
Bidders' Conference, 9:00 a.m. – 11:00 a.m., 1706 Turlington Bldg.	April 16, 2008
Receipt of faxed/e-mailed questions from bidders by 2:00 p.m.	April 23, 2008
Deadline for Department to issue answers to questions	May 7, 2008
Receipt of Proposals, by 1:00 p.m., 901 Turlington Bldg.	June 11, 2008
Evaluation Committee Meeting, 1721/25 Turlington Bldg.	June 23-27, 2008
Open Cost Proposals, 1:00 p.m., 1706 Turlington Bldg.	July 2, 2008
Post Intent to Award Contract	July 22, 2008
Contract Approval	September 26, 2008 (estimated)
Work Begins	Upon approval of contract

Note that any delay in contract(s) approval may delay the initiation of work activities. The Department reserves the right to amend the procurement timetable in the best interests of the state. If changes are made, bidders will be notified promptly.

8.2 Issuing Office and Submission of Documents

This RFP is issued by the Office of Contracts, Grants, and Procurement Management Services, Florida Department of Education, on behalf of the Office of Assessment, Division of Accountability, Research, and Measurement.

The Department of Education contact person and the mailing address for the submission of questions regarding this RFP, a proposal, the withdrawal of a proposal, or the submission of any protest is:

Florida Department of Education
Office of Contracts, Grants, and Procurement Management Services
ATTN: ReGina Johnson, Purchasing Analyst
Turlington Building, Suite 901
325 West Gaines Street
Tallahassee, Florida 32399-0400
(850) 245-0483, voice
(850) 245-9189, facsimile
<regina.johnson@fldoe.org>, e-mail address

A bidder's questions must be submitted in writing and received by the Department on or before the time and date specified in Section 8.1 of this RFP at the address provided above in this section.

The Department will provide written answers to all questions that bidders submit by the specified due date. A complete copy of all bidders' questions and Department responses will be provided by an addendum to this RFP as described in Section 8.8 of this RFP. An addendum acknowledgement form will be page one of the addendum. The addendum acknowledgment form must be completed, dated, and signed by an authorized representative of the bidder and included with the mandatory documents that are submitted with the technical portion of the bidder's proposal.

8.3 Restrictions on Communications with Department Staff

Bidders shall not communicate with any Department staff concerning this RFP except for the Department contact person identified in Section 8.2 of this RFP. Only those communications which are in writing from the Office of Contracts, Grants, and Procurement Management Services shall be considered as a duly authorized response on behalf of the Department. For violation of this provision, the Department reserves the right to reject a bidder's proposal.

8.4 Solicitation Contracts

Respondents to this solicitation or persons acting on their behalf may not contact, between the release of the solicitation and the end of the 72-hour period following the agency posting the notice of intended award, excluding Saturdays, Sundays, and state holidays, any employee or officer of the executive or legislative branch concerning any aspect of this solicitation, except in writing to the procurement officer or as provided in the solicitation documents. Violation of this provision may be grounds for rejecting a response.

8.5 Cost of Proposal Preparation

The costs related to the development and submission of a proposal is fully the responsibility of the bidders and is not chargeable to the Department.

8.6 Independent Price Determination

A bidder shall not collude, consult, communicate, or agree with any other bidder regarding this procurement as to any matter relating to the bidder's proposal.

8.7 Prohibition of Gratuities

By submission of a proposal, the bidder certifies that no elected or appointed official or employee of the State of Florida has or will benefit financially or materially from this procurement. Any contract arising from this procurement may be terminated by the Department if it is determined that gratuities of any kind were either offered to or received by any of the aforementioned officials or employees from the bidder or its agents or employees.

8.8 Amendments Issued by Addenda to This Request for Proposals

A bidder may propose that the Department amend provisions of this RFP. Such proposals are to be included among a bidder's questions about this RFP and submitted in accordance with the provisions of Sections 8.1 and 8.2 of this RFP. While there is no obligation on the part of the Department to concur in any such proposal, the Department will consider and respond to each proposal to amend this RFP and will include its decisions among its written responses to other bidder questions, if any, in accordance with the provisions of Section 8.2 of this RFP.

The Department reserves the right to amend this RFP at any time prior to the deadline for receipt of proposals. An amendment for the purpose of adding, deleting, or amending the terms and conditions of this RFP shall be issued by the Department via an addendum to this RFP. Each addendum shall be consecutively numbered in order of issuance. All addenda (notices of changes) will be posted on the Florida Vendor Bid System at <www.myflorida.com> (click on Business, then click on Doing Business with the State, under Everything for Vendors and Customers, click on the Vendor Bid System, then Search Advertisement; select the Department of Education in the Agency drop down window and initiate search) under this RFP number. It is the responsibility of all potential proposers to monitor this site for any changing information prior to submitting a proposal. Each addendum shall be accompanied by an addenda acknowledgment form provided by the Department which must be completed, dated, and signed by an authorized representative of the bidder and included with the mandatory documents that are submitted with the technical portion of the bidder's proposal.

Potential proposers have 72 hours from the posting of each addendum to protest the requirements of the addendum. Failure to file a protest within the time prescribed in s. 120.57(3), F.S., shall constitute a waiver of proceedings under Chapter 120, F.S.

8.9 Authorized to Do Business in the State of Florida

Foreign corporations and foreign limited partnerships must be authorized to do business in the State of Florida. Domestic corporations must be active and in good standing in the State of Florida. Such authorization and status should be obtained by the proposal due date and time, but in any case, must be obtained prior to posting of the intended award. For authorization, contact:

Florida Department of State
Tallahassee, Florida 32399
(850) 245-6053

8.10 Licensed to Conduct Services in the State of Florida

If the services being provided require that individuals be licensed by the Florida Department of Business and Professional Regulation or any other state or federal agency, such licenses should be obtained by the proposal due date and time, but in any case, must be obtained prior to posting of the intended award. For State licensing, contact:

Florida Department of Business and Professional Regulation
Tallahassee, Florida 32399-0797
(850) 487-1395

8.11 MyFloridaMarketPlace Transaction Fee

The State of Florida's online procurement system is called "MyFloridaMarketPlace." State agencies are required to purchase commodities and services from only those vendors registered in this system. Therefore, all contractors are required to complete the registration process at <http://vendor.myfloridamarketplace.com>. This registration should be completed by the bid due date and time, but must be completed prior to the posting of the intended award.

Pursuant to s. 287.057(23), F.S. (2002), all payments shall be assessed a Transaction Fee of one percent (1.0%), which the vendor shall pay to the State. This fee became effective July 1, 2003.

8.12 Cooperative Purchasing

As provided in s. 287.042(16)(a), F.S., other state agencies may purchase from the resulting contract, provided that the Department of Management Services (DMS) has determined that the contract's use is cost-effective and in the best interest of the State. Upon such approval, the contractor may, at its discretion, sell these commodities or services to additional agencies, upon the terms and conditions contained herein.

8.13 Confidential, Proprietary, or Trade Secret Material

The Department takes its public records responsibilities as provided under Chapter 119, F.S., Article I, Section 24 of the Florida Constitution, very seriously. If respondent considers any portion of the documents, data or records submitted in response to this solicitation to be confidential, trade secret or otherwise not subject to disclosure pursuant to Chapter 119, F.S., the Florida Constitution or other authority, respondent must also simultaneously provide the Department with a separate redacted copy of its response. This redacted copy shall contain the Department's solicitation name, number, and the name of the respondent on the cover, and shall be clearly titled "Redacted Copy." The Redacted Copy shall be provided to the Department at the same time respondent submits its response to the solicitation and must only exclude or obliterate those exact portions which are claimed confidential, proprietary, or trade secret.

Respondent shall be responsible for defending its determination that the redacted portions of its response are confidential, trade secret or otherwise not subject to disclosure. Further, respondent shall protect, defend, and indemnify the Department for any and all claims arising from or relating to respondents determination that the redacted portions of its response are confidential, proprietary, trade secret or otherwise not subject to disclosure.

If respondent fails to submit a Redacted Copy with its response, the Department is authorized to produce the entire documents, data or records submitted by respondent in answer to a public records request for these records.

8.14 Submission of Proposals by Subsidiaries or Affiliates

A bidder, its subsidiaries, affiliates, or related entities shall be limited to one proposal. Submission of more than one proposal by a bidder will cause the rejection of all proposals submitted by the bidder. However, a bidder may serve as the prime bidder in one proposal and as a subcontractor in a different proposal. In addition, a bidder that is proposed as the prime bidder may utilize its related entities as a subcontractor in the same proposal. (See RFP Sections 7.3 and 8.27.)

8.15 Amendments to a Proposal

Unless specifically requested by the Department, any amendments, revisions, or alterations to proposals will not be accepted after the deadline for the receipt of proposals.

8.16 Withdrawal of a Proposal

A bidder may withdraw a proposal by written notice to the Department on or before the deadline specified for the receipt of proposals in Section 8.1 of this RFP. Such notice is to be submitted to the Issuing Office at the address specified in Section 8.2 of this RFP.

8.17 Conditions to the Proposal

No conditions may be applied to any aspect of the RFP by the prospective proposer. Any conditions placed on any aspect of the proposal documents by the prospective proposer may result in the proposal being rejected as a conditional proposal. **DO NOT WRITE IN CHANGES ON ANY RFP SHEET.** The only recognized changes to the RFP prior to proposal opening will be written addenda issued by the Department.

8.18 Acceptance of a Proposal

The Department reserves the right, in its sole discretion, to waive minor irregularities in a proposal. A minor irregularity is a variation from the RFP that does not affect the price of the proposal, or give one bidder an advantage or benefit not enjoyed by other bidders, or adversely impact the interest of the Department. Waivers, when granted, shall in no way modify the RFP requirements or excuse the bidder from full compliance with the RFP specifications and other contract requirements if the bidder is awarded the contract.

8.19 Accessible Electronic Information Technology

Proposers submitting proposals to this solicitation must provide electronic and information technology resources in complete compliance with the accessibility standards provided in Rule 60-8.002, F.A.C. These standards establish a minimum level of accessibility.

8.20 Public Opening of Proposals

Each proposal will be dated, time marked, and logged by the Department as received. Each also will be examined to verify that it is properly addressed and sealed. Any proposal received after the specified deadline for proposal closing will be rejected and returned unopened to the bidder.

Prior to the Department's determination that a proposal has been submitted in accordance with the requirements of this RFP and prior to the evaluation of a bidder's technical proposal, the Cost Proposal will remain unopened in the Office of Contracts, Grants, and Procurement Management Services. During this period, any discussion by a bidder with any employee or authorized representative of the state involving cost information will result in the Department's rejection of that bidder's proposal.

8.21 Rejection of Proposals

Proposals that do not conform to the requirements of this RFP may be rejected by the Department. Proposals may be rejected for reasons that include, but are not limited to, the following:

- The proposal contains unauthorized amendments, either additions or deletions, to the requirements of the RFP.
- The proposal is conditional or contains irregularities that make the proposal indefinite or ambiguous.
- The proposal is received late.
- The proposal is not signed by an authorized representative of the bidder.
- The bidder is not authorized to conduct business in the State of Florida or has not included a statement that such authorization will be secured prior to the award of a contract.
- A bid bond is not submitted with the proposal.

- The proposal contains false or misleading statements or provides references that do not support an attribute, capability, assertion, or condition claimed by the bidder.
- The proposal does not offer to provide all services required by this RFP.

8.22 Department Reservations and Responsiveness of Proposals

The Department reserves the right to accept or reject any or all proposals received.

8.23 Correction of Proposal Errors

If the Department determines that a bidder's proposal contains a minor typographical error, the Department will notify the bidder of the error and will provide the bidder with an opportunity to correct the error. Information that is required to be included in a bidder's proposal and is inadvertently omitted will not be accepted under this error correction provision. All information required to be included in a bidder's proposal must be received by the deadline that proposals are to be received by the Department.

In the event of conflict between the language of a proposal and the language of the RFP, the language of the RFP shall prevail.

8.24 Disposition of Proposals

All proposals become the property of the State of Florida and will be a matter of public record subject to the provisions of Chapter 119, F.S.

8.25 Proposal Evaluation and Selection

A proposal evaluation committee that has experience and knowledge in the program areas and service requirements for this procurement will determine which proposals meet the requirements and criteria set forth in Section 10.0 of this RFP. Any proposal that is incomplete or that contains significant inconsistencies or inaccuracies will be rejected by the Department.

From among all qualified bidders who are determined to have submitted responsive proposals, the Department will select the successful bidder on the basis of proposal price and other criteria set forth in this RFP. **The Department reserves the right to reject any and all proposals.**

8.26 Contract Terms

The contract agreement between the winning bidder and the Department shall comply with the requirements of Florida laws. The contract and any future amendments are subject to the disclosure requirements of Chapter 119, F.S. This RFP anticipates a four-year base contract period with one two-year optional renewal period according to terms specified in Florida law. A copy of the Department's general procurement contract is found in Appendix J.

8.27 Subcontractors

The contractor may utilize subcontractors for completion of specific tasks required by this RFP. If the bidder proposes to employ a subcontractor(s), the subcontractor(s) qualifications and experience will be documented in the proposal at the same level of detail as those of the bidder. Procedures for quality control and security of the work tasks performed by the subcontractor(s) are to be described. A separate chart in the proposal will identify all of the subcontractors proposed to be involved in the project and the services they are expected to provide.

The contractor will assume responsibility for all services offered in the proposal whether or not they are performed or produced by the contractor or by subcontractors. The Department will consider the contractor to be the sole point of contact for contractual matters, including payment of any and all charges resulting from the contract. All subcontractors must be acceptable to the

Department; changes in subcontractors could be required prior to a bid award or during the life of the contract. (See RFP Sections 7.3 and 8.14.)

8.28 Minority Business Utilization

The Department of Education supports the fostering of continued economic growth and development for State of Florida Certified Minority businesses. The Department intends to seek out and consider Minority Business Enterprises (MBE) and solicit their interest, capability, and prices and encourages minority participation in contracting opportunities wherever possible. For more information on becoming a CMBE, please contact the Office of Supplier Diversity, Department of Management Services at (850) 487-0915, or access their MBE directory on the Internet at <<http://osd.dms.state.fl.us/dirhome.htm>>. The proposer shall address CMBE participation as either contractor or subcontractors.

8.29 CMBE Subcontractors

The prime contractor shall report all minority subcontractors, identifying the name, address, type of certification and dollar amount on the Utilization Summary Form provided as Attachment E of Appendix J. The contractor shall complete and submit this form with each invoice submitted for payment. The form must be submitted with all invoices, regardless if funds have not been spent with a minority subcontractor for the period covered by the invoice. The Office of Supplier Diversity, Florida Department of Management Services will assist in furnishing names of qualified minorities.

If a bidder chooses to utilize the services of subcontractor(s), then the proposal shall contain a written contract/agreement executed between the prime proposer and CMBE subcontractor(s) confirming the representation made in the proposal. All CMBEs must be certified by the State of Florida and proof of such certification must be submitted.

A CMBE subcontractor shall not be allowed to subcontract any portion or portions of the work back to the prime proposer, either directly to or through any other company or firm owned and/or controlled by the prime proposer

A CMBE subcontractor shall not subcontract any of the subcontractual portions of the work to another firm or firms. A minority business enterprise subcontractor whose employees perform none of the direct labor or service activities specified in the contract shall be prohibited from engaging in a subcontractual agreement with the intent of collecting a broker's fee or commission.

8.30 Prison Rehabilitative Industries and Diversified Enterprises, Inc. (PRIDE)

To the extent that a product is certified by or is available from PRIDE, and has been approved in accordance with s. 946.515(2), F.S., it is expressly understood and agreed that any articles which are the subject of, or required to carry out, the contract resulting shall be purchased from the corporation identified under s. 946, F.S. (PRIDE) in the same manner and under the procedures set forth in s. 946.515(2) and (4), F.S.; and for purposes of the contract the person, firm, or other business entity (Contract Vendor) carrying out the provisions of the contract shall be deemed to be substituted for this agency (Department) insofar as dealings with such corporation are concerned. This provision is required by s. 946.515(6), F.S. Additional information about PRIDE and the products it offers is available at <<http://www.pridefl.com>>.

8.31 Contract Approval and Award

This RFP solicits bids for the Florida's Standards Based Assessment System. As a result of the evaluation of proposals received in response to this RFP, the Department will recommend a single contractor to deliver the required products and services. Following notice of the Department's intent to award a contract under this RFP, a contract will be prepared for the Commissioner of Education. Subsequent to the Commissioner's approval, the Department will

forward a contract to the successful bidder for work to begin. The contract shall be written in accordance with all requirements of Florida law (see Appendix J).

8.32 Contractual Information

This work is designed to meet specific objectives of the Department. Funds to support this work will come from the Department's budget as allocated by the Legislature. In the event funds lawfully applicable to the project are not available, the Department will not enter into a contract with the bidder. It is the Department's intention to contract for the products and services identified herein to the maximum extent of available resources.

The Department's funding of this project will require legislative appropriations crossing several fiscal years, appropriated annually. The Department will know no later than September 1 of each year whether sufficient funds are available to cover the required activities for that year. In the event that they are not, the contract will be amended as appropriate or cancelled if necessary. The Department reserves the right to adjust the scope of work and payments to the contractor to reflect both work completed to date and funds available to the Department for future activities.

The contents of the contractor's proposal will become a contractual obligation, if a contract ensues. To the extent that the contractor's proposal included named subcontractors, the contractor shall utilize the named subcontractors in the manner prescribed in its proposal. Any change of subcontractors must be approved in advance by the Department. In the event of poor performance by a subcontractor, the Department reserves the right to direct the contractor to replace that subcontractor during the life of the contract.

Failure of the contractor to perform as specified in the contract will result in cancellation of the contract award. Any damages accrued to the State as a result of failure to perform may be recovered from the bidder.

There may be changes in the program from one year to the next, which could affect many aspects of the contract. These changes will be handled, as necessary, by change orders and amendments to the contract. Bidders should anticipate that amendments for changes in work tasks may be necessary during the life of the contract. By submitting a proposal for this project, the bidder indicates that it will cooperate with the Department in good faith negotiations for amendments to the work tasks as may be necessary.

A change order is a decision made by the Department that requires the contractor to modify a contract task or to substitute work tasks on a generally equal basis within the scope of a contract activity described in the RFP. Change orders shall be provided in writing by the Department to the contractor prior to the contractor having made significant efforts in completing the task. A copy of a Contract Change Order Form is included in this RFP as Appendix K.

A change that adds a contract task within the scope of the tasks described in the RFP or that deletes a task described in the RFP with respect to which there shall be a corresponding adjustment of the contract price shall be accomplished by a contract amendment agreed to by the Department and contractor. The amount by which the contract price is increased or decreased shall not exceed the fair market value of the activities being added or deleted. A change that is required to be made to a critical or an extremely critical work task may only be made by execution of a contract amendment.

The Department shall make the final decision in the interest of its program as to the activities to be added or deleted. If the parties are unable to agree on the amount of the price adjustment, the issue of the fair market value of the activities shall be resolved through binding arbitration in accordance with the procedures of the American Arbitration Association, subject to the Florida Arbitration Code, Chapter 682, F.S.

8.33 Contractual Obligations

The Department's General Procurement Contract is incorporated in this RFP as Appendix J and will govern the relationship between the contractor and the Department. Blank fields in the General Procurement Contract will be completed prior to execution with applicable language derived from this RFP as may be amended through the selection process and the contractor's proposal.

The contractor will be required to ensure that each individual, partnership, firm, corporation or subcontractor that performs on the contract, is subject to, and complies with, contractual requirements.

8.34 Optional Renewal Period

The Department shall have the option of renewing Florida's Standards Based Assessment System contract for one (1) optional renewal period of two (2) years. The optional renewal period shall provide two (2) additional administrations. The base contract will expire on November 30, 2013. Information concerning the optional renewal period is as follows:

The Department will notify the Contractor of its intent to exercise its option of renewing the contract for the one optional renewal period by November 30, 2012. The contractual time period of the optional renewal period of two years will be December 1, 2013 through November 30, 2015. A contract amendment to provide for the optional renewal period will be initiated by the Department on or about March 1, 2013. Said contract amendment will extend the work tasks of the base contract period, as described in Sections 2.0 – 7.0, and the Critical Work Tasks and Extremely Critical Work Tasks, as defined in Appendix C, as applicable.

8.35 Disclosure Statement

The Statement of Disclosure Form, a copy of which is included in this RFP as Appendix L must be signed and submitted with the proposal response.

8.36 Liquidated Damages

Accurate and timely delivery is imperative and, as a result, the contract will include the following provisions for the completion of the Critical Work Tasks and Extremely Critical Work Tasks identified in this RFP.

The contractor's failure to complete work tasks both correctly and on time will result in substantial injury to the Department, but the amount of damages resulting from such injury cannot be calculated with certainty. Each such failure to complete a work task both correctly and on time is hereinafter referred to as a default. Defaults shall be deemed corrected on the date that the work task has been correctly completed. For each default, the contractor shall be liable to the Department for liquidated damages and not as a penalty, as set forth below:

- (a) Critical Work Tasks: For each default on a Critical Work Task, as designated in Appendix C, it is agreed that for each and every day work remains uncompleted beyond the time set for its completion the contractor shall be liable to the Department in a specified amount of five thousand dollars (\$5,000.00) per calendar day as liquidated damages for such delay, and not as a penalty, from the date of notice by the Department until the default has been corrected.
- (b) Extremely Critical Work Tasks: For each default on an Extremely Critical Work Task, as designated in Appendix C, the contractor shall be liable to the Department in a specified amount per business day from the date of notice by the Department

until the default has been corrected. The specified amount of damages is defined below.

Schedule for Liquidated Damages Extremely Critical Work Tasks	
Number of business days elapsed after the default	Liquidated Damages
First	\$10,000.00
Second	\$30,000.00
Third	\$60,000.00
Fourth	\$90,000.00
Fifth	\$120,000.00
Sixth	\$150,000.00
Seventh and subsequent days	\$250,000.00 per day

- (c) **Cap:** For each calendar, contract, or fiscal year which corresponds to the period of the performance bond specified in RFP Section 8.38, the cumulative total of liquidated damages for which the contractor may be liable shall not exceed, annually, 10% of the total contract amount at the time of assessment of liquidated damages.
- (d) **Collection:** At its option, the Department shall collect liquidated damages by making claims against the performance bond, from time to time, until the bond has been exhausted or by deducting the liquidated damages from contract payments to the contractor.
- (e) **Deadline Adjustments:**
 - (1) In the event the contractor wishes to propose a change of deadline for a Critical Work Task, the contractor may propose the change to the Department, in writing. The Department has no obligation to agree to the change, but shall notify the contractor, in writing, as to whether or not it agrees to the proposed change. If the Department agrees, the modified deadline shall become the effective deadline for purposes of assessing liquidated damages.
 - (2) In the event the Department wishes to change a deadline for an Extremely Critical Work Task to a date which shortens the contractor's time for meeting the deadline, it shall notify the contractor of the new deadline in writing in the form of a contract amendment. If the contractor determines that by exercise of every reasonable effort, the contractor will be unable to meet the new deadline, the contractor shall offer a proposed shortened deadline which the contractor can meet by the exercise of every reasonable effort.
 - (3) In the alternative, the contractor may propose a contract amendment in which the additional personnel hours needed to achieve the shortened deadline are compensated by a price adjustment.
 - (4) If the parties are unable to reach agreement, the Department shall determine the deadline. However, the issue of whether liquidated damages

apply to the contractor's failure to meet the shortened deadline shall be reached as follows. The parties shall submit to binding arbitration the issue of what date (earlier than the original deadline) the contractor could have completed the Extremely Critical Work Task on time and correctly by exercising every reasonable effort. The date determined through arbitration shall be the deadline for purposes of assessing liquidated damages. Arbitration shall be conducted pursuant to the procedures of the American Arbitration Association, subject to the Florida Arbitration Code, Chapter 682, F.S.

- (f) Waiver: The Department, in its sole discretion, may waive the imposition of liquidated damages or a portion thereof in a given instance. Such waiver, in any instance, shall not constitute a waiver in any future instance, nor establish any right on behalf of the contractor to a waiver.
- (g) Department Approval. In situations wherein the contractor must obtain the Department's approval of an activity or product before the contractor can complete a Critical Work Task, the contractor shall be responsible for providing a reasonable time for the Department to complete its review and for the contractor to correct any deficiencies. In the event the Department's review is not conducted within a reasonable time, as described in Section 7.4, that shall be grounds for the contractor to propose a deadline adjustment pursuant to Subsection 8.36(e)(1), above. The parties' contract managers may agree, in writing, in advance, as to the reasonable time for the Department's review of a specific activity or product.

8.37 Cancellation of the Contract by the Department

Cancellation of the contract by the Department for cause shall be subject to the following:

1. Definitions:
 - (a) Major default. A major default is the Contractor's failure to complete an Extremely Critical Work Task both correctly and on time; or, the existence of the circumstance that the Contractor's performance bond has expired and the Contractor has failed to have the bond reinstated within thirty (30) calendar days or prior to the completion of the next Extremely Critical Work Task, whichever is first.
 - (b) Minor default. A minor default is the Contractor's failure to complete a Critical Work Task both correctly and on time; or, the Contractor's failure to correct within a reasonable time a deficiency in a product identified in a critical activity.
2. Cause: The Department shall have cause to cancel the Contract upon the occurrence of the Contractor's first major default, which has not been corrected within ten (10) business days or upon the Contractor's third minor default. Once the Department has cause, it may exercise the right of cancellation at any time within one year of when the Department has cause. Upon cancellation, the Department shall pay the Contractor for all reasonable costs associated with this Contract that the Contractor (or its subcontractors) has incurred up to the date of termination and all reasonable costs associated with the termination of the Contract.
3. Notice: The written notice of cancellation shall:
 - (a) Identify the cause on which it is based;
 - (b) Specify the effective date of cancellation; and,

- (c) Prescribe the contract activities, or limitations thereof, to be performed by the Contractor between the date of notice and the effective date of cancellation. Such contract activities may include tasks reasonably related to transition to a new contractor even if such activities are not otherwise prescribed in the Contract.
4. Reprocurement Costs: In the event of cancellation upon default of the contractor the contractor shall be liable to the Department for its actual costs of reprocurement in addition to liquidated damages which may have accrued. The reprocurement costs may be collected as set forth in Subsection 8.36(d) above. Actual costs of reprocurement include:
- (a) The amount(s) expended by the Department for consultants or other contractors to assist in the reprocurement activities.
 - (b) The amount expended by the Department for time spent by employees on reprocurement activities.
 - (c) Any amount which the Department must pay to a new contractor through November 30, 2013, in excess of the amount the Department would have paid the contractor through that date.

Also with termination of this Contract either through expiration or cancellation in accordance with the provisions of Sections XXVIII. and XXIX. of Attachment C or transition to another service provider or both, the contractor shall transfer to the Department, or other public or private organization designated by the Department, documents, data, and electronic files pertaining to products that have been developed through completion of the work tasks specified in the contract. The Department requires the contractor to promptly and completely transfer such material specified by the Department without interruption to on-going assessment programs and activities. To that end, the contractor shall agree to cooperate and assist with the transfer, including actions necessary to facilitate the transfer, such as, but not limited to:

1. Providing documents and data to the Department or its designee promptly upon the Department's request in the format used by the contractor.
2. For all printed products, providing printer's proofs, and computer files in the software format used by the contractor.
3. Facilitating the transfer of relevant computer electronic files through electronic means in the format transmitted to the Department during the contract, as may be necessary, from the contractor's computer system to that of the Department or designee, including reasonable programming that may be necessary to effect the transfer. The contractor shall not be required to disclose any trade secret without adequate security.
4. Attending planning meetings and participating, as necessary, to finalize the transfer of this information and data.

8.38 Mandatory Bid Bond and Performance Bond

Each proposal shall be accompanied by a bid guarantee of five hundred thousand and no/100 dollars (\$500,000.00), which may be a certified check, a cashier's check, treasurer's check, bank draft, or bid bond made payable to the State of Florida. If a bid bond is offered, it must be from an institution that is acceptable to the Department and is authorized to issue bonds in Florida. The Criteria for Surety Bond Companies are described in Appendix M.

Such check or bid bond shall be submitted with the understanding that it shall guarantee that the bidder will not withdraw the proposal after the scheduled closing time for the receipt of proposals until such time that a contract is executed but not for a period of time that exceeds a year. If the proposal is accepted, the bidder will enter into a written contract with the Department of Education and provide a performance bond, as described below. If the proposal is withdrawn or the bidder fails to enter into the contract and furnish a performance bond, the bidder shall be liable to the Department for the full amount of the bid guarantee as representing the damage to the Department for the default of the bidder.

After the bids have been evaluated, the bid bonds or checks shall be returned to all except the three bidders with the highest overall ratings. The remaining bid bonds or checks will be returned after the Department and the accepted bidder have entered into a contract.

If selected as the successful bidder, within 10 days after execution of the contract the contractor shall, at no additional cost to the Department, furnish a performance and payment bond in the amount of **10% of the total contract amount** to ensure full and complete performance of the contract. Such bond shall be issued from a reliable surety company that is licensed to do business in the State of Florida and is acceptable to the Department. During the life of the contract, if the total contract cost changes because of a contract amendment(s), then the amount of the performance bond will increase or decrease. The affected change in amount will be provided upon performance bond renewal.

8.39 Discrimination

An entity or affiliate who has been placed on the Discriminatory Vendor List may not submit a proposal on a contract to provide goods or services to a public entity, may not submit a proposal on a contract with a public entity for the construction or repair of a public building or public work, may not submit proposals on leases or real property to a public entity, may not award or perform work as a contractor, supplier, subcontractor, or consultant under contract with any public entity, and may not transact business with any public entity.

8.40 Suspended Vendor List

A company placed on the Suspended Vendor List may not submit a proposal or be awarded a contract to provide any goods or services pursuant to Rule 60A-1.006, FAC. The "Suspended Vendor List" is published at <www.myflorida.com> under the category "Business" and then "Doing Business with the State."

8.41 Public Entity Crimes Statement

For purposes of assuring compliance with s. 287.133(3)(a), F.S., the following information is a part of this RFP:

A person or affiliate who has been placed on the convicted vendor list following a conviction for a public entity crime may not submit a bid on a contract to provide any goods or services to a public entity, may not submit a bid on a contract with a public entity for the construction or repair of a public building or public work, may not submit bids on leases of real property to a public entity, may not be awarded or perform work as a contractor, supplier, subcontractor, or consultant under a contract with any public entity, and may not transact with any public entity in excess of the threshold amount in s. 287.017 for CATEGORY TWO for a period of 36 months from the date of being placed on the convicted vendor list. (s. 287.133(2)(a), F.S.)

8.42 Employment of Unauthorized Aliens

The employment of unauthorized aliens by any contractor is considered a violation of Section 274A(e) of the U.S. Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract.

8.43 Bidders' Conference

The Department will conduct a Bidders' Conference in Tallahassee, Florida (see Section 8.1). Staff from the Department's Office of Contracts, Grants, and Procurement Management Services and the Office of Assessment will give a short presentation on aspects of the RFP and the bidding process. Bidders who are present may ask questions. Questions also must be submitted in writing during the question and answer period for a written response from the Department. Written minutes of the meeting and answers to questions will be provided as an addendum to the RFP (see Sections 8.2 and 8.8).

8.44 Identical Evaluation of Responses

Whenever two or more proposals which are equal with respect to price, quality, and service are received, the Department will determine the order of award using the criteria established in 60A-1.011, FAC. The "Drug-Free Workplace Program Certification" can be found as in Appendix N.

8.45 Access to the Turlington Building

Bidders may seek access to the Turlington Building to obtain information about this RFP or to hand deliver the proposal. Be aware that each visitor to the Turlington Building is required to sign in, obtain a visitor's pass at the security desk in the main lobby, and be escorted to their destination. Please allow enough time when visiting the building, particularly if you are trying to meet a deadline such as for the hand delivery of your bid to the Office of Contracts, Grants, and Procurement Management Services.

9.0 Proposal Preparation

The following specifications shall apply to each proposal being submitted by a bidder. The proposal submitted by a bidder must be organized according to the following specifications.

The proposal shall be typed single-spaced and have separate parts, each clearly labeled. The information to be contained in each part is described in the following sections.

The absence of information or the organization of information in a manner inconsistent with the requirements of this RFP may result in the rejection of the proposal.

The proposal must be received by the due date specified on the RFP cover sheet. Requests for extension of the date will not be granted. It is the bidder's responsibility to have the proposal delivered on time; hand delivery may be advantageous.

The bidder must submit one original and 25 copies and two electronic copies (in searchable format) on separate compact diskettes (CDs) of the technical proposal **packaged and sealed separately** from one original and 25 copies and two electronic copies in Excel format on separate CDs of the cost proposal. All documents and forms of both the technical and cost proposals that require signature should also be digitized on the CDs.

The bidder must provide electronic and information technology resources in complete compliance with the accessibility standards provided in Rule 60-8.002, F.A.C. These standards establish a minimum level of accessibility (see RFP Section 8.19).

9.1 Organization and Submission of Proposal

Each proposal submitted by a bidder shall be submitted in two packages, accompanied by a transmittal letter: a Technical Proposal (Parts I, II, III, and IV) and a Cost Proposal (Part V). The format and content of each are specified in Section 9.0 of this RFP. A transmittal letter meeting the specifications outlined in Section 9.2 of this RFP must accompany a bidder's technical proposal. One original and 25 copies and two electronic copies (in searchable format) on separate CDs of the **technical proposal under sealed cover** and one original and 25 copies and two electronic copies in Excel format on separate CDs of the **cost proposal under separate sealed cover** must be received by the Issuing Office at the address provided in Section 8.2 of this RFP no later than the deadline specified in Section 8.1 of this RFP. All documents and forms of both the technical and cost proposals that require a signature should have the signature digitized on the CDs. Any proposal received after this date and time will be rejected and returned unopened to the bidder. Bidders should be cautious not to submit voluminous supplemental material that is ancillary to the formal proposal. If supplemental materials, including sample interpretive products, are submitted, bidders shall submit no more than ten (10) copies. All materials, proposals, and ancillary materials must be packaged so that each box of materials shipped to the Department does not exceed 25 pounds.

The outside cover of the package containing copies of the technical proposal shall be marked:

Technical Proposal for Florida's Standards Based Assessment System
(name of bidder)
Bid # RFP 2008-17

The outside cover of the package containing copies of the cost proposal shall be marked:

Cost Proposal for Florida's Standards Based Assessment System
(name of bidder)
Bid # RFP 2008-17

It is the responsibility of the bidder to assemble the proposal correctly organized, paginated, and collated. The Department will not verify that a proposal has been assembled correctly nor reorganize a proposal that is incorrectly submitted.

Each proposal submitted in response to this RFP shall remain binding on the bidder after the proposal due date until such time that a contract is executed but not for a period of time that exceeds a year.

9.2 Proposal Part I, Mandatory Documents and Statements

Part I of the proposal shall consist of a letter of transmittal in the form of a standard business letter on company letterhead that has been signed by an individual authorized to legally represent and bind the bidder and includes all of the required statements found in Section 10.1. Attachments to the letter will consist of each of the required forms listed in Section 10.1.

9.3 Proposal Part II, Bidder Qualifications and Experience

Part II of the bidder's proposal shall be entitled Bidder Qualifications and Experience. It shall provide a description of the bidder's qualifications and prior experience performing tasks similar to those required in this RFP. The discussion shall include a description of the bidder's background and relevant experience that qualifies it to provide the products and services required by this RFP.

To complete the documentation of bidder qualifications and experience, the bidder must document the contracted services for previous assessment projects similar to the one described in this RFP

and any other projects the bidder believes will document its corporate capability. For each, the documentation shall include a description of the services and products delivered; the contract period; and the name, address, and telephone number of a contact person for each of the contracting agencies.

The documentation of corporate qualifications should also include disclosure statements about all situations, including late deliveries for critical work task activities that have led to the collection of credits, reimbursements, and/or compensation to the contracting organization for non performance; the assessment of penalties for non performance; or the cancellation of a contract.

The contractor may choose to employ subcontractors for the completion of one or more tasks. If subcontractors are to be used for any portion of the work activities, the bidder must name the subcontractor(s) and document the experience and qualifications of the subcontractor(s) in performing tasks identical to those they will be asked to do. A separate chart in the proposal will identify all of the subcontractors proposed to be involved in the project and the services they are expected to provide. The bidder also shall provide examples of materials that demonstrate the quality of the work done by the bidder on similar projects.

The contractor will assume responsibility for all services offered in the proposal whether or not they are performed or produced by the contractor or by subcontractors. The Department will consider the contractor to be the sole point of contact for contractual matters, including payment of any and all contract invoices. All subcontractors must be acceptable to the Department; changes in subcontractors could be required prior to a bid award or during the life of the contract.

Bidders should read and consider the evaluation criteria described in Section 10.2 as the proposal is being prepared so that the proposal will include the required information. The evaluation of Part II will include consideration of the qualifications and experience of the subcontractors identified by the bidder, so the proposal shall include information sufficiently descriptive to permit the proposal evaluation committee to consider the experience and capability of the prime contractor as well as the subcontractors.

9.4 Proposal Part III, Technical Proposal

The Technical Proposal shall be considered Part III of the proposal. It must contain (1) the management plan and (2) the technical plan.

Management Plan. The proposal must include a management plan to be in effect throughout the agreement period.

The management plan will describe the organization and document its capacity to provide the products and services required by this RFP. Charts showing the organizational structure and the incorporation of proposed project staff into the structure should also be included. Key positions are to be indicated and incumbents named.

The management plan shall identify by name the managers and professional personnel responsible for this project. A chart must be provided showing the amount of time in FTE person-days that each person will devote to the major tasks and activities. Vitae are to be included as an appendix to the proposal and are to include relevant educational background and professional experience. Personnel assigned by the contractor must demonstrate qualifications and competencies of the position to which assigned. The Department reserves the right to expect that assigned personnel will perform satisfactorily the position to which assigned. Changes in assigned personnel could be required prior to the bid award or during the life of the contract.

It is assumed that the contractor will use outside printers for some materials, such as preprinted forms. Printers will be documented as subcontractors, and the management plan will identify the

proportion of materials to be printed by the contractor and by outside vendors. Procedures for quality control and security during printing are to be described.

The management plan must meet all of the requirements of Sections 2.0 – 7.0 and clearly describe the bidder's human and technological plans for performing the tasks required by this RFP.

Technical Plan. The second portion of the technical proposal shall provide a description of the bidder's proposal to the Department to provide the products and services to meet the requirements of this RFP. This discussion shall encompass the requirements of Sections 2.0 and 7.0 of this RFP and shall be organized and numbered in accordance with the organization and numbering system used in Sections 2.0 and 7.0. The description is to be complete, clear, and concise.

The technical proposal must include the bidder's description of the technical aspects of the cost options. This discussion shall encompass the requirements of the six (6) cost options described in Sections 3.2, 3.5, 3.6, 4.1, 4.6, and 4.13 of the RFP. The description is to be complete, clear, and concise.

9.5 Proposal Part V, Cost Proposal

The Cost Proposal shall be considered Part V of the proposal. It shall be **packaged and sealed separately** from the technical proposal. The Cost Proposal shall include all requirements of this RFP.

The bidder is responsible for the accuracy of the pricing information provided in the proposal. Cost information is required to support the reasonableness of the bid, demonstrate that the bidder will provide all services requested in the RFP, and determine appropriate amounts of contract payments. The Cost Proposal shall be in the exact format shown in Appendix I and must be packaged separately from the remainder of the proposal. Blank spaces will be left to indicate cost categories that are not relevant to a given task. If there are no items in the "Other" category, it may be deleted from the cost proposal. The cost proposal form provided in Appendix I is designed to display the costs per testing year, not calendar year. Moreover, the form is designed to mesh with the funding cycles of the Office of Assessment. The bidder is expected to separate the costs.

The Cost Proposal should reflect the bidder's costs for products and services. Costs relating to human resources, supplies and services, printing, computer services, travel and other (please specify) should be included as appropriate. In addition, the amounts shown as reimbursable funds (Section 7.12) must be included in the total cost and total cost should be provided.

The price of the cost options will be submitted via the Cost Option Forms with the bidder's Cost Proposal (Appendix I with the cost options described in Sections 3.2, 3.5, 3.6, 4.1, 4.6, and 4.13). For the purposes of total cost evaluation, the Department will add the cost option price to each applicable year of the bidder's Cost Proposal total.

Bidders are cautioned to verify that the data provided on the cost proposal forms balance both horizontally and vertically, including the rounding of totals. Bidders will not be permitted to correct typographical errors and transposed digits in values and, therefore, must avoid these kinds of errors.

10.0. Proposal Evaluation

All technical proposals received will be evaluated by a proposal evaluation committee of professional staff appointed by the Commissioner of Education. The evaluation will take place within 10 calendar days of the proposal submission date. The Department reserves the right to reject any and all proposals.

As part of the proposal evaluation process, each bidder will be required to make a presentation to the Department proposal evaluation committee. The purpose of the presentation will be for the bidder to describe its offering of products and services and make any statements that will enhance understanding of its offering. The proposal evaluation committee will NOT evaluate the presentations or otherwise award points for the quality of the presentation. Information presented or issues clarified during the presentation or question/answer period MAY affect the number of points a proposal evaluation committee member assigns to a given proposal.

The proposal presentation will be conducted in a conference room in the Turlington Building, 325 West Gaines Street, Tallahassee, at a time specified by the Department. The presentation shall be from 60-90 minutes with additional time reserved for proposal evaluation committee member questions. The Department will make available an Internet hookup and an LCD projector during the presentation period. The meeting will be open to the public; however, only members of the proposal evaluation committee may ask questions of the bidder.

Proposal evaluation committee members will not have access to Cost Proposals until the evaluation of Parts I, II, III, and IV of the proposals has been completed. Cost Proposals submitted by bidders in **separate, sealed packages** will not be opened before the committee members have submitted their final evaluations.

Minor irregularities in proposals may be waived at the discretion of the Department. A minor irregularity is a variation from the proposal invitation terms and conditions that does not affect the price of the proposal, give the bidder an advantage or benefit not enjoyed by the other proposers, or have an adverse impact on the interest of the agency.

For the purposes of evaluating the proposals, the proposing organization will be considered to include the resources of designated subcontractors as described in the proposal. All subcontractors shall be acceptable to the Department; changes in subcontractors could be required prior to a bid award.

The evaluation of proposals will be conducted in the following six (6) stages:

- Stage I: Verification of Mandatory Requirements (Transmittal Letter and Proposal Part I)
- Stage II: Evaluation of Bidder Qualifications and Experience (Proposal Part II)
- Stage III: Evaluation of the Technical Proposal (Proposal Part III)
- Stage IV: Evaluation of the Technical Aspects of the Cost Options (Proposal Part IV)
- Stage V: Evaluation of the Cost Proposal (Proposal Part V)
- Stage VI: Ranking of Proposals

10.1 Stage I: Evaluation of Mandatory Components (Part I)

During the Stage I evaluation, the Office of Contracts, Grants, and Procurement Management Services will determine if a proposal is sufficiently responsive to the requirements of this RFP to permit a complete evaluation. In making this determination, the Office of Contracts, Grants, and Procurement Management Services will evaluate each proposal according to the process described in this section.

The Office of Contracts, Grants, and Procurement Management Services, working in cooperation with staff from Office of Assessment, will determine if each proposal is in compliance with the mandatory requirements:

1. Was the proposal received by the Department due date as specified on the RFP cover sheet?
2. Did the bidder submit, labeled and sealed separately, one original, and twenty-five (25) copies, and two electronic copies (in searchable format) on separate CDs of its technical proposal and one original, twenty-five (25) copies, and two electronic copies in Excel Format on separate CDs of its cost proposal?
3. Is this the only proposal submitted by the bidder?
4. Did the bidder submit a signed transmittal letter?
5. Does the transmittal letter contain a statement certifying that the person signing the proposal is authorized to represent the bidder and bind the bidder relative to all matters contained in the bidder's proposal?
6. Does the transmittal letter contain a statement certifying that the bidder has read, understands, and agrees to all provisions of this RFP?
7. Does the transmittal letter contain a statement identifying the bidder's federal tax identification number?
8. Is the transmittal letter accompanied by all addenda acknowledgment forms, which identify all amendments to this RFP?
9. Is the transmittal letter accompanied by a completed Disclosure Statement as found in Appendix L?
10. Does the proposal include a signed Certification of Costs form found in Appendix O?
11. Is a bid bond provided with the proposal?

10.2 Stage II: Evaluation of Bidder Qualifications and Experience (Part II)

Only those proposals that are determined to meet the mandatory requirements of Stage I will be further evaluated. Stage II will involve the evaluation of bidder qualifications and experience. The points awarded in Stage II will be combined with the points obtained from the evaluation of the technical proposal, Stage III; the evaluation of the technical aspects of the costs options, Stage IV; and the evaluation of the cost proposal, Stage V, to determine the final winning bid.

The proposal evaluation committee will evaluate how well the resources and experience described in each bidder's proposal qualify the bidder to provide the services required by the provisions of this RFP. Consideration will be given to the length of time and the extent to which the bidder and any proposed subcontractors have been providing services similar or identical to those requested in this RFP. The bidder's personnel resources as well as the bidder's computer, financial, and other technological resources will be considered in evaluating a bidder's qualifications to meet the requirements of this RFP.

As part of the proposal evaluation, the proposal evaluation committee may contact one or more of the agencies for whom the bidder previously had been engaged to obtain information and recommendations. Committee members may also depend upon and use their own personal knowledge of the bidder, the subcontractors, and the proposed personnel as they evaluate each proposal. It is anticipated that a committee member's personal knowledge of and experience with the bidder will be shared with other committee members during the open discussion period prior to completion of Stages II, III, and IV evaluations.

The proposal evaluation committee, acting independently, will assign holistic ratings of the quality of the resources and experiences the bidder will use to provide the services required by the provisions of the RFP. Each of the eight (8) criteria in Appendix P will be rated by members of the proposal evaluation committee acting independently. The rating assigned to a given criterion

represents the rater’s determination as to the appropriate place on the rating scale continuum for the elements encompassed by the criterion taken as a whole.

NOTE: The evaluation of Overall Bidder Qualifications and Experience will be completed by the proposal evaluation committee using “holistic” ratings. Each proposal evaluation committee member, acting independently, will assign a single rating for each criterion identified in Appendix P.

Evaluation committee members will use the rating scale shown in Table 10.1 below. Individual evaluation committee members will review the bidder’s qualifications and experience and rate the response with a rating of one to five. Half-point ratings of 1.5, 2.5, 3.5, and 4.5 will be permitted. If each evaluator assigns the maximum number of points for each criterion, the sum of the ratings for each evaluator will be a maximum of 40 points. An average raw score rating for a proposal will be determined by summing the ratings of each individual across all criteria and averaging across all evaluators.

Table 10.1: Rating Scale for Bidder Qualifications and Experience

Excellent 5	4	3	2	Unsatisfactory 1
The bidder has demonstrated superior qualifications and experience to perform the required tasks.				The bidder either has demonstrated insufficient experience and capability to perform the required tasks or has not established its qualifications and experience.

Each proposal will be further evaluated in Stage III.

10.3 Stage III: Evaluation of the Technical Proposal (Part III)

Stage III will involve the evaluation of a bidder’s management plan and technical plan. For this purpose, evaluators will consider a bidder’s description and explanation of the proposed products and services as described in the proposal and the supporting documents.

The fifteen (15) criteria to be used to rate each bidder’s technical proposal in terms of the requirements of this RFP are shown in Appendix Q. The proposal evaluation committee, acting independently, will assign holistic ratings of the quality of the proposed solutions to the work tasks specified in the RFP. Each criterion represents specific requirements of the RFP. The rating assigned to a given criterion represents the raters’ determination as to the appropriate place on the rating scale continuum for the elements encompassed by the criterion taken as a whole.

NOTE: The evaluation of the Technical Proposal will be completed by the proposal evaluation committee using “holistic” ratings. Each proposal evaluation committee member, acting independently, will assign a single rating for each criterion identified in Appendix Q.

Evaluation committee members will review the proposal relative to each criterion and assign a score from 1 to 5 according to the evaluation scale shown in Table 10.2. Half-point ratings of 1.5, 2.5, 3.5, and 4.5 will be permitted. If each evaluator assigns the maximum number of points to each criterion, the sum of the ratings for each evaluator will be a maximum of 75 points. An average raw score rating for a proposal will be determined by summing the ratings of each individual across all criteria and averaging across all evaluators.

Table 10.2: Rating Scale for Technical Quality

Excellent 5	4	3	2	Unsatisfactory 1
The bidder has proposed superior solutions to the requirements of the RFP and has proposed products and services that are desirable for use in Florida’s assessment program, and are likely to create a high quality assessment program that meets sound psychometric standards that are clearly feasible to implement.				The bidder has proposed inferior or incomplete solutions to the requirements of the RFP or has proposed products and services that would be technically indefensible, would create a flawed assessment program not meeting psychometric standards, or would not be feasible to implement.

10.4 Stage IV: Evaluation of the Technical Aspects of the Cost Options (Part IV)

Stage IV will involve the evaluation of a bidder’s description of the technical aspects of the cost options. For this purpose, evaluators will consider a bidder's description and explanation of the proposed products and services as described in the proposal and the supporting documents for each option.

The six (6) criteria to be used to rate each bidder’s technical aspects of the cost options in terms of the requirements of this RFP are shown in Appendix R. The proposal evaluation committee, acting independently, will assign holistic ratings of the quality of the proposed technical solutions for the cost options specified in the RFP. Each criterion represents specific requirements of the RFP. The rating assigned to a given criterion represents the raters’ determination as to the appropriate place on the rating scale continuum for the elements encompassed by the criterion taken as a whole.

NOTE: The evaluation of the Technical Aspects of the Cost Options will be completed by the proposal evaluation committee using “holistic” ratings. Each proposal evaluation committee member, acting independently, will assign a single rating for each criterion identified in Appendix R.

Individual proposal evaluators will review the proposal relative to each criterion and assign a score from 1 to 5 according to the evaluation scale shown in Table 10.3. Half-point ratings of 1.5, 2.5, 3.5, and 4.5 will be permitted. If each evaluator assigns the maximum number of points to each criterion, the sum of the ratings for each evaluator will be a maximum of 30 points. An average raw score rating for a proposal will be determined by summing the ratings of each individual across all criteria and averaging across all evaluators.

Table 10.3: Rating Scale for Technical Aspects of the Cost Options

Excellent 5	4	3	2	Unsatisfactory 1
The bidder has proposed superior solutions to the requirements of the RFP and has proposed products and services that are desirable for use in Florida’s assessment program, and are likely to create a high quality assessment program that meets sound psychometric standards that are clearly feasible to implement.				The bidder has proposed inferior or incomplete solutions to the requirements of the RFP or has proposed products and services that would be technically indefensible, would create a flawed assessment program not meeting psychometric standards, or would not be feasible to implement.

10.5 Stage V: Evaluation of the Cost Proposal (Part V)

During this phase of the evaluation, staff of the Office of Assessment and the Department will first determine if a proposal is sufficiently responsive to the requirements of this RFP. Only those proposals that were found to meet the requirements of Stage I and received an overall average total rating of at least **100 raw score** points for Stages II, III, and IV combined will have the cost proposal opened and evaluated. Staff will then review the cost proposals for completeness and accuracy, and inclusion of all required elements. Any cost proposal that is incomplete, or that contains significant inconsistencies or inaccuracies is nonresponsive and shall be rejected by the Department. The Department reserves the right to reject any and all proposals.

The method of awarding points for the Cost Proposal will be done in accordance with the provisions of Section 287.0572, F.S., requiring use of the present value method. Using the present value method, a discount rate will be applied to the base contract costs, the optional renewal period costs, and the cost options costs. Points will be awarded as described below after the adjustment is made for the present value discount rate. The discount rate to be applied will be the rate designated by the *Federal Reserve* Interest Rate Table as approved by the Department of Management Services.

A total of 30 points will be awarded to the lowest acceptable Cost Proposal. Proposals with higher costs will receive the fraction of 30 points proportional to the ratio of the lowest proposal cost to the higher cost proposal. The fractional value of points to be assigned will be rounded to one decimal place. For example, if the lowest responsive cost were \$50,000.00, the bid would receive 30 points. If the next lowest responsive cost proposal were \$75,000.00, it would receive 20 points. If the highest responsive cost proposal were \$100,000.00, it would receive 15 points.

Included in the evaluation of cost will be the price of the cost options which will be submitted via the Cost Option Forms with the bidder’s Cost Proposal (Appendix I with the cost options described in Sections 3.2, 3.5, 3.6, 4.1, 4.6, and 4.13). For the purpose of evaluation each bidder’s total cost, the Department will add the cost option price to each applicable year of the bidder’s Cost Proposal total. The Department will later decide which option will be employed prior to award of the contract.

10.6 Stage VI: Ranking of Proposals

After all proposals have been scored by the proposal evaluation committee, the proposals will be ranked on the basis of total points awarded. In order that the evaluations of Stages II, III, IV, and V be weighted appropriately, an adjustment will be made in the average raw score ratings for Stages II, III, and IV so that the maximum possible score will be 30 points for Stage II, 30 points for Stage III, 10 points for Stage IV, and 30 points for Stage V. The weighted average ratings from Stage II, Stage III, and Stage IV will be added to the points earned in Stage V (cost). This sum of rated ratings will be the proposal's final total score. The total maximum number of weighted points that a proposal can earn is 100 points.

The ranking of each proposal will be determined based on the total number of points based on the weighted ratings. The results will be forwarded to the Commissioner of Education. The proposal that accumulates the highest number of total points through this rating process shall be designated as the intended contractor, subject to approval by the Commissioner of Education and legislative appropriations.

Bidders whose proposals are not recommended and who wish to obtain information that may be useful in writing future proposals may obtain copies of the audio recordings of the evaluation meeting. Bidders may request copies of the audio recordings via standard business letter on company letterhead to the contact person identified in Section 8.2 of this RFP. Duplication and shipping of the tapes will be at the bidder's expense.

10.7 Posting of Proposal Tabulation

The proposal tabulation will be posted at the Florida Department of Education, Office of Contracts, Grants, and Procurement Management Services, 901 Turlington Building, 325 West Gaines Street, Tallahassee, Florida and on the Florida Vendor Bid System (VBS) at http://fcn.state.fl.us/owa_vbs/owa/vbs_www.search.criteria_form on or about the date provided in Section 8.1, and will remain posted for a period of seventy-two (72) hours.

10.8 Protest of Proposal Tabulation

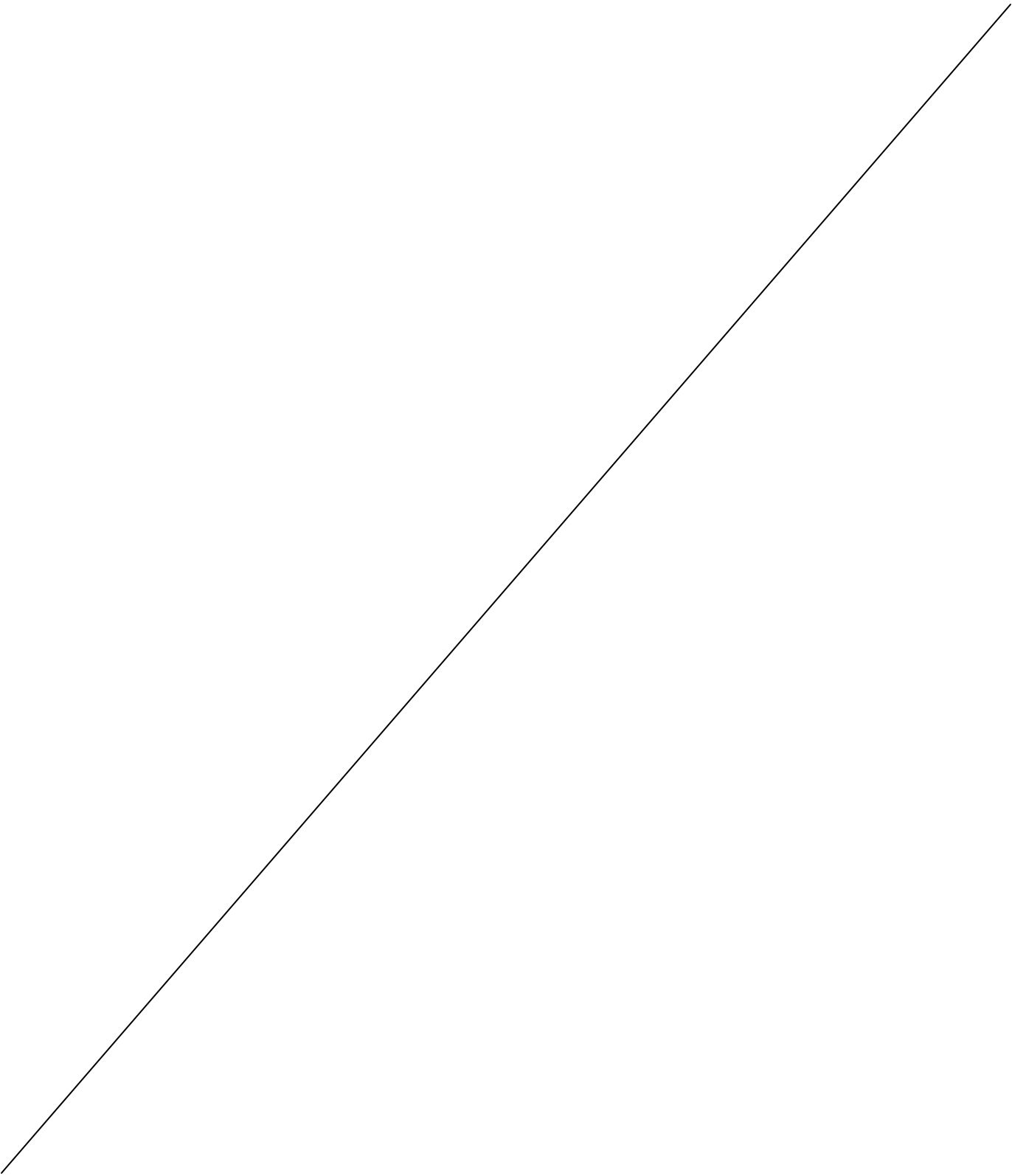
Any proposer who is adversely affected by the Department's recommended award or intended decision must comply with the following procedures, as specified in Section 120.57(3), F.S., and file such documents with the Office of Contracts, Grants, and Procurement Management Services, Florida Department of Education at the address of posting (provided in Sections 8.2 and 10.7 of this RFP):

1. File a written Notice of Intent to Protest within seventy-two (72) hours after posting of the proposal tabulation, and
2. File a Formal Written Protest by petition and Protest Bond in compliance with Section 120.57(3), F.S. within ten (10) days of the date on which the Written Notice of Intent to Protest was filed. The Formal Written Protest shall state the facts and laws upon which the protest is based. At the time of filing the Formal Written Protest, a bond (a cashier's check, official bank check, or money order may be accepted) payable to the Department must also be submitted in an amount equal to one percent (1%) of the total dollar amount of the contract as estimated by the Department.

Failure to file a protest within the time prescribed in Section 120.57(3), F.S., or failure to post the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under Chapter 120, F.S. If the notice advises of the bond requirement but a bond or statutorily authorized alternate is not posted when required, the agency shall summarily dismiss the petition.

10.9 Inability to Post

If the Department is unable to post as defined above, the Department will post a public notice on the VBS. The Department will provide written notification of any future posting in a timely manner.



APPENDIX A

PRODUCT SPECIFICATIONS AND DISTRIBUTION REQUIREMENTS

Appendix A provides specifications and distribution requirements for the materials and products developed by the contractor and sent to Florida districts. There are four main sections: **Part 1** (operational test materials); **Part 2** (interpretive products); **Part 3** (ancillary materials); and **Part 4** (results delivery). Each part has three subsections (A, B, and C).

Section A is a detailed listing of each product's requirements. These specifications describe printing and other special requirements for each product, including seals, shrink-wrapping, translation into other languages, converting to large print and Braille, providing ADA-compliant files for posting on the Department's website, and providing different electronic media, etc. Bidders are encouraged to review these specifications carefully because some of the requirements, for example, quantities, are described only in Appendix A.

Section B is a chart that indicates the shipment schedule and product quantities for the periods covered by the RFP. Each product is described on a separate line. Each line indicates for which grades, subjects, and administrations each product is produced; the anticipated number of pages for each product; and the number of copies provided to schools, districts, and maintained by the contractor for extra shipments as requested. Some publications will be produced for groups of grade levels: elementary (3-5), middle (6-8), and high school (9 and up).

Section C (Operational Test Materials) provides the cost options for the computer-based testing accommodations/products.

Section C (Interpretive Products) provides the Department's Guidelines for Section 508 pdf files.

Section C (Ancillary Materials and Results Delivery) are charts that include the same information as Parts 3B and 4B, but these spreadsheets present the information organized by shipment contents rather than by product.

Appendix A is organized as follows:

Part 1A	Operational Test Materials Product Specifications & Distribution Requirements
Part 1B	Operational Test Materials Shipment Schedule & Print Quantities
Part 1C	Operational Test Materials Shipment Schedule & Print Quantities for Computer-Based Testing Accommodations/Products (Cost Options)
Part 2A	Interpretive Products Specifications & Distribution Requirements
Part 2B	Interpretive Products Delivery Schedule, Quantities, and Formats
Part 2C	Florida Department of Education PDF Guidelines for Section 508/ADA Documents
Part 3A	Ancillary Materials Product Specifications & Distribution Requirements
Part 3B	Ancillary Materials Shipment Schedule & Print Quantities
Part 3C	Ancillary Materials by Shipment Contents
Part 4A	Results Delivery Product Specifications & Distribution Requirements
Part 4B	Results Delivery Shipment Schedule & Print Quantities
Part 4C	Results Delivery by Shipment Contents

APPENDIX A, Part 1A
OPERATIONAL TEST MATERIALS
PRODUCT SPECIFICATIONS AND DISTRIBUTION REQUIREMENTS

Test Documents – General Considerations

Bidders should note that some of the subtests identified in this section are to be included for different years of the contract period as described in the product charts in Appendix A. The test documents described below are for the year when all subtests would be included. The contractor is responsible for producing camera-ready forms of these tests, printing the test documents, and distributing them to school districts. The following specifications apply to test documents for all grades unless otherwise indicated separately for each grade level document:

- Scannable book covers will include the student demographic grids and other special coding sections.
- Unique security barcode numbers will be printed on each book containing test questions.
- One form of each document (usually form 1) is produced in large print (minimum of 18 point type on 14" x 17" approved paper) and in Braille. Copies of the regular book (the same form) must accompany the shipment of the large print and Braille materials. Braille notes also accompany the Braille versions.
- Forms will be spiraled for random distribution.
- Documents will be shrink-wrapped in packs of 5 and 25. Quantities smaller than 25 may be desirable and will be approved by the Department when the document size makes lifting and packing difficult or hazardous.
- Test books are 8 ½" x 11", saddle stitched or bound.
- 60# white opaque cougar or approved equivalent paper will be used for answer documents and interior pages of test books.
- Covers are printed in one color of ink plus black.
- Interior pages are printed in one color, some with both scannable and non-scannable ink.
- Color coding or other identification marks are included on the spine of the documents to identify them when stacked.

Test Documents – Specific Considerations:

1. Grade 3 Test and Answer Documents

- Up to 40 forms of the FCAT/FSA Reading test and answer book (scannable, with an outside seal).
- Up to 40 forms of the FCAT/FSA Mathematics test and answer book (scannable, with an outside seal).

2. Grade 4 Test and Answer Documents

- Writing planning sheet (a stand-alone 8 ½" x 11" yellow sheet of paper lined on one side).
- Up to 40 forms of the FCAT/FSA Writing test and answer book (scannable, with an outside seal).
- 10 forms of the FSA Writing field test, test and answer book (scannable, with an outside seal; beginning in 2010).
- Up to 40 forms of the FCAT/FSA Reading test and answer book (scannable, with an outside seal).
- Up to 40 forms of the FCAT Mathematics test book (non-scannable, with an outside seal).
- 1 form of the FCAT Mathematics answer folder (scannable, not sealed).

- Up to 40 forms of the FSA Mathematics test and answer book (scannable, with an outside seal).

3. Grade 5 Test and Answer Documents

- Up to 40 forms of the FCAT/FSA Reading test book (non-scannable, with an outside seal).
- 1 form of the FCAT/FSA Reading answer folder (scannable, not sealed).
- Up to 40 forms of the FCAT/FSA Mathematics test and answer book (scannable, with an outside seal).
- Up to 40 forms of the FCAT/FSA Science test and answer book (scannable, with an outside seal).
- 2 forms of the FSA Reading NRT norming study field test, test book (non-scannable, with an outside seal, 2010 only).

4. Grade 6 Test and Answer Documents

- Up to 40 forms of the FCAT/FSA Reading and Mathematics test book (non-scannable, with each section sealed internally).
- 1 form of the FCAT/FSA Reading and Mathematics answer book (scannable, not sealed).

5. Grade 7 Test and Answer Documents

- Up to 40 forms of the FCAT/FSA Reading and Mathematics test book (non-scannable, with each section sealed internally).
- 1 form of the FCAT/FSA Reading and Mathematics answer book (scannable, not sealed).
- Up to 40 forms of the FSA Writing test book (non-scannable, with an outside seal; beginning in 2011).
- 2 forms of the FSA Writing answer book (scannable, not sealed; beginning in 2011).
- 1 form of the FSA Writing field test, answer book (scannable, not sealed; beginning in 2010).

6. Grade 8 Test and Answer Documents

- Up to 40 forms of the FCAT Writing test book (non-scannable, with an outside seal ; 2010 and 2011 only)
- 2 forms of the FCAT Writing answer book (scannable, not sealed; 2010 and 2011 only).
- Up to 40 forms of the FCAT/FSA Reading and Mathematics test book (non-scannable, with each section sealed internally).
- 1 form of the FCAT/FSA Reading answer book (scannable, not sealed).
- Up to 40 forms of the FCAT/FSA Mathematics answer book (scannable, with an outside seal).
- Up to 40 forms of the FCAT/FSA Science test book (non-scannable, with an outside seal).
- Up to 40 forms of the FCAT/FSA Science answer book (scannable, with an outside seal).

7. Grade 9 Test and Answer Documents

- Up to 40 forms of the FCAT Reading and Mathematics test book (non-scannable, with each section sealed internally; 2010 only).
- 1 form of the FCAT Reading and mathematics answer book (scannable, not sealed; 2010 only).
- Up to 40 forms of the FSA Reading test book (non-scannable, with an outside seal).
- 1 form of the FSA Reading answer book (scannable, not sealed).

8. Grade 10 Test and Answer Documents

- Up to 40 forms of the FCAT Writing test book (non-scannable, with an outside seal; 2010 and 2011 only).
- 2 forms of the FCAT Writing answer book (scannable, not sealed; 2010 and 2011 only).
- Up to 40 forms of the FCAT/FSA Reading and Mathematics test book (non-scannable, with an outside seal).
- 1 form of the FCAT/FSA Reading answer book (scannable, not sealed).
- Up to 40 forms of the FCAT/FSA Mathematics answer book (scannable, with an outside seal).

9. Grade 11 Test and Answer Documents

- Up to 40 forms of the FCAT Science test book (non-scannable, with an outside seal; 2010 and 2011 only).
- Up to 40 forms of the FCAT Science answer book (scannable, not sealed; 2010 and 2011 only).
- Up to 40 forms of the FSA Writing test book (non-scannable, with an outside seal; beginning in 2011).
- 2 forms of the FSA Writing answer book (scannable, not sealed; beginning in 2011).
- 1 form of the FSA Writing field test, answer book (scannable, not sealed; beginning in 2010).

10. Retakes

- 2 forms of the Fall/Spring/Summer FCAT Reading Retake test and answer book (scannable, with an outside seal; 2010, 2011, and 2012 only).
- 2 forms of the Fall/Spring/Summer FCAT Mathematics Retake test and answer book (scannable, with an outside seal; 2010, 2011, and 2012 only).
- 2 forms of the Fall/Spring/Summer FCAT printed Reading passages (2010, 2011, and 2012 only).
- 1 form of the Fall/Spring/Summer FCAT Math work folders (2010, 2011, and 2012 only).
- 2 forms of the Fall and Summer FSA Reading Retake test and answer book (scannable, with an outside seal; 2011, 2012, and 2013 only).
- 2 forms of the Fall and Summer FSA Mathematics Retake test and answer book (scannable, with an outside seal; 2011, 2012, and 2013 only).
- 2 forms of the Fall and Summer FSA printed Reading passages (2011, 2012, and 2013 only).
- 1 form of the Fall and Summer FSA Math work folders (2011, 2012, and 2013 only).

11. End of Course Tests

- 4 forms of the Algebra I end-of-course test and answer book (scannable, with an outside seal; 2010 [FT], 2011, 2012, and 2013).
- 4 forms of the Biology end-of-course test and answer book (scannable, with an outside seal; 2011 [FT], 2012, and 2013).
- 4 forms of the Other Science end-of-course test and answer book (scannable, with an outside seal; 2012 [FT] and 2013).
- 4 forms of the Algebra I constructed responses and work folder (scannable, with an outside seal; 2010 [FT], 2011, 2012, and 2013).
- 4 forms of the Biology constructed responses and work folder (scannable, with an outside seal; 2011 [FT], 2012, and 2013).
- 4 forms of the Other Science constructed responses and work folder (scannable, with an outside seal; 2012 [FT] and 2013).

COST OPTIONS FOR COMPUTER-BASED TESTS

12. Printed test accommodations for non-CBT students

- 1 form of the Grade 4 Mathematics FSA test and answer book (scannable, with an outside seal (2010, 2011, and 2012).
- 1 form of the Grade 5 Reading FSA test book (non-scannable, with an outside seal; 2010, 2011, and 2012).
- 1 form of the Grade 5 Reading FSA answer book (scannable, not sealed; 2010, 2011, and 2012).
- 1 form of the Grade 6 Reading and Mathematics FSA test book (non-scannable, with each section sealed internally; 2010, 2011, and 2012).
- 1 form of the Grade 6 Reading and Mathematics FSA answer book (scannable, not sealed; 2010, 2011, and 2012).
- 1 form of the Grade 7 Reading and Mathematics FSA test book (non-scannable, with each section sealed internally; 2010, 2011, and 2012).
- 1 form of the Grade 7 Reading and Mathematics FSA answer book (scannable, not sealed; 2010, 2011, and 2012).
- 1 form of the Grade 10 Reading and Mathematics FSA test book (non-scannable, with each section sealed internally; 2010, 2011, and 2012).
- 1 form of the Grade 10 Reading FSA answer book (scannable, not sealed; 2010, 2011, and 2012).
- 1 form of the Grade 10 Mathematics FSA answer book (scannable, with an outside seal; 2010, 2011, and 2012).

13. Printed test documents to accompany the CBT

- 1 form of the Grade 4 Mathematics work folder (2010, 2011, and 2012).
- 1 form of the Grade 5 printed Reading passages (2010, 2011, and 2012).
- 1 form of the Grade 6 Mathematics work folder (2010, 2011, and 2012).
- 1 form of the Grade 6 printed Reading passages (2010, 2011, and 2012).
- 1 form of the Grade 7 Mathematics work folder (2010, 2011, and 2012).
- 1 form of the Grade 7 printed Reading passages (2010, 2011, and 2012).
- 1 form of the Grade 10 Mathematics work folder (2010, 2011, and 2012).
- 1 form of the Grade 10 printed Reading passages (2010, 2011, and 2012).

APPENDIX A, PART 1B – Operational Test Materials Shipment Schedule & Print Quantities

Prod. No.	App. A Part 1A	RFP Section	Product	Grades	Subjects	Test Administration Cycle		Shipment	Pages	No. of Copies			
						Base Contract	Renewal			Forms	District	Schools	Extra
1	1	3.8.5	FCAT/ FSA Test & Answer Book	3	R,M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	48	Up to 40	15% over	1/stu.+5%	10%
2	2	3.8.5	FSA Field Test, Test & Answer Book	4	W	2010, 2011, 2012, 2013	2014, 2015	TM3-F	24	10	0.1	NA	NA
3	1	3.8.5	FCAT/ FSA Planning Sheet	4	W	2010, 2011, 2012, 2013	2014, 2015	TM3-F	2		15% over	1/stu.+5%	10%
4	1	3.8.5	FCAT/ FSA Test & Answer Book	4	W	2010, 2011, 2012, 2013	2014, 2015	TM3-F	48	Up to 40	15% over	1/stu.+5%	10%
5	2	3.8.5	FCAT/FSA Test & Answer Book	4	R	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	56	Up to 40	15% over	1/stu.+5%	10%
6	2	3.8.5	FCAT Test Book	4	M	2010		TM3-Sp	48	Up to 40	15% over	1/stu.+5%	10%
7	2	3.8.5	FCAT Answer Folder	4	M	2010		TM3-Sp	4	1	15% over	1/stu.+5%	10%
8	2	3.8.5	FSA Test & Answer Book	4	M	2011, 2012, 2013	2014, 2015	TM3-Sp	48	Up to 40	15% over	1/stu.+5%	10%
9	3	3.8.5	FCAT/FSA Test Book	5	R	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	56	Up to 40	15% over	1/stu.+5%	10%
10	3	3.8.5	FCAT/ FSA Answer Folder	5	R	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	2	1	15% over	1/stu.+5%	10%
11	3	3.8.5	FCAT/ FSA Test & Answer Book	5	M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	56	Up to 40	15% over	1/stu.+5%	10%
12	3	3.8.5	FCAT/ FSA Test & Answer Book	5	S	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	56	Up to 40	15% over	1/stu.+5%	10%
13	4	3.8.5	FCAT/ FSA Test Book	6	R/M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	96	Up to 40	15% over	1/stu.+5%	10%
14	4	3.8.5	FCAT/ FSA Answer Book	6	R/M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	8	1	15% over	1/stu.+5%	10%
15	5	3.8.5	FCAT/ FSA Test Book	7	R/M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	88	Up to 40	15% over	1/stu.+5%	10%
16	5	3.8.5	FCAT/ FSA Answer Book	7	R/M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	8	1	15% over	1/stu.+5%	10%
17	5	3.8.5	FSA Test Book	7	W	2011, 2012, 2013	2014, 2015	TM3-Sp	48	Up to 40	15% over	1/stu.+5%	10%
18	5	3.8.5	FSA Answer Book	7	W	2011, 2012, 2013	2014, 2015	TM3-Sp	8	2	15% over	1/stu.+5%	10%
19	6	3.8.5	FCAT Test Book	8	W	2010, 2011		TM3-F	48	Up to 40	15% over	1/stu.+5%	10%
20	6	3.8.5	FCAT Answer Book	8	W	2010, 2011		TM3-F	8	2	15% over	1/stu.+5%	10%
21	6	3.8.5	FCAT/ FSA Test Book	8	R/M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	96	Up to 40	15% over	1/stu.+5%	10%
22	6	3.8.5	FCAT/ FSA Answer Book	8	R	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	16	1	15% over	1/stu.+5%	10%
23	6	3.8.5	FCAT/ FSA Answer Book	8	M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	24	Up to 40	15% over	1/stu.+5%	10%
24	6	3.8.5	FCAT/ FSA Test Book	8	S	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	48	Up to 40	15% over	1/stu.+5%	10%
25	6	3.8.5	FCAT/ FSA Answer Book	8	S	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	24	Up to 40	15% over	1/stu.+5%	10%
26	7	3.8.5	FCAT Test Book	9	R/M	2010		TM3-Sp	88	Up to 40	15% over	1/stu.+5%	10%
27	7	3.8.5	FCAT Answer Book	9	R/M	2010		TM3-Sp	4	1/form	15% over	1/stu.+5%	10%
28	7	3.8.5	FSA Test Book	9	R	2011, 2012, 2013	2014, 2015	TM3-Sp	48	Up to 40	15% over	1/stu.+5%	10%
29	7	3.8.5	FSA Answer Book	9	R	2011, 2012, 2013	2014, 2015	TM3-Sp	4	1	15% over	1/stu.+5%	10%
30	8	3.8.5	FCAT Test Book	10	W	2010, 2011		TM3-F	48	Up to 40	15% over	1/stu.+5%	10%
31	8	3.8.5	FCAT Answer Book	10	W	2010, 2011		TM3-F	2	2	15% over	1/stu.+5%	10%
32	8	3.8.5	FCAT/FSA Test Book	10	R/M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	104	Up to 40	15% over	1/stu.+5%	10%
33	8	3.8.5	FCAT/FSA Answer Book	10	R	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	16	1	15% over	1/stu.+5%	10%
34	8	3.8.5	FCAT/FSA Answer Book	10	M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	24	Up to 40	15% over	1/stu.+5%	10%
35	9	3.8.5	FCAT Test Book	11	S	2010, 2011		TM3-Sp	48	Up to 40	15% over	1/stu.+5%	10%
36	9	3.8.5	FCAT Answer Book	11	S	2010, 2011		TM3-Sp	24	Up to 40	15% over	1/stu.+5%	10%
37	9	3.8.5	FSA Test Book	11	W	2011, 2012, 2013	2014, 2015	TM3-Sp	48	Up to 40	15% over	1/stu.+5%	10%
38	9	3.8.5	FSA Answer Book	11	W	2011, 2012, 2013	2014, 2015	TM3-Sp	8	2	15% over	1/stu.+5%	10%

APPENDIX A, PART 1B – Operational Test Materials Shipment Schedule & Print Quantities

Prod. No.	App. A Part 1A	RFP Section	Product	Grades	Subjects	Test Administration Cycle		Shipment	Pages	No. of Copies			
						Base Contract	Renewal			Forms	District	Schools	Extra
39	10	Table 2.3; Table 3.3; Section 3.8.3	FCAT Retake Test & Answer Book	11,12,13,AD	R	2010, 2011, 2012		TM3- F/Sp	48	2	15% over	1/stu.+5%	10%
40	10	Table 2.3; Table 3.3; Section 3.8.3	FCAT Retake Test & Answer Book	11,12,13,AD	M	2010, 2011, 2012		TM3-F/Sp	48	2	15% over	1/stu.+5%	10%
41	10	Table 2.3; Table 3.3; Section 3.8.3	FCAT Retake Test Printed Reading Passages	11,12,13,AD	R	2010, 2011, 2012		TM3- F/Sp/Su	16	2	20%	NA	NA
42	10	Table 2.3; Table 3.3; Section 3.8.3	FCAT Retake Test Math Work Folder	11,12,13,AD	M	2010, 2011, 2012		TM3- F/Sp/Su	4	1	15% over	1/stu.+5%	10%
43	10	Table 2.3; Table 3.3; Section 3.8.3	FCAT Retake Test & Answer Book	11,12,13,AD	R	2010, 2011, 2012		TM3- Su	48	2	10%	NA	NA
44	10	Table 2.3; Table 3.3; Section 3.8.3	FCAT Retake Test & Answer Book	11,12,13,AD	M	2010, 2011, 2012		TM3-Su	48	2	10%	NA	NA
45	10	Table 2.3; Table 3.3; Section 3.8.3	FSA Retake Test & Answer Book	11,12,13,AD	R	2011, 2012, 2013	2014, 2015	TM3- F	48	6	15% over	1/stu.+5%	10%
46	10	Table 2.3; Table 3.3; Section 3.8.3	FSA Retake Test & Answer Book	11,12,13,AD	M	2011, 2012, 2013	2014, 2015	TM3- F	48	2	15% over	1/stu.+5%	10%
47	10	Table 2.3; Table 3.3; Section 3.8.3	FSA Retake Test Printed Reading Passages	11,12,13,AD	R	2011, 2012, 2013	2014, 2015	TM3-F	16	2	20%	NA	NA
48	10	Table 2.3; Table 3.3; Section 3.8.3	FSA Retake Test Math Work Folder	11,12,13,AD	M	2011, 2012, 2013	2014, 2015	TM3-F	4	1	20%	NA	NA
49	10	Table 2.3; Table 3.3; Section 3.8.3	FSA Retake Test & Answer Book	11,12,13,AD	R	2011, 2012, 2013	2014, 2015	TM3- Su	48	2	10%	NA	NA
50	10	Table 2.3; Table 3.3; Section 3.8.3	FSA Test & Answer Book	11,12,13,AD	M	2011, 2012, 2013	2014, 2015	TM3- Su	48	2	10%	NA	NA
51	10	Table 2.3; Table 3.3; Section 3.8.3	FSA Retake Test Printed Reading Passages	11,12,13,AD	R	2011, 2012, 2013	2014, 2015	TM3- Su	16	2	20%	NA	NA
52	10	Table 2.3; Table 3.3; Section 3.8.3	FSA Retake Test Math Work Folder	11,12,13,AD	M	2011, 2012, 2013	2014, 2015	TM3- Su	4	1	15% over	1/stu.+5%	10%

APPENDIX A, PART 1B – Operational Test Materials Shipment Schedule & Print Quantities

Prod. No.	App. A Part 1A	RFP Section	Product	Grades	Subjects	Test Administration Cycle		Shipment	Pages	No. of Copies			
						Base Contract	Renewal			Forms	District	Schools	Extra
53	11	Table 2.3; Table 3.3	EOC Algebra I	6 thru 12	M	2010 (FT), 2011, 2012, 2013	2014, 2015	TM3-F/Sp	48	4	10%	NA	NA
54	11	Table 2.3; Table 3.3	EOC Biology	9 thru 12	S	2011 (FT), 2012, 2013	2014, 2015	TM3-F/Sp	48	4	10%	NA	NA
55	11	Table 2.3; Table 3.3	EOC Other Science	9 thru 12	S	2012 (FT), 2013	2014, 2015	TM3-F/Sp	48	4	10%	NA	NA
56	11	Table 2.3; Table 3.3	EOC Algebra I Constructed Responses and Work Folder	6 thru 12	M	2010 (FT), 2011, 2012, 2013	2014, 2015	TM3-F/Sp	16	4	15% over	1/stu.+5%	10%
57	11	Table 2.3; Table 3.3	EOC Biology Constructed Responses	6 thru 12	S	2011 (FT), 2012, 2013	2014, 2015	TM3-F/Sp	16	4	15% over	1/stu.+5%	10%
58	11	Table 2.3; Table 3.3	EOC Other Science Constructed Responses	9 thru 12	S	2012 (FT), 2013	2014, 2015	TM3-F/Sp	16	4	15% over	1/stu.+5%	10%

**APPENDIX A, PART 1C – Operational Test Materials Shipment Schedule & Print Quantities
for Computer-Based Testing Accommodations/ Products
Cost Options**

Reference RFP Section 3.3.5.1 and Table 3.4 for the products below.

Prod. No.	App. A Part 1A	Product	Grades	Subjects	Test Administration Cycle		Shipment	Pages	No. of Copies			
					Base Contract	Renewal			Forms	District	Schools	Extra
1	12	FSA Test & Answer Book	4	M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	48	1/form	10%	NA	NA
2	13	Math Work Folder	4	M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	4	1/form	15% over	1/stu.+5%	10%
3	12	FSA Test Book	5	R	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	56	1/form	10%	NA	NA
4	12	FSA Answer Folder	5	R	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	2	1/form	10%	NA	NA
5	13	Printed Reading Passages	5	R	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	16	1/form	20%	NA	NA
6	12	FSA Test Book	6	R/M	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	96	1/form	10%	NA	NA
7	12	FSA Answer Book	6	R/M	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	8	1/form	10%	NA	NA
8	13	Math Work Folder	6	M	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	4	1/form	15% over	1/stu.+5%	10%
9	13	Printed Reading Passages	6	R	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	16	1/form	20%	NA	NA
10	12	FSA Test Book	7	R/M	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	88	1/form	10%	NA	NA
11	12	FSA Answer Book	7	R/M	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	8	1/form	10%	NA	NA
12	13	Math Work Folder	7	M	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	4	1/form	15% over	1/stu.+5%	10%
13	13	Printed Reading Passages	7	R	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	16	1/form	20%	NA	NA
14	12	FSA Test Book	10	R/M	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	104	1/form	10%	NA	NA
15	12	FSA Answer Book	10	R	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	16	1/form	10%	NA	NA
16	12	FSA Answer Book	10	M	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	24	1/form	10%	NA	NA
17	13	Math Work Folder	10	M	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	4	1/form	15% over	1/stu.+5%	10%
18	13	Printed Reading Passages	10	R	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	16	1/form	20%	NA	NA

APPENDIX A, Part 2A
INTERPRETIVE PRODUCTS
PRODUCT SPECIFICATIONS AND DISTRIBUTION REQUIREMENTS

Interpretive Products – General Considerations

The following specifications apply to interpretive products being produced for all grades unless otherwise indicated. Appendix A, Part 2B clarifies the specific grades or levels for which products will be produced. Bidders should note that some of the products identified in this section are produced in different years of the contract period as described in other sections of the RFP and in Appendix A, Part 2B.

Interpretive Products – Specific Considerations

1. Sample Test/Answer Booklets (students) (see Section 6.1.1)

- Audience: Students.
- Purpose: To introduce students to the testing experience, provide practice responding to various test item types and enable them to move between test books and answer documents.
- Each subject (reading, writing, mathematics, and science) at each grade (3–11, depending on the grade) has its own test book that includes a perforated answer sheet or a perforated, glued answer book.
- Books are formatted as closely as possible to operational test books and answer books.
- 8 ½" x 11" booklet, saddle stitched.
- 45# white cavalier paper or approved equivalent. The Department prefers recycled paper unless the cost is higher than non-recycled paper.
- Self cover.
- Covers and internal pages printed in full color if operational test is produced in full color. Covers and internal pages printed in grayscale if operational test is produced in grayscale.
- Shrink-wrapped in packs of 5 and 25.
- Non-performance-task grades have a 1-page perforated answer sheet.
- Performance-task grades have a 16- to 24-page perforated, glued answer book at the back of the test book.
- Math grades 5–10 books include a one-page perforated reference sheet
- Science grades 8 and 11 books include two (2) one-page perforated reference sheets.
- Available in an electronic format that is Section 508-compliant and accessible via the Department's website.
- Produced in braille with plastic comb binding; simple covers in black & white with assessment logo, state seal, book title, and grade numeral.
- Produce in large print; minimum of 18 point type on 14" x 17" approved buff paper; plasticized wire binding. Covers and internal pages printed in full color if operational test is produced in full color. Covers and internal pages printed in grayscale if operational test is produced in grayscale.
- Shipment and/or delivery: IP1.

2. Sample Answer Key Booklets (teachers) (see Section 6.1.2)

- Audience: Educators
- Purpose: To provide answers to the sample test questions and an explanation that includes the benchmarks assessed.
- Each subject has its own sample answer key booklet.

- 8 ½" x 11" booklet, saddle stitched.
- 45# white cavalier paper or approved equivalent. The Department prefers recycled paper unless the cost is higher than non-recycled paper.
- Self cover.
- Covers and internal pages printed in full color if operational test is produced in full color. Covers and internal pages printed in grayscale if operational test is produced in grayscale.
- Shrink-wrapped in packs of 5 and 25.
- Available in an electronic format that is Section 508-compliant and accessible via the Department's website.
- Shipment and/or delivery: IP1.

3. CBT Sample Test Books & Sample Answer Keys on CD (see Section 6.1.4)

- Audience: Educators
- Purpose: To provide answers to the CBT sample test questions and an explanation that includes the benchmarks assessed.
- Each subject has its own CBT sample answer key booklet.
- Each CD will include the CBT student Sample Test Booklet and teacher Sample Answer Key booklet for all four subject areas (reading, writing, mathematics, and science) and grades 3–11.
- CD will be bookmarked for easy navigation.
- The CD label should identify the contents, the administration year, and DOE copyright information.
- CD will not include a jewel case but will include a heavy cover-stock envelope printed in grayscale. CD envelope will be designed to match the graphic design of the sample test materials from that test administration.
- Each CD is individually wrapped in a sealed bubble mailer.
- Mailer labels should include the district number, school number, and school name.
- Multiple mailers may be packaged in a box together, with a packing list, and fit within the 30# weight limit.
- If route codes are used by a district, then schools must be boxed by route code and then sorted by school number within a box.
- Shipment and/or delivery: IP1.

4. Keys to Florida's Tests (see Section 6.2)

- Audience(s): Parents and students
- Purpose: To provide information about the reading, writing, mathematics, and science tests.
- Set of nine (9) booklets: three (3) in English, three (3) in Spanish, and three (3) in Haitian Creole.
- 8 ½" x 11" book, saddle stitched.
- 45# white cavalier (recycled) paper or approved equivalent. The Department prefers recycled paper unless the cost is higher than non-recycled paper.
- Self cover.
- Covers and internal pages printed in full color if operational test is produced in full color. Covers and internal pages printed in one color of ink plus black if operational test is produced in grayscale.
- Shrink-wrapped in packs of 5 and 25.

- Available in an electronic format that is Section 508-compliant and accessible via the Department's website.
- English books are also produced in braille with plastic comb binding; simple covers in black & white with assessment logo, state seal, book title, and grade numeral.
- Shipment and/or delivery: TM1.

5. Understanding Florida's Assessment Reports (see Section 6.3)

- Audience(s): Educators and administrators
- Purpose: To provide report images, explanations of reports, scores, subscores, certificates of achievement. Includes a glossary of assessment terms and information about released test items on the individual student reports.
- Developed for the spring administrations only.
- Includes thumbnails and larger images of selected FSA reports.
- 8 ½" x 11" book, saddle stitched.
- 45# white cavalier (recycled) paper or approved equivalent. The Department prefers recycled paper unless the cost is higher than non-recycled paper.
- Self cover.
- Covers and internal pages printed in full color if operational test is produced in full color. Covers and internal pages printed in one color ink plus black if operational test is produced in grayscale.
- Shrink-wrapped in packs of 5 and 25.
- Available in an electronic format that is Section 508-compliant and accessible via the Department's website.
- Shipment and/or delivery: RD1 (Section 508 files) and RD4 (print).

6. Florida Reads! Writes! Solves! Inquires! CD (see Section 6.4)

- Audience(s): Educators and administrators
- Purpose: To provide information about the FSA handscoring process.
- Each CD will include all four subject areas (reading, writing, mathematics, and science).
- Includes one (1) anchor set and one (1) qualifying set for the released short-response items (RMS) and prompts (W) from the spring administration.
- CD will be bookmarked for easy navigation.
- The CD label will be printed in one color plus black. It should identify the contents and include the administration year and DOE copyright information.
- CD will not include a jewel case but will include a heavy cover-stock envelope printed in one color plus black. CD envelope will be designed to match the graphic design of the test books and other interpretive materials from that test administration.
- Each school-level package should be individually wrapped in a sealed bubble mailer.
- Mailer labels should identify the district number, school number, and school name.
- Multiple mailers may be packaged in a box together, with a packing list, and fit within the 30# weight limit.
- If route codes are used by a district, then schools must be boxed by route code and then sorted by school number within a box.
- Shipment and/or delivery: RD6.

7. Short-Response and Extended-Response Training Sets (see Section 6.4)

- Audience(s): Educators, parents, and the general public
- Purpose: To provide information about the FSA handscoring process.

- Two sets (one short-response item and one extended-response item) from each performance-task grade and subject (reading, mathematics, and science); one set for each mode for writing grades.
- Each item's training set includes scoring guidelines and twenty (20) annotated papers (one [1] anchor set and one [1] qualifying set).
- Available in an electronic format that is Section 508-compliant and accessible via the Department's website.
- Shipment and/or delivery: No print shipments. Section 508-compliant pdf file delivery only.

8. Released Tests (see Section 6.5)

- Audience(s): Students, parents, educators, and the general public
- Purpose: To provide information about the test content and format.
- Recomposed test forms with anchor items and field-test items removed.
- Available in an electronic format that is Section 508-compliant and accessible via the Department's website.
- Two pdf files for each test form are required: one without answers and one with answers and item statistics.
- Resolution of graphics should be at a high enough dpi to produce a high-quality print.
- Produced in braille, as requested by the Department.
- Shipment and/or delivery: No print shipments. Section 508-compliant pdf file delivery only.

9. Test Item Specifications (see Section 6.6)

- Audience(s): Test item writers, educators, and the general public
- Purpose: To provide information about the test content and format.
- Separate documents for each content area (reading, mathematics, science, and writing); published by level (elementary, middle, high school).
- Available in an electronic format that is Section 508-compliant and accessible via the Department's website.
- Pdf publications that are bookmarked for easy navigation. Will include internal hotlinks to other web resources.
- Resolution of graphics should be at a high enough dpi to produce a high-quality print.
- Shipment and/or delivery: No print shipments. Section 508-compliant pdf file delivery only.

10. FSA Lessons Learned (see Section 6.7)

- Audience(s): Educators and the general public
- Purpose: To analyze FSA data, interpret results, provide educators' observations and instructional implications.
- Separate documents for each content area (reading, mathematics, science, and writing).
- 8 ½" x 11" book, perfect bound.
- 45# white cavalier paper or approved equivalent.
- 65# white text weave cover stock or approved equivalent.
- Covers and internal pages printed in full color.
- Shrink-wrapped in packs of 5.
- Available in an electronic format that is Section 508-compliant and accessible via the Department's website.
- Shipment and/or delivery: IP1.

11. FSA Handbook (see Section 6.8)

- Audience(s): Educators, administrators, researchers, legislators, and the general public
- Purpose: To explain all aspects of the FSA program.
- 8 ½" x 11" book, perfect bound
- 45# white cavalier paper or approved equivalent.
- 65# white text weave cover stock or approved equivalent cover stock.
- Covers and internal pages printed in full color.
- Shrink-wrapped in packs of 5.
- Available in an electronic format that is Section 508-compliant and accessible via the Department's website.
- Shipment and/or delivery: IP1.

APPENDIX A, PART 2B – Interpretive Products Delivery Schedule, Quantities, and Formats

Prod. No.	App. A Part 2A	RFP Section	Product	Grades	Subjects	Test Administration Cycle		Shipment	Approx. Pages	No. of Copies				Paper-based Format				E-Format	
						Base Contract	Renewal			State	District	Schools	Extra	Stan.	LP	Br.	Trans.	508	CD
1	1	6.1.1	Sample Test Booklet (Student)	3	R	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
2				3	M	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
3				4	R	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
4				4	M	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
5				4	W	2010, 2011, 2012, 2013	2014, 2015	IP1	32	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
6				5	R	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
7				5	M	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
8				5	S	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
9				6	R	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
10				6	M	2010, 2011, 2012, 2013	2014, 2015	IP1	32	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
11				7	R	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
12				7	M	2010, 2011, 2012, 2013	2014, 2015	IP1	32	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
13				7	W	2010, 2011, 2012, 2013	2014, 2015	IP1	40	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
14				8	R	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
15				8	M	2010, 2011, 2012, 2013	2014, 2015	IP1	32	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
16				8	S	2010, 2011, 2012, 2013	2014, 2015	IP1	32	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
17				8	W	2010, 2011	NA	IP1	40	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
18				9	R	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
19				10	R	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
20				10	M	2010, 2011, 2012, 2013	2014, 2015	IP1	32	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
21				10	W	2010, 2011	NA	IP1	40	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
22				11	S	2010, 2011	NA	IP1	32	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
23				11	W	2010, 2011, 2012, 2013	2014, 2015	IP1	40	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
24	2	6.1.2	Sample Answer Key Booklet (Teacher)	3	R	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	5% over	1/20 stu.	5%	✓				✓	
25				3	M	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	5% over	1/20 stu.	5%	✓				✓	
26				4	R	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	5% over	1/20 stu.	5%	✓				✓	
27				4	M	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	5% over	1/20 stu.	5%	✓				✓	
28				4	W	2010, 2011, 2012, 2013	2014, 2015	IP1	40	500	5% over	1/20 stu.	5%	✓				✓	
29				5	R	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	5% over	1/20 stu.	5%	✓				✓	
30				5	M	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	5% over	1/20 stu.	5%	✓				✓	
31				5	S	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	5% over	1/20 stu.	5%	✓				✓	
32				6	R	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	5% over	1/20 stu.	5%	✓				✓	
33				6	M	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	5% over	1/20 stu.	5%	✓				✓	
34				7	R	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	5% over	1/20 stu.	5%	✓				✓	
35				7	M	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	5% over	1/20 stu.	5%	✓				✓	
36				7	W	2010, 2011, 2012, 2013	2014, 2015	IP1	40	500	5% over	1/20 stu.	5%	✓				✓	
37				8	R	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	5% over	1/20 stu.	5%	✓				✓	
38				8	M	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	5% over	1/20 stu.	5%	✓				✓	
39				8	S	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	5% over	1/20 stu.	5%	✓				✓	
40				8	W	2010, 2011	NA	IP1	40	500	5% over	1/20 stu.	5%	✓				✓	

APPENDIX A, PART 2B – Interpretive Products Delivery Schedule, Quantities, and Formats

Prod. No.	App. A Part 2A	RFP Section	Product	Grades	Subjects	Test Administration Cycle		Shipment	Approx. Pages	No. of Copies				Paper-based Format				E-Format		
						Base Contract	Renewal			State	District	Schools	Extra	Stan.	LP	Br.	Trans.	508	CD	
41	2	6.1.2	Sample Answer	9	R	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	5% over	1/20 stu.	5%	✓				✓		
42			Key Booklet	10	R	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	5% over	1/20 stu.	5%	✓				✓		
43			(Teacher)	10	M	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	5% over	1/20 stu.	5%	✓				✓		
44				10	W	2010, 2011	NA	IP1	40	500	5% over	1/20 stu.	5%	✓				✓		
45				11	S	2010, 2011	NA	IP1	24	500	5% over	1/20 stu.	5%	✓				✓		
46				11	W	2011, 2012, 2013	2014, 2015	IP1	40	500	5% over	1/20 stu.	5%	✓				✓		
47	3	6.1.4	CBT Sample Test Books & Answer Keys on CD	3-11	RWMS	2012, 2013	2014, 2015	IP1	NA	20	8	4/school	100						✓	
48	4	6.2	Keys to Florida's Tests	3-5	RWMS	2010, 2011, 2012, 2013	2014, 2015	TM1	16	500	10% over	1/stu.+5%	5%	✓		✓	✓	✓		
49			(English)	6-8	RWMS	2010, 2011, 2012, 2013	2014, 2015	TM1	16	500	10% over	1/stu.+5%	5%	✓		✓	✓	✓		
50				9-11	RWMS	2010, 2011, 2012, 2013	2014, 2015	TM1	16	500	10% over	1/stu.+5%	5%	✓		✓	✓	✓		
51	4	6.2	Keys to Florida's Tests	3-5	RWMS	2010, 2011, 2012, 2013	2014, 2015	TM1	16	200	36,000	NA	5%	✓			✓	✓		
52			(Spanish)	6-8	RWMS	2010, 2011, 2012, 2013	2014, 2015	TM1	16	200	36,000	NA	5%	✓			✓	✓		
53				9-11	RWMS	2010, 2011, 2012, 2013	2014, 2015	TM1	16	200	36,000	NA	5%	✓			✓	✓		
54	4	6.2	Keys to Florida's Tests	3-5	RWMS	2010, 2011, 2012, 2013	2014, 2015	TM1	16	200	7,200	NA	5%	✓			✓	✓		
55			(Haitian Creole)	6-8	RWMS	2010, 2011, 2012, 2013	2014, 2015	TM1	16	200	7,200	NA	5%	✓			✓	✓		
56				9-11	RWMS	2010, 2011, 2012, 2013	2014, 2015	TM1	16	200	7,200	NA	5%	✓			✓	✓		
57	5	6.3	Understanding Florida's Reports	3-11	RWMS	2010, 2011, 2012, 2013	2014, 2015	RD1 RD4		56	500	10% over	1/20 stu.	5%	✓				✓	
58	6	6.4	FRWSI CD		RWMS	2010, 2011, 2012, 2013	2014, 2015	RD6	NA	20	8	4/school	100						✓	
59	7	6.4	SR and ER Training Sets	PT grades	RWMS	Jul 2013	Jul 2015	RD6	NA	NA	NA	NA	NA						✓	
60	8	6.5	Released Tests	3-11	RWMS	Aug 2013	Aug 2014, 2015	NA	NA	NA	NA	NA	NA			✓			✓	
61	9	6.6	Mathematics Test Item Specifications	3-5	M	Sep 2010		NA	300	NA	NA	NA	NA						✓	
62				6-8	M	Sep 2010		NA	300	NA	NA	NA	NA	NA						✓
63				10	M	Sep 2010		NA	150	NA	NA	NA	NA	NA						✓
64	9	6.6	Algebra 1 EOC Test Item Specifications	HS	M	Sep 2010		NA	150	NA	NA	NA	NA						✓	
65	9	6.6	Science Test Item Specifications	5	S	Sep 2010		NA	300	NA	NA	NA	NA						✓	
66				8	S	Sep 2010		NA	300	NA	NA	NA	NA	NA						✓
67	9	6.6	Biology EOC Test Item Specifications	HS	S	Sep 2010		NA	150	NA	NA	NA	NA						✓	
68	9	6.6	Other Science EOC Test Item Specifications	HS	S	Sep 2010		NA	150	NA	NA	NA	NA						✓	

APPENDIX A, PART 2B – Interpretive Products Delivery Schedule, Quantities, and Formats

Prod. No.	App. A Part 2A	RFP Section	Product	Grades	Subjects	Test Administration Cycle		Shipment	Approx. Pages	No. of Copies				Paper-based Format				E-Format	
						Base Contract	Renewal			State	District	Schools	Extra	Stan.	LP	Br.	Trans.	508	CD
69	9	6.6	Reading	3-5	R	Sep 2011		NA	200	NA	NA	NA	NA					✓	
70			Test Item	6-8	R	Sep 2011		NA	200	NA	NA	NA	NA					✓	
71			Specifications	6-8	R	Sep 2011		NA	200	NA	NA	NA	NA					✓	
72	9	6.6	Writing	4, 7, 11	W	Sep 2011		NA	200	NA	NA	NA	NA					✓	
73			Test Item	4, 7, 11	W	Sep 2011		NA	200	NA	NA	NA	NA					✓	
74			Specifications	4, 7, 11	W	Sep 2011		NA	200	NA	NA	NA	NA					✓	
75	10	6.7	FSA Mathematics Lessons Learned	3-10	M		Nov 2014	IP1	150	500	5% over	1/20 stu.	10%	✓				✓	
76	10	6.7	FSA Reading Lessons Learned	3-10	R		Nov 2014	IP1	150	500	5% over	1/20 stu.	10%	✓				✓	
77	10	6.7	FSA Science Lessons Learned	5, 8, 11	S		Nov 2015	IP1	150	500	5% over	1/20 stu.	10%	✓				✓	
78	10	6.7	FSA Writing Lessons Learned	4, 7, 11	W		Nov 2015	IP1	150	500	5% over	1/20 stu.	10%	✓				✓	
79	11	6.8	FSA Handbook	3-11	RWMS	Nov 2011	Nov 2014	IP1	150	500	5% over	1/20 stu.	10%	✓				✓	

APPENDIX A, Part 2C
FLORIDA DEPARTMENT OF EDUCATION PDF GUIDELINES
FOR SECTION 508/ADA DOCUMENTS

Effective September 11, 2007

In order for PDF documents to be posted on the Department Web site or any site that is affiliated with the Department, they **must** pass the Full Accessibility check in Adobe 7.

DOE uses Acrobat 7 to check accessibility of PDF documents. Currently, Acrobat 8 has known issues with the accessibility checker. Although a document may pass the full check, it does not necessarily mean it is compliant according to DOE Web standards. The following additional checks are required.

1. PDF documents must have the correct reading order. The file must be able to be read by assistive technology in a logical manner. This can be checked in several ways which include the following items. DOE uses at least two of the following to verify reading order:
 - a. Saving the file as an accessible .txt file, and reading it to be sure it is correct.
 - b. Using the “reading order tool” in Acrobat.
 - c. If proficient using a “screen reader” (not the Adobe “read out loud”), listen to the document.
 - d. Using the Reflow view in Adobe Acrobat.
2. The document must have correct Tab order.

Tab order refers to how a user can “tab” through the content. The user should be able to tab through the document in the order it is intended to be read. If the tab order is incorrect, the assistive technology user may jump from one page to another and back and not realize it.
3. The document must have appropriate “alt text” on all images that have meaning. (Alt text means alternative text that appropriately describes the image for an assistive technology user).
 - a. Graphs, charts, flowcharts, etc., cannot simply have the word "graph" in alt text. It must contain enough descriptive information for an unsighted user.
 - b. Graphics that do not have meaning need to be tagged as “artifacts” or “backgrounds.”
 - c. Putting a blank space for the “alt text” area of an image in an attempt to get the screen reader to skip it is not acceptable in “most” cases, as a screen reader will still say the word “graphic.” Tagging graphics that have no meaning as an artifact or background will cause the screen reader to totally ignore it.
 - d. Graphs and charts need to be described completely to convey the same information to a listener as the sighted user would get. If the graph is explained in detail in the “content text” of the document, you can refer to that content in the alternate text. For example, if right below a pie chart is a paragraph explaining the chart, then the “alt text” on the chart could simple state “Pie Graph which is explained in detail below.” This is very helpful if the person converting the file to PDF is not the one who created it.
4. If the State Seal, or any other image, is in the header and footer of a document, the first occurrence of the header and footer needs to be tagged and readable by a screen reader. All other occurrences should be tagged as artifacts or backgrounds. This will let the listener know that there is at least one state seal (or other image) present, but does not repeat on every page that it appears.

5. Page numbers need to be tagged in such a way that the screen reader reads them. This is helpful in navigating the document.
6. Tables must be tagged as tables so they are read correctly. A common problem with tables is that they are being tagged as paragraphs.

Tables and table components will be tagged as such: Table headers will have the <th> tags, while table data will have <td> tags.

7. For documents that contain a table of contents, the table of contents needs to be made into Bookmarks in the PDF and be made clickable.

This is needed not only for easy navigation for those using assistive technologies, but is a convenience to sighted visitors as well, since it allows them to click on an item in the table of contents and be directed immediately to the content of the document to which it refers.

8. Content headings must be tagged as headers and not tagged as paragraphs. Headings need to be tagged with <h> tags (or Heading 1, Heading 2, etc.). This helps the listener know what subject matter is contained beneath the header and allows for easier navigation.
9. File must be saved (in a reduced file size) to version Adobe Acrobat 5 to ensure that users who have older versions of Acrobat are able to access the document. This also decreases the file size for quicker download.

10. Links must be functional.

Hyperlinks must not be broken and must link to the correct page.

This includes e-mail addresses that are clickable. If a link is split between two lines, both lines need to be linked correctly.

11. Color alone is not to be used to convey meaning.

Some assistive technologies do not indicate colored text, and color blind users often cannot differentiate colors. If color is used to convey meaning for the sighted user, add a symbol in front of the colored items, as well. Tag this symbol to indicate the meaning of the colored item.

12. The following information needs to be noted in the Document Properties:

Title – Users can set up a screen reader to read the titles instead of the long file names

Subject – Specific to the document, and may or may not be the same as the document title

Keywords – As with other Web documents, these words are used for search engines, and need to be specific to the document's contents

Language - specified; which also includes text within a document that may be of a different language (paragraph in Spanish, needs to specify "Spanish").

Author – At this time the Department is not requiring the inclusion of "Author;" however, if the name of the author is pertinent to the overall document, it is suggested that a name be included.

Note: The PDF Guidelines are subject to change. These guidelines are effective September 11, 2007.

APPENDIX A, Part 3A

ANCILLARY MATERIALS PRODUCT SPECIFICATIONS AND DISTRIBUTION REQUIREMENTS

Administration Products – General Considerations

The following specifications apply to administration products developed for all grades unless otherwise indicated. Appendix A, Part 3B clarifies the specific grades or levels for which products will be produced.

Administration Products – Specific Considerations

1. Test Administration Manuals

- A single test administration manual will be developed for each paper-based administration. A separate manual will be developed for each computer-based administration. Two Writing manuals (one for the December Writing field test and one for the spring administration), one Reading, Mathematics, and Science manual, two Reading and Mathematics Retake manuals (three in fall 2011 and summer 2012), and one End-of-Course manual that will include instructions for both computer-based and paper-based tests (shipped twice per year) will be produced each year. A separate manual will be developed for each End-of-Course Field Test.
- Minimally, manuals will contain instructions and scripts for administering each portion of the FSA (possibly including NRT instructions) for the appropriate grade levels for that administration. They also include information about security of materials, packing and returning materials, and receipt and distribution of materials. Revisions will be made as necessary to reflect program changes. Scripts necessary for accommodated testing (e.g., large print, braille, screen reader, one-item per page) will be provided as separate addenda to the manual. All computer-based test manuals will include scripts for practice sessions designed to familiarize students with the computer-based system.
- Thumbnail illustrations and explanatory diagrams are used extensively.
- 8 ½" x 11" books, saddle-stitched or perfect bound.
- 50# white recycled paper for interior pages (up to 30% recovered or post-consumer fiber). The Department may consider 50# white opaque cougar paper for interior pages after reviewing recycled paper print samples provided by the contractor.
- 65# white text weave cover stock or approved equivalent cover stock.
- Interior pages printed in black.
- Selected interior pages printed in two (2) colors of ink (not necessarily the same two colors throughout) plus black.
- Covers printed in two (2) colors of ink plus black.
- Up to 25 perforated pages.
- Available in an electronic format that is Section 508-compliant and accessible via both the Department's website and the contractor's non-secure FSA-specific website within seven (7) days after approval to print is provided by the Department.
- Packaged in units of one (1), no shrink-wrap.
- Per district request, the contractor will also provide large print and/or braille versions of sections of the test administration manuals. A maximum of five (5) each per format may be produced for each administration.

2. Instructions for Training School Coordinators and Test Administrators

- PowerPoint files for district coordinators to train school coordinators, and for school coordinators to train test administrators. The accompanying guidelines include explanations and page number references to the test administration manuals to support

the key points included in the PowerPoint presentation. Training materials are produced for all test administrations.

- Up to 100 full-color PowerPoint presentation slides.
- Also provided in black/white or grayscale for printing purposes (for distribution to audience).
- Available in an electronic format that is Section 508-compliant and accessible via both the Department's website and the contractor's non-secure FSA-specific website within seven (7) days after approval is provided by the Department.

Special Forms and Other Materials

Many additional forms and materials are needed to smoothly implement a large-scale assessment program. Some of the materials listed in this section will help schools, districts, and the state implement quality control procedures and will ensure the integrity of the data collected by the program. The Department also uses special forms to evaluate the quality of the assessment program and its implementation. All special forms and other materials must be approved by the Department prior to production or use. As appropriate, forms will be made available to districts in an editable section 508 compliant electronic format on the contractor's non-secure FSA-specific website.

3. Instructions for Special Format Tests

- Scripts necessary for accommodated testing (e.g., large print, braille, screen reader, one-item per page)
- 8 ½" x 11" paper, stapled
- Pages printed in black
- 60# white opaque cougar or approved equivalent paper
- Up to 12 pages per grade level per subject per special format

4. Student Preidentification Labels *(Note: use of student labels may be required only for documents not pre-printed. If labels cannot be used on the scannable answer documents proposed by the bidder, the proposal should explicitly state this constraint.)*

- Student preidentification information is printed on the labels by the contractor and placed on student answer documents by school staff
- One label for each answer document not already preprinted
- Sorted as specified by each district (may be different for each grade/subject and different for schools within a district)
- Sorted with page breaks as specified by the district/Department
- 3" x 3 ½" adhesive labels or approved equivalent
- A supplementary supply of labels is produced for Spring administrations (Wave 2) based on PreID information gathered in January

5. Student Preidentification Rosters

- A list produced from the same file used to print student PreID labels and containing the same information. One row of information per student to be used for verifying the accuracy of student demographic information
- Provided in hard copies to schools and electronically via the contractor's secure website
- 8 ½" x 11" paper is preferred, but the Department may approve 8 ½" x 14" if this is required for readability

6. Document Count Form

- School subject/grade level form to indicate the number of each type of answer document returned
- 8 ½" x 11" scannable document
- Preidentified with district and school numbers and names

- Non-identified forms produced as part of district coverage

7. Security Checklist

- Checklist for schools to track secure materials
- Identified with district and school numbers and names, and document security barcode numbers
- One security checklist produced for each type of secure document
- Page breaks to be determined by the Department
- Delivered both in paper and editable electronic format via the contractor's secure website

8. Online Comment Forms

- Test Administrator Coordinator Comment Form
- School Coordinator Comment Form
- District Coordinator Comment Form
- Online forms available in a section 508 compliant electronic format via the contractor's website

9. Materials Return Kit - District

Legal size color vinyl folder containing:

- Return Shipping Labels
 - Adhesive preprinted labels for district use in returning materials, color-coded as requested by the Department
- Bills of Lading
 - Provided to districts for return of materials
- Return Instructions Memorandum
 - 8 ½" x 11" document, providing specific instructions for returning materials

10. Materials Return Kit – School

Legal size color vinyl folder containing:

- Document Count Forms
- Color-coded return shipping labels

11. Return Materials

- Boxes (shipped in January) and envelopes to be used to return materials, including special format materials (e.g., large print/braille envelopes, virtual school envelopes) and other miscellaneous return materials.

12. Paper Bands

- 4" x 24" adhesive paper bands or approved equivalent for bundling answer documents
- The adhesive strip must be narrower than the paper band and centered
- Printed on one side to identify type of answer document in bundle
- 8 pt. Carolina paper or approved equivalent
- Paper band quality must be suitable for filling in information lines on band with multiple pen/pencil types (e.g., markers, ball point pens, pencils, etc.) without smudging/smearing

13. Miscellaneous Memos, Forms, Labels, and Other Products

- Miscellaneous memoranda to the district coordinators may be necessary for each administration
- Process and/or documents for each administration for district test coordinators to submit enrollment update information, choose options (e.g., coverage distribution) order special format materials, specify quantities of calculators needed, etc.

- Memoranda to district coordinators to provide an explanation of the shipments of materials that the district/school coordinators will receive before each test administration. These are not cover memoranda for shipments; rather they provide an overview of shipments collectively
- Cover memoranda for all shipments of materials indicating what is being shipped and how it is packed. Emailed to assessment coordinators before shipping and enclosed in the first box of the shipment
- Packing lists with all shipments (district coordinator receives a hard copy of the district and all school packing lists and receives all lists electronically as soon as they are available)
- Pallet lists (maps) for large districts
- Miscellaneous mailing labels
- Forms to inventory materials distributed and in stock
- Other miscellaneous memoranda, labels, forms, etc., to implement the program

14. Rulers

- FSA Mathematics grades 3 and 4 tests
- 6-inch consumable ruler with both metric and standard units. Metric edge must be in millimeter and centimeter increments. The standard edge must be in 1/16, 1/8, 1/4, 1/2 and inch increments.
- Minimum paper weight of 65#
- Black ink
- Ten (10) perforated rulers per sheet; ten (10) sheets per shrink-wrapped package

15. Basic Four-function Calculator

- FCAT Mathematics grades 7–10, FCAT Science grade 8, and FSA Science grade 8
- Calculator key strokes used to carry out operations and resulting solutions must be the same as the keystrokes on current calculators, such as the Casio HS-10.
- Contractor will re-supply districts, as needed.

16. Scientific Calculator

- FSA Mathematics grade 10 test and end-of-course (EOC) tests in mathematics and science.
- Calculator will have general math, algebra, trigonometry and statistics functions, but will not have a fraction function. The calculator should function in a fashion similar to the TI-30Xa.

APPENDIX A, PART 3B – Ancillary Materials Shipment Schedule & Print Quantities

Prod. No.	App. A Part 3A	RFP Section	Product	Grades	Subjects	Test Administration Cycle		Shipment	Pages	Number of Copies			
						Base Contract	Renewal			Access Level for Electronic Delivery ✓			
										State	District	Schools	Overage
1	1	4.9	Test Administration Manual	4, 8, 10	W	2010, 2011	N/A	TM1-S	200	100	4 for every active school	1/15 stu+5	10%
2				4	W	2012, 2013	2014, 2015	TM1-S	150	100	4 for every active school	1/15 stu+5	10%
3				3-AD	R/M/S	2010, 2011, 2012, 2013	2014, 2015	TM1-S	400	100	4 for every active school	1/15 stu+5	10%
4				4	W prompt FT	2010, 2011, 2012, 2013	2014, 2015	TM1-R	150	100	4 for every active school	1/15 stu+5	10%
5				11-AD	R/M	2009, 2010, 2011, 2012, 2013	2014, 2015	TM1-R	175	100	4 for every active school	1/15 stu+5	10%
6	2	4.9	Instructions for Training School Coordinators and Test Administrators	4, 8, 10	W	2010, 2011	N/A	N/A	100 slides	✓	✓	✓	0%
7				4, 7, 11	W	2012, 2013	2014, 2015	N/A	100 slides	✓	✓	✓	0%
8				4, 7, 11	W prompt FT	2010 (4 only), 2011, 2012, 2013	2014, 2015	N/A	100 slides	✓	✓	✓	0%
9				3-AD	R/M/S	2010, 2011, 2012, 2013	2014, 2015	N/A	100 slides	✓	✓	✓	0%
10				11-AD	R/M	2010, 2011, 2012, 2013	2014, 2015	N/A	100 slides	✓	✓	✓	0%
11				11-AD	R/M	2010, 2011, 2012, 2013	2014, 2015	N/A	100 slides	✓	✓	✓	0%
12	1	4.9	Computer Based Test Administration Manual	7, 11	W	2012, 2013	2014, 2015	TM1-S	150	100	4 for every active school	1/15 stu+5	10%
13				7, 11	W prompt FT	2011, 2012, 2013	2014, 2015	TM1-R	150	100	4 for every active school	1/15 stu+5	10%
14				11-AD	R/M	2010, 2011, 2012, 2013	2014, 2015	TM1-R	150	100	4 for every active school	1/15 stu+5	10%
15				3-10 (Phase In)	R/M/S			TM1	200	100	4 for every active school	1/15 stu+5	10%
16					EOC Algebra I FT	2010	N/A	TM1-E2	150	100	4 for every active school	1/15 stu+5	10%
17					EOC Biology FT	2011	N/A	TM1-E2	150	100	4 for every active school	1/15 stu+5	10%
18					EOC TBD Science FT	2012	N/A	TM1-E2	150	100	4 for every active school	1/15 stu+5	10%
19					EOC Algebra I, Biology, TBD Science	2010, 2011, 2012, 2013	2014, 2015	TM1-E1 TM1-E2	250	100	4 for every active school	1/15 stu+5	10%
20	3	4.9	Instructions for Special Format Tests	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM1	12 pgs per subject/grade multiplied by 3	1	As nec.	As nec.	0%

APPENDIX A, PART 3B – Ancillary Materials Shipment Schedule & Print Quantities

Prod. No.	App. A Part 3A	RFP Section	Product	Grades	Subjects	Test Administration Cycle		Shipment	Pages	Number of Copies			
						Base Contract	Renewal			Access Level for Electronic Delivery			Overage
										State	District	Schools	
21	4	4.9	Student PreID Labels	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	NA	0	0	1/stu	0%
22	5	4.9	Student PreID Rosters	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	variable	0	0	1 per grade except Retake 1 per grade/subj	0%
23	6	4.9	Document Count Forms - Preidentified	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	2	10	15% over	2 per subj per grade	5%
24	6	4.9	Document Count Forms - Non-Preidentified	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	2	10	15% over	5 per subj per grade	5%
25	8	4.9	Online Comment Forms	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	N/A	variable	✓	✓	✓	0%
26	7	4.9	Security Checklist	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	variable	0	1	1	0%
27	9	4.9	District Materials Return Kit	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	N/A	2	1	0	0%
28	10	4.9	School Materials Return Kit	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	NA	2	0	1	0%
29	11	4.9	Return Materials (e.g., envelopes, boxes, special formats)	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	NA	0	As nec.	As nec.	0%
30	9	4.9	Bills of Lading	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	NA	0	As nec.	As nec.	0%
31	12	4.9	Paper Bands	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	NA	10	5% over	1/20 stu	0%
32	4	4.9	Wave 2 Student PreID Labels	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM3	N/A	0	0	1/stu	0%

APPENDIX A, PART 3B – Ancillary Materials Shipment Schedule & Print Quantities

Prod. No.	App. A Part 3A	RFP Section	Product	Grades	Subjects	Test Administration Cycle		Shipment	Pages	Number of Copies			
						Base Contract	Renewal			Access Level for Electronic Delivery ✓			
										State	District	Schools	Overage
33	13	4.9	Misc. Memoranda	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	ALL	50	✓	As nec.	As nec.	5000
34	14	4.9	Rulers	3, 4	M	2010, 2011, 2012, 2013	2014, 2015	TM2	1	2	15% over	1 per stu. + 5%	10%
35	15	4.9	Four-Function Calculators	N/A	N/A	2009, 2010, 2011, 2012, 2013	2014, 2015	N/A	NA	100	130,000 per year (135,000 in 2009), Distribution determined by Dept.	0	0%
36	16	4.9	Scientific Calculators	N/A	N/A	2009	N/A	N/A	NA	100	250,000 Distribution determined by Dept.	0	0

APPENDIX A, PART 3C – Ancillary Materials by Shipment

Prod. No..	App. A Part 3A	Shipment	Product	Grades	Subjects	Due Dates		Format			Shipped to
						Base Contract	Renewal	Print	508/ADA	Electronic	
1	1	TM1	Test Administration Manuals	4, 8, 10	W	Dec 18, 2009; Jan 11, 2011	N/A	✓	✓		Districts
2	1		Test Administration Manuals	4, 7, 11	W	Jan 10, 2012; Jan 8, 2013	Jan 14, 2014; Jan 13, 2015	✓	✓		Districts
3	1		Test Administration Manuals	3-AD	R/M/S	Jan 8 2010; Feb 11, 2011; Feb 10, 2012; Feb 8, 2013	Feb 7, 2014; Feb 6, 2015	✓	✓		Districts
4	1		Test Administration Manuals	4, 7, 11	W prompt Field Test	Nov 19, 2010 (grade 4 only); Nov 18, 2011; Nov 16, 2012; Nov 21, 2013	Nov 21, 2014	✓	✓		Districts
5	1		Test Administration Manuals	11-AD	R/M Fall Retake (FCAT)	Aug 28, 2009; Aug 27, 2010; Aug 26, 2011	N/A	✓	✓		Districts
6	1		Test Administration Manuals	11-AD	R/M Fall Retake (FSA)	Aug 26, 2011; Aug 24, 2012	Aug 23, 2013; Aug 14, 2014	✓	✓		Districts
7	1		Test Administration Manuals	N/A	EOC Field Tests	Apr 2, 2010 (Alg I); Apr 1, 2011 (Bio); Apr 6, 2012 (TBD Science)	N/A	✓	✓		Districts
8	1		Test Administration Manuals	N/A	EOC Semester 1	Nov 14, 2011; Nov 9, 2012	Nov 8, 2013; Nov 7, 2014	✓	✓		Districts
9	1		Test Administration Manuals	N/A	EOC Semester 2	Apr 1, 2011; Apr 6, 2012; Apr 5, 2013	Apr 4, 2014; Apr 3, 2015	✓	✓		Districts
10	1		Test Administration Manuals	11-AD	R/M Summer Retake (FCAT)	May 21, 2010; May 20, 2011; May 18, 2012	N/A	✓	✓		Districts
11	1		Test Administration Manuals	11-AD	R/M Summer Retake (FSA)	May 18, 2012; May 17, 2013	May 16, 2014; May 15, 2015	✓	✓		Districts
12	3-7, 9-13		Test Materials and Ancillary Documents*	4, 7, 11	W prompt Field Test	Nov 19, 2010 (grade 4 only); Nov 18, 2011; Nov 16, 2012; Nov 21, 2013	Nov 21, 2014	✓			Districts

*Ancillary Documents include: Instructions for Special Format Tests, Student PreID Labels, Student PreID Rosters, Preidentified and Non-Preidentified Document Count Forms, Security Checklists, District Materials Return Kit, School Materials Return Kit, Return Materials, Bills of Lading, Paper Bands, and Miscellaneous Memoranda.

APPENDIX A, PART 3C – Ancillary Materials by Shipment

Prod. No..	App. A Part 3A	Shipment	Product	Grades	Subjects	Due Dates		Format			Shipped to
						Base Contract	Renewal	Print	508/ADA	Electronic	
13	3-7, 9-13	TM2	Test Materials and Ancillary Documents*	4, 8, 10	W	Jan 22, 2009; Feb 4, 2011	N/A	✓			Districts
14	3-7, 9-13		Test Materials and Ancillary Documents*	4, 7, 11	W	Feb 3, 2012; Feb 1, 2013	Feb 7, 2014; Feb 6, 2015	✓			Districts
15	3-7, 9-13		Test Materials and Ancillary Documents*	3-AD	R/M/S	Feb 12, 2010; Mar 18, 2011; Mar 16, 2012; Mar 15, 2013	Mar 14, 2014; Mar 13, 2015	✓			Districts
16	14		Rulers	3, 4	M	Feb 12, 2010; Mar 18, 2011; Mar 16, 2012; Mar 15, 2013	Mar 14, 2014; Mar 13, 2015	✓			Districts
17	3-7, 9-13		Test Materials and Ancillary Documents*	11-AD	R/M Fall Retake (FCAT)	Sep 18, 2009; Sep 17, 2010; Sep 16, 2011	N/A	✓			Districts
18	3-7, 9-13		Test Materials and Ancillary Documents*	11-AD	R/M Fall Retake (FSA)	Sep 16, 2011; Sep 14, 2012	Sep 13, 2013; Sep 12, 2014	✓			Districts
19	3-7, 9-13		Test Materials and Ancillary Documents*	N/A	EOC Field Tests	Apr 23, 2010 (Alg I); Apr 22, 2011 (Bio); Apr 27, 2012 (TBD Science)	N/A	✓			Districts
20	3-7, 9-13		Test Materials and Ancillary Documents*	N/A	EOC Semester 1	Nov 18 & Dec 16, 2011; Nov 16 & Dec 14, 2012	Nov 15 & Dec 18, 2013; Nov 14 & Dec 17, 2014	✓			Districts
21	3-7, 9-13		Test Materials and Ancillary Documents*	N/A	EOC Semester 2	Apr 22, 2011; Apr 27, 2012; Apr 26, 2013	Apr 25, 2014; Apr 24, 2015	✓			Districts
22	3-7, 9-13		Test Materials and Ancillary Documents*	11-AD	R/M Summer Retake (FCAT)	May 28, 2010; May 27, 2011; May 25, 2012	N/A	✓			Districts
23	3-7, 9-13		Test Materials and Ancillary Documents*	11-AD	R/M Summer Retake (FSA)	May 25, 2012; May 24, 2013	May 23, 2014; May 22, 2015	✓			Districts

*Ancillary Documents include: Instructions for Special Format Tests, Student PreID Labels, Student PreID Rosters, Preidentified and Non-Preidentified Document Count Forms, Security Checklists, District Materials Return Kit, School Materials Return Kit, Return Materials, Bills of Lading, Paper Bands, and Miscellaneous Memoranda.

APPENDIX A, PART 3C – Ancillary Materials by Shipment

Prod. No..	App. A Part 3A	Shipment	Product	Grades	Subjects	Due Dates		Format			Shipped to
						Base Contract	Renewal	Print	508/ADA	Electronic	
24	N/A	Missing Materials Reports	Preliminary Missing Materials Report	4, 8, 10	W	May 12, 2010; May 25, 2011	N/A	✓		✓	Districts
25	N/A		Final Missing Materials Report	4, 8, 10	W	Jul 12, 2010; Jul 25, 2011	N/A	✓		✓	Department
26	N/A		Preliminary Missing Materials Report	4, 7, 11	W	May 30, 2012; May 29, 2013	May 28, 2014; May 27, 2015	✓		✓	Districts
27	N/A		Final Missing Materials Report	4, 7, 11	W	Jul 30, 2012; Jul 29, 2013	Jul 28, 2014; Jul 27, 2015	✓		✓	Department
28	N/A		Preliminary Missing Materials Report	3-AD	R/M/S	Jun 30, 2010; Jul 27, 2011; Jul 25, 2012; Jul 24, 2013	Jul 23, 2014; Jul 22, 2015	✓		✓	Districts
29	N/A		Final Missing Materials Report	3-AD	R/M/S	Aug 30, 2010; Sep 27, 2011; Sep 25, 2012; Sep 24, 2013	Sep 23, 2014; Sep 22, 2015	✓		✓	Department
30	N/A		Preliminary Missing Materials Report	4, 7, 11	W prompt Field Test	Feb 24, 2011 (grade 4 only); Feb 23, 2012; Feb 21, 2013	Feb 27, 2014; Feb 26, 2015	✓		✓	Districts
31	N/A		Final Missing Materials Report	4, 7, 11	W prompt Field Test	Apr 25, 2011 (grade 4 only); Apr 23, 2012; Apr 22, 2013	Apr 28, 2014; Apr 27, 2015	✓		✓	Department
32	N/A		Preliminary Missing Materials Report	11-AD	R/M Fall Retake (FCAT)	Jan 13, 2010; Jan 12, 2011; Jan 11, 2012	N/A	✓		✓	Districts
33	N/A		Final Missing Materials Report	11-AD	R/M Fall Retake (FCAT)	Mar 15, 2010; Mar 14, 2011; Mar 12, 2012	N/A	✓		✓	Department
34	N/A		Preliminary Missing Materials Report	11-AD	R/M Fall Retake (FSA)	Aug 26, 2011; Aug 24, 2012	Aug 23, 2013; Aug 14, 2014	✓		✓	Districts
35	N/A		Final Missing Materials Report	11-AD	R/M Fall Retake (FSA)	Jan 11, 2012; Jan 9, 2013	Jan 9, 2013; Jan 9, 2014; Jan 9, 2015	✓		✓	Department
36	N/A		Preliminary Missing Materials Report	N/A	EOC Field Tests	Aug 18, 2010 (Alg I); Aug 17, 2011 (Bio); Aug 22, 2012 (TBD Science)	N/A	✓		✓	Districts

APPENDIX A, PART 3C – Ancillary Materials by Shipment

Prod. No..	App. A Part 3A	Shipment	Product	Grades	Subjects	Due Dates		Format			Shipped to
						Base Contract	Renewal	Print	508/ADA	Electronic	
37	N/A	Missing Materials Reports	Final Missing Materials Report	N/A	EOC Field Tests	Oct 18, 2010 (Alg I); Oct 17, 2011 (Bio); Oct 22, 2012 (TBD Science)	N/A	✓		✓	Department
38	N/A		Preliminary Missing Materials Report	N/A	EOC Semester 1	Nov 14, 2011; Nov 9, 2012	Nov 8, 2013; Nov 7, 2014	✓		✓	Districts
39	N/A		Final Missing Materials Report	N/A	EOC Semester 1	Apr 9, 2012.	Apr 8, 2013; Apr 7, 2014; Apr 6, 2015	✓		✓	Department
40	N/A		Preliminary Missing Materials Report	N/A	EOC Semester 2	Aug 17, 2011; Aug 22, 2012; Aug 21, 2013	Aug 20, 2014; Aug 19, 2015	✓		✓	Districts
41	N/A		Final Missing Materials Report	N/A	EOC Semester 2	Oct 17, 2011; Oct 22, 2012; Oct 21, 2013	Oct 20, 2014; Oct 19, 2015	✓		✓	Department
42	N/A		Preliminary Missing Materials Report	11-AD	R/M Summer Retake (FCAT)	Sep 23, 2010; Sep 22, 2011; Sep 20, 2012	N/A	✓		✓	Districts
43	N/A		Final Missing Materials Report	11-AD	R/M Summer Retake (FCAT)	Nov 23, 2010; Nov 22, 2011; Nov 20, 2012	N/A	✓		✓	Department
44	N/A		Preliminary Missing Materials Report	11-AD	R/M Summer Retake (FSA)	Sep 20, 2012; Sep 19, 2013	Sep 18, 2014; Sep 17, 2015	✓		✓	Districts
45	N/A		Final Missing Materials Report	11-AD	R/M Summer Retake (FSA)	Nov 20, 2012; Nov 19, 2013	Nov 18, 2014; Nov 17, 2015	✓		✓	Department
46	15	Other Separate Shipments/Deliveries	Four-Function Calculators	N/A	M/S	Nov 13, 2009; Nov 12, 2010; Nov 10, 2011; Nov 9, 2012	Nov 15, 2013; Nov 14, 2014				Districts
47	16		Scientific Calculators	N/A	M/S	Sep 2, 2009	N/A				Districts
48	4		Wave 2 Student PreID Labels	ALL	ALL, Spring Administrations only	Mar 1, 2010; Apr 4, 2011; Apr 2, 2012; Apr 1, 2013	Mar 31, 2014	✓			Districts

APPENDIX A, Part 4A
RESULTS DELIVERY
PRODUCT SPECIFICATIONS AND DISTRIBUTION REQUIREMENTS

Reports of Results – General Considerations

The following requirements apply to scores for all grade levels unless otherwise indicated. This section describes the Department’s intent in regard to reporting for each subject area assessed. The contractor will develop and produce reports (listed below) containing the following types of information for each applicable administration.

The contractor will develop and produce the reports listed below.

- **SSS Writing scores** – scale scores, achievement levels, points possible, content area scores, mean content area scores for state, prompt response scores.
- **SSS Reading scores** – scale scores, achievement levels, points possible, content area scores, performance tasks scores, vertical scale scores, gain scores, up to eight years of testing history, passing scores (Grade 10 and Retake only)
- **SSS Mathematics scores** – scale scores, achievement levels, points possible, content area scores, mean content area scores for state, performance tasks scores, vertical scale scores, gain scores, up to eight years of testing history, passing scores (Grade 10 and Retake only)
- **SSS Science scores** – scale scores, achievement levels, points possible, content area scores, mean content area scores for state, performance tasks scores
- **End of Course Tests** - Raw points correct, scale scores, passing scores, pass/fail indicators, points possible, content area scores

Reports of Results – Specific Considerations

1. State Student Results File

- An electronic file provided in a medium and format agreeable to the Department that contains the complete record of item data and scores for all students tested.
- The Department will determine the file contents, format, and layout.
- The contractor will be required to establish secure FTP or Internet Sites for file sharing during the data checking and file approval phases.
- Separate files may be required for each grade level.

2. District Student Results File

- An abbreviated form of electronic State Student Results File that contains the student records for all students in the district. Item data are not included on this file.
- This fixed-file length .txt file and a copy of the file format will be posted to the contractor’s secure website for district retrieval.
- Districts will be provided several choices of physical electronic media for their results file (e.g., CD or USB drive).
- The Department will determine the file contents, format, and layout.

3. Aggregated and Disaggregated Results File (State, District and School Levels)

- An electronic file provided in a medium, and format agreeable to the Department that contains the summary totals for the state, each district and each school.
- The Department will determine the file contents, format, and layout.
- The contractor will be required to establish secure FTP or Internet Sites for file sharing during the data checking and file approval phases.
- Separate files may be required for each grade level for a subject.

- The file produced at the time of the initial reporting is an aggregate file containing all summary totals that appear on the Educator Reports.
- The disaggregated file is not produced for Retakes
- The file produced at the time of Demographic reports includes summary totals and disaggregated totals for each of the demographic categories for the state, all districts and all schools.

4. District Aggregated and Disaggregated Results file (District Level and School Levels)

- An abbreviated form of electronic Aggregated and Disaggregated Results File that contains the summary totals for the state, the district and each school in the district.
- This fixed-file length .txt file and a copy of the file format will be posted to the contractor's secure website for district retrieval.
- Districts will be provided several choices of physical electronic media for their results file (e.g., CD or USB drive).
- The Department will determine the file contents, format, and layout.
- The file produced at the time of the initial reporting is an aggregate file containing all summary totals that appear on the district's Educator Reports.
- The disaggregated file is not produced for Retakes.
- The file produced at the time of Demographic reports includes summary totals and disaggregated totals for each of the demographic categories for the state, the district and for schools in the district.

5. State Summary (Electronic PDF report)

- These results will be provided as an electronic summary file, formatted for user-friendly access via the Internet.
- Electronic PDF image of report forms on which only the statewide average scores by grade are listed.
- Image of a report which when printed will be in one color plus black.
- The number of pages will depend on the number of unique report formats needed. Grade levels with similar subtest category labels can be printed on one form; however, there may be as many as four or five different subtest category sets for some tests.

6. District Summary (Electronic PDF report)

- These results will be provided as an electronic summary file, formatted for user-friendly access via the Internet
- Electronic PDF image of report forms on which only the statewide and district average scores by grade are listed.
- Image of a report which when printed will be in one color plus black.
- The number of pages will depend on the number of unique report formats needed. Grade levels with similar subtest category labels can be printed on one form; however, there may be as many as four or five different subtest category sets for some tests.

7. State Report of Districts (Electronic PDF report)

- These results will be provided as an electronic summary file, formatted for user-friendly access via the Internet.
- Electronic PDF image of report forms on which the average scores for all school districts in the state are listed. A few statewide special schools are located in some districts, and these are not listed nor are some special school categories (e.g., home education).
- Image of a report, which when printed, will be in one color plus black.
- One report form per grade.

- District name and number (sorted by) are printed with the scores.
- Summary scores for each district and the State are included on this report.
- The number of pages will depend on formatting.
- This report is to be posted on the contractor's secure website for district access the day before the Commissioner's press release.

8. District Report of Schools (Electronic PDF report)

- These results will be provided as an electronic summary file, formatted for user-friendly access via the Internet.
- Electronic PDF image of reports on which average scores for most schools in the district are listed. A few statewide special schools are located in some districts, and these are not listed nor are some special category schools (e.g., home education); however all students in these categories receive individual student reports.
- Image of a report, which when printed, will be in one color plus black.
- One report per grade is required.
- School name and number (sorted by) are printed with the scores.
- Summary scores for the district and the State are also included on this report.
- The number of pages will depend on number of schools.
- This report is to be posted on the contractor's secure website for district access the day before the Commissioner's press release.

9. School Report of Students (Electronic PDF and printed report)

- Preprinted report forms (front and back) on which results for all students tested at the school are listed.
- Printed in one color plus black.
- One report form per grade is required.
- Student name (sorted by) and their ID numbers are printed with the scores.
- The number of pages will depend on number of students tested.
- This report will be delivered in print format.
- This report will be produced in PDF and posted on the contractor's secure website for school administrator access and download.

10. Individual Student Reports (Printed reports)

- Preprinted report forms (front and back) on which a student's scores are reported.
- Printed in one color plus black.
- One report form per grade is required.
- All student reports include the student name, Student ID number, school/district name and number, scores, subscores, and explanatory information about the scores.
- Translated text is required for interpretive information.

11. State Demographic Report of Scores (Electronic PDF report)

- These results will be provided as an electronic summary file, formatted for user-friendly access via the Internet
- Electronic PDF image of reports on which average scores for the state are listed. The scores on this report are disaggregated by various demographic categories including gender, ethnicity, disability category, ELL status, etc.
- Image of a report, which when printed, will be in one color plus black.
- One report form per grade.
- The number of pages per grade will depend on number of categories reported.

12. District Demographic Report of Scores (Electronic PDF report)

- These results will be provided as an electronic summary file, formatted for user-friendly access via the Internet.
- Electronic PDF image of reports on which average scores for each district are listed. The scores on this report are disaggregated by various demographic categories including gender, ethnicity, disability category, ELL status, etc.
- Image of a report, which when printed, will be in one color plus black.
- One report form per grade.
- The number of pages per district will depend on number of categories reported.

13. School Demographic Report (Electronic PDF report)

- These results will be provided as an electronic summary file, formatted for user-friendly access via the Internet.
- Electronic PDF image of report forms on which average scores for each school are listed. The scores on this report are disaggregated by various demographic categories including gender, ethnicity, disability category, ELL status, etc.
- Image of a report, which when printed, will be in one color plus black.
- One report form per grade.
- The number of pages per school will depend on number of categories reported.

14. Modified ISR for Parent Reporting (Electronic PDF Report)

- All student reports include the student name, Student ID number, school/district name and number, scores, subscores, and some explanatory information about the scores.
- Translated text is required for interpretive information

15. Pass Fail Labels (Printed Paper Labels)

- For Grade 10 Reading and Mathematics, Retake Reading and Mathematics, and End-of-Course Exams
- Student Name, Student ID, Scale Score or Developmental Scale Score, “Passed” or “Failed” Pass Fail Labels (Printed Paper Labels)

16. Certificates of Achievement

- Issued for Students testing in Achievement Level 5 for Reading or Mathematics or Science or Writing
- Issued for high scores on the Writing Prompt
- Multiple Subjects may be represented on the same certificates

17. Writing Image Secure CD

- District and School Level CDs composed of .pdf images of the Writing Prompt responses submitted for scoring during the Spring Administration. Each record on the CD is identified by the Grade, District, School, Student Name (Last, First MI), SID, Prompt Mode, and Final Score on the prompt response.
- The CD will be searchable on these fields.
- It will be possible to selectively print the prompt responses.
- The only prompts not included on the CD will be those that were alerted during handscoring.
- The school version of this CD includes all students in the school who took the Writing Prompt.
- The district version of the CD includes copies of all the school files for schools in the district

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
READING AND MATHEMATICS - Spring Grade 3													
1	1	State Student Results File	3	FCAT R/M	2010		Pre RD1	.txt file	✓	0	0	0	0
2	1	State Student Results File	3	FSA R/M	2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
3	2	District Student Results Files	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD1, RD6	.txt file	✓	✓	0	0	0
4	2	District Student Results Files	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4, RD7	.txt file	0	1	0	0	0
5	3	Aggregated Results File (State, District and School Levels)	3	R/M	2010, 2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
6	3	Aggregated Results File (State, District and School Levels)	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD3	.txt file	✓	✓	0	0	0
7	3	Disaggregated Results File (State, District and School Levels)	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD6	.txt file	✓	✓	0	0	0
8	3	Disaggregated Results File (State, District and School Levels)	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD7	.txt file	0	1	0	0	0
9	4	District Aggregated Results file (District Level and School Levels)	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	.txt file	0	1	0	0	0
10	4	District Disaggregated Results file (District Level and School Levels)- Demographics	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD7	.txt file	0	1	0	0	0
11	7	State Report of Districts	3	M	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
12	7	State Report of Districts	3	R	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
13	8	District Report of Schools	3	M	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
14	8	District Report of Schools	3	R	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
15	9	School Report of Students	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD1	.pdf	✓	✓	✓	0	0
16	9	School Report of Students	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	variable	0	1	2	0	0
17	10	Individual Student Reports	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	4	0	0	1/stu	0	0
18	10	Individual Student Reports	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	2	0	0	1/stu	0	0
19	10	Individual Student Reports	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	electronic medium	0	0	1 2-page pdf/stu	0	0
20	11	State Demographic Report of Scores (electronic .pdf report)	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
21	12	District Demographic Report of Scores (electronic .pdf report)	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
22	13	School Demographic Report of Scores (electronic .pdf report)	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
23	14	Modified ISR for Parent Website	3	RM	2010, 2011, 2012, 2013	2014, 2015	RD2	.pdf	0	0	0	✓	0
24	15	Certificates	3	RM	2010, 2011, 2012, 2013	2014, 2015	RD4	paper	0	0	1	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
READING AND MATHEMATICS - Spring Grades 4-10													
25	1	State Student Results File	4-10	FCAT R/M	2010		Pre RD1	.txt file	✓	0	0	0	0
26	1	State Student Results File	4-10	FSA R/M	2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
27	2	District Student Results Files	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD1, RD5	.txt file	✓	✓	0	0	0
28	2	District Student Results Files	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4, RD6	.txt file	0	1	0	0	0
29	3	Aggregated Results File (State, District and School Levels)	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
30	3	Aggregated Results File (State, District and School Levels)	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD3	.txt file	✓	✓	0	0	0
31	3	Disaggregated Results File (State, District and School Levels)	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD5	.txt file	✓	✓	0	0	0
32	4	District Aggregated Results file (District Level and School Levels)	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	.txt file	0	1	0	0	0
33	4	District Disaggregated Results file (District Level and School Levels)- Demographics	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD6	.txt file	✓	✓	0	0	0
34	4	District Aggregated Results file (District Level and School Levels)	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	.txt file	0	1	0	0	0
35	4	District Disaggregated Results file (District Level and School Levels)- Demographics	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD6	.txt file	✓	✓	0	0	0
36	5	State Summary (electronic .pdf report)	3-10	M	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
37	5	State Summary (electronic .pdf report)	3-10	R	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
38	6	District Summary (electronic .pdf file)	3-10	M	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
39	6	District Summary (electronic .pdf file)	3-10	R	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
40	7	State Report of Districts	4-10	M	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
41	7	State Report of Districts	4-10	R	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
42	8	District Report of Schools	4-10	M	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
43	8	District Report of Schools	4-10	R	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
44	9	School Report of Students	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD1	.pdf	✓	✓	✓	0	0
45	9	School Report of Students	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	variable	0	1	2	0	0
46	10	Individual Student Reports	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	4	0	0	1/stu	0	0
47	10	Individual Student Reports	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	2	0	0	1/stu	0	0
48	10	Individual Student Reports	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	electronic medium	0	0	1 2-page pdf/stu	0	0
49	11	State Demographic Report of Scores (electronic .pdf report)	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD5	.pdf	✓	✓	✓	0	0
50	12	District Demographic Report of Scores (electronic .pdf report)	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD5	.pdf	✓	✓	✓	0	0
51	13	School Demographic Report of Scores (electronic .pdf report)	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD5	.pdf	✓	✓	✓	0	0
52	14	Modified ISR for Parent Website	4-10	RM	2010, 2011, 2012, 2013	2014, 2015	RD2	.pdf	0	0	0	✓	0
53	15	Pass/Fail Labels	10	RM	2010, 2011, 2012, 2013	2014, 2015	RD4	Labels	0	0	1	0	0
54	16	Certificates	4-10	RM	2010, 2011, 2012, 2013	2014, 2015	RD4	paper	0	0	1	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
Spring FCAT AND FSA WRITING													
55	1	State Student Results File	4, 8, 10	FCAT W+	2010, 2011		Pre RD1	.txt file	✓	0	0	0	0
56	1	State Student Results File	4, 7, 11	FSA W	2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
57	2	District Student Results Files	4, 8, 10	FCAT W+	2010, 2011		RD1, RD5	.txt file	✓	✓	0	0	0
58	2	District Student Results Files	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD1, RD5	.txt file	✓	✓	0	0	0
59	2	District Student Results Files	4, 8, 10	FCAT W+	2010, 2011		RD4, RD6	.txt file	0	1	0	0	0
60	2	District Student Results Files	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD4, RD6	.txt file	0	1	0	0	0
61	3	Aggregated Results File (State, District and School Levels)	4, 8, 10	FCAT W+	2010, 2011		Pre RD1	.txt file	✓	0	0	0	0
62	3	Aggregated Results File (State, District and School Levels)	4, 7, 11	FSA W	2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
63	3	Aggregated Results File (State, District and School Levels)	4, 8, 10	FCAT W+	2010, 2011		RD3	.txt file	✓	✓	0	0	0
64	3	Aggregated Results File (State, District and School Levels)	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD3	.txt file	✓	✓	0	0	0
65	3	Disaggregated Results File (State, District and School Levels)	4, 8, 10	FCAT W+	2010, 2011		RD5	.txt file	✓	✓	0	0	0
66	3	Disaggregated Results File (State, District and School Levels)	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD5	.txt file	✓	✓	0	0	0
67	4	District Aggregated Results file (District Level and School Levels)	4, 8, 10	FCAT W+	2010, 2011		RD3	.txt file	✓	✓	0	0	0
68	4	District Aggregated Results file (District Level and School Levels)	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD3	.txt file	✓	✓	0	0	0
69	4	District Aggregated Results file (District Level and School Levels)	4, 8, 10	FCAT W+	2010, 2011		RD4	.txt file	0	1	0	0	0
70	4	District Aggregated Results file (District Level and School Levels)	4, 8, 10	FSA W	2012, 2013	2014, 2015	RD4	.txt file	0	1	0	0	0
71	4	District Disaggregated Results file (District Level and School Levels)- Demographics	4, 8, 10	FCAT W+	2010, 2011		RD6	.txt file	0	1	0	0	0
72	4	District Disaggregated Results file (District Level and School Levels)- Demographics	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD6	.txt file	0	1	0	0	0
73	5	State Summary (electronic .pdf report)	4, 8, 10	FCAT W+	2010, 2011		RD3	.pdf	✓	✓	✓	0	0
74	5	State Summary (electronic .pdf report)	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
75	6	District Summary (electronic PDF file)	4, 8, 10	FCAT W+	2010, 2011		RD3	.pdf	✓	✓	✓	0	0
76	6	District Summary (electronic PDF file)	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
77	7	State Report of Districts	4, 8, 10	FCAT W+	2010, 2011		RD3	.pdf	✓	✓	✓	0	0
78	7	State Report of Districts	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
79	8	District Report of Schools	4, 8, 10	FCAT W+	2010, 2011		RD3	.pdf	✓	✓	✓	0	0
80	8	District Report of Schools	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
81	9	School Report of Students	4, 8, 10	FCAT W+	2010, 2011		RD1	.pdf	✓	✓	✓	0	0
82	9	School Report of Students	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD1	.pdf	✓	✓	✓	0	0
83	9	School Report of Students	4, 8, 10	FCAT W+	2010, 2011		RD4	variable	0	1	2	0	0
84	9	School Report of Students	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD4	variable	0	1	2	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
85	10	Individual Student Reports	4, 8, 10	FCAT W+	2010, 2011		RD4	2	0	0	2/stu	0	0
86	10	Individual Student Reports	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD4	2	0	0	2/stu	0	0
87	10	Individual Student Reports	4, 8, 10	FCAT W+	2010, 2011		RD4	electronic medium	0	0	1 2-page pdf/stu	0	0
88	10	Individual Student Reports	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD4	electronic medium	0	0	1 2-page pdf/stu	0	0
89	11	State Demographic Report of Scores (electronic .pdf report)	4, 8, 10	FCAT W+	2010, 2011		RD5	.pdf	✓	✓	✓	0	0
90	11	State Demographic Report of Scores (electronic .pdf report)	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD5	.pdf	✓	✓	✓	0	0
91	12	District Demographic Report of Scores (electronic .pdf report)	4, 8, 10	FCAT W+	2010, 2011		RD5	.pdf	✓	✓	✓	0	0
92	12	District Demographic Report of Scores (electronic .pdf report)	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD5	.pdf	✓	✓	✓	0	0
93	13	School Demographic Report of Scores (electronic .pdf report)	4, 8, 10	FCAT W+	2010, 2011		RD5	.pdf	✓	✓	✓	0	0
94	13	School Demographic Report of Scores (electronic .pdf report)	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD5	.pdf	✓	✓	✓	0	0
95	17	Writing Image Secure CD District Level	ALL	W	2010, 2011, 2012, 2013	2014, 2015	RD6	electronic medium		1 for each school in district	0	0	0
96	17	Writing Image Secure CD School Level	ALL	W	2010, 2011, 2012, 2013	2014, 2015	RD6	electronic medium		0	1 per school	0	0
97	14	Modified ISR for Parent Website	4, 8, 10	FCAT W+	2010, 2011		RD2	.pdf	0	0	0	✓	0
98	14	Modified ISR for Parent Website	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD2	.pdf	0	0	0	✓	0
99	15	Pass/Fail Labels* Contingent on Policy Decisions	10	FCAT W+	2010, 2011		RD4	Labels	0	0	1	0	0
100	15	Pass/Fail Labels* Contingent on Policy Decisions	11	FSA W	2012, 2013	2014, 2015	RD4	Labels	0	0	1	0	0
101	16	Certificates	4, 8, 10	FCAT W+			RMS-RD4	paper	0	0	1	0	0
102	16	Certificates	4, 7, 11	FSA W			RMS-RD4	paper	0	0	1	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
Spring FCAT AND FSA SCIENCE													
103	1	State Student Results File	5, 8, 11	FCAT S	2010, 2011		Pre RD1	.txt file	✓	0	0	0	0
104	1	State Student Results File	5, 8	FSA S		2012, 2013	2014, 2015	Pre RD1	✓	0	0	0	0
105	2	District Student Results Files	5, 8, 11	FCAT S	2010, 2011		RD1	.txt file	✓	✓	0	0	0
106	2	District Student Results Files	5, 8	FSA S		2012, 2013	2014, 2015	RD1	✓	✓	0	0	0
107	2	District Student Results Files	5, 8, 11	FCAT S	2010, 2011		RD4	.txt file	0	1	0	0	0
108	2	District Student Results Files	5, 8	FSA S		2012, 2013	2014, 2015	RD4	0	1	0	0	0
109	2	District Student Results Files	5, 8, 11	FCAT S	2010, 2011		RD5	.txt file	✓	✓	0	0	0
110	2	District Student Results Files	5, 8	FSA S		2012, 2013	2014, 2015	RD5	✓	✓	0	0	0
111	2	District Student Results Files	5, 8, 11	FCAT S	2010, 2011		RD6	.txt file	0	1	0	0	0
112	2	District Student Results Files	5, 8	FSA S		2012, 2013	2014, 2015	RD6	0	1	0	0	0
113	3	Aggregated Results File (State, District and School Levels)	5, 8, 11	FCAT S	2010, 2011		PRE-RD1	.txt file	✓	0	0	0	0
114	3	Aggregated Results File (State, District and School Levels)	5, 8	FSA S		2012, 2013	2014, 2015	PRE-RD1	✓	0	0	0	0
115	3	Aggregated Results File (State, District and School Levels)	5, 8, 11	FCAT S	2010, 2011		RD3	.txt file	✓	✓	0	0	0
116	3	Aggregated Results File (State, District and School Levels)	5, 8	FSA S		2012, 2013	2014, 2015	RD3	✓	✓	0	0	0
117	4	District Aggregated Results file (District Level and School Levels)	5, 8, 11	FCAT S	2010, 2011		RD4	.txt file	0	1	0	0	0
118	4	District Aggregated Results file (District Level and School Levels)	5, 8	FSA S		2012, 2013	2014, 2015	RD4	0	1	0	0	0
119	3	Disaggregated Results File (State, District and School Levels)	5, 8, 11	FCAT S	2010, 2011		RD5	.txt file	✓	✓	0	0	0
120	3	Disaggregated Results File (State, District and School Levels)	5, 8	FSA S		2012, 2013	2014, 2015	RD5	✓	✓	0	0	0
121	4	District Disaggregated Results file (District Level and School Levels)-Demographics	5, 8, 11	FCAT S	2010, 2011		RD5	.txt file	0	1	0	0	0
122	4	District Disaggregated Results file (District Level and School Levels)-Demographics	5, 8, 11	FSA S		2012, 2013	2014, 2015	RD5	✓	✓	0	0	0
123	4	District Disaggregated Results file (District Level and School Levels)-Demographics	5, 8, 11	FCAT S	2010, 2011		RD6	.txt file	0	1	0	0	0
124	4	District Disaggregated Results file (District Level and School Levels)-Demographics	5, 8	FSA S		2012, 2013	2014, 2015	RD6	0	1	0	0	0
125	5	State Summary (electronic .pdf report)	5, 8, 11	FCAT S	2010, 2011		RD3	.pdf	✓	✓	✓	0	0
126	5	State Summary (electronic .pdf report)	5, 8	FSA S		2012, 2013	2014, 2015	RD3	✓	✓	✓	0	0
127	6	District Summary (electronic .pdf file)	5, 8, 11	FCAT S	2010, 2011		RD3	.pdf	✓	✓	✓	0	0
128	6	District Summary (Electronic .pdf file)	5, 8	FSA S		2012, 2013	2014, 2015	RD3	✓	✓	✓	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
129	7	State Report of Districts	5, 8, 11	FCAT S	2010, 2011		RD3	.pdf	✓	✓	✓	0	0
130	7	State Report of Districts	5, 8	FSA S	2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
131	8	District Report of Schools	5, 8, 11	FCAT S	2010, 2011		RD3	.pdf	✓	✓	✓	0	0
132	8	District Report of Schools	5, 8	FSA S	2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
133	9	School Report of Students	5, 8, 11	FCAT S	2010, 2011		RD1	.pdf	✓	✓	✓	0	0
134	9	School Report of Students	5, 8	FSA S	2012, 2013	2014, 2015	RD1	.pdf	✓	✓	✓	0	0
135	9	School Report of Students	5, 8, 11	FCAT S	2010, 2011		RD4	variable	0	1	2	0	0
136	9	School Report of Students	5, 8	FSA S	2012, 2013	2014, 2015	RD4	variable	0	1	2	0	0
137	10	Individual Student Reports	5, 8, 11	FCAT S	2010, 2011		RD4	2	0	0	2/stu	0	0
138	10	Individual Student Reports	5, 8	FSA S	2012, 2013	2014, 2015	RD4	2	0	0	2/stu	0	0
139	10	Individual Student Reports	5, 8, 11	FCAT S	2010, 2011		RD4	electronic medium	0	0	1 2-page .pdf/2/stu	0	0
140	10	Individual Student Reports	5, 8	FSA S	2012, 2013	2014, 2015	RD4	electronic medium	0	0	1 2-page .pdf/2/stu	0	0
141	11	State Demographic Report of Scores (electronic .pdf report)	5, 8, 11	FCAT S	2010, 2011		RD5	.pdf	✓	✓	✓	0	0
142	11	State Demographic Report of Scores (electronic .pdf report)	5, 8	FSA S	2012, 2013	2014, 2015	RD5	.pdf	✓	✓	✓	0	0
143	12	District Demographic Report of Scores (electronic .pdf report)	5, 8, 11	FCAT S	2010, 2011		RD5	.pdf	✓	✓	✓	0	0
144	12	District Demographic Report of Scores (electronic .pdf report)	5, 8	FSA S	2012, 2013	2014, 2015	RD5	.pdf	✓	✓	✓	0	0
145	13	School Demographic Report of Scores (electronic .pdf report)	5, 8, 11	FCAT S	2010, 2011		RD5	.pdf	✓	✓	✓	0	0
146	13	School Demographic Report of Scores (electronic .pdf report)	5, 8	FSA S	2012, 2013	2014, 2015	RD5	.pdf	✓	✓	✓	0	0
147	14	Modified ISR for Parent Website	5, 8, 11	FCAT S	2010, 2011		RD2	.pdf	0	0	0	✓	0
148	14	Modified ISR for Parent Website	5, 8	FSA S	2012, 2013	2014, 2015	RD2	.pdf	0	0	0	✓	0
149	16	Certificates	5, 8, 11	FCAT S	2010, 2011		RD4	paper	0	0	1	0	0
150	16	Certificates	5, 8	FSA S	2012, 2013	2014, 2015	RD4	paper	0	0	1	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
Fall Retake READING AND MATHEMATICS													
151	1	State Student Results File	Fall Retake	FCAT R/M	2009, 2010, 2011		Pre RD1	.txt file	✓	0	0	0	0
152	1	State Student Results File	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
153	2	District Student Results Files	Fall Retake	FCAT R/M	2009, 2010, 2011		RD1	.txt file	✓	✓	0	0	0
154	2	District Student Results Files	Fall Retake	FCAT R/M	2009, 2010, 2011		RD4	.txt file	0	1	0	0	0
155	2	District Student Results Files	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD1	.txt file	✓	✓	0	0	0
156	2	District Student Results Files	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD4	.txt file	0	1	0	0	0
157	3	Aggregated Results File (State, District and School Levels)	Fall Retake	FCAT R/M	2009, 2010, 2011		Pre RD1	.txt file	✓	✓	0	0	0
158	3	Aggregated Results File (State, District and School Levels)	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	✓	0	0	0
159	3	Aggregated Results File (State, District and School Levels)	Fall Retake	FCAT R/M	2009, 2010, 2011		RD2	.txt file	✓	✓	✓	0	0
160	3	Aggregated Results File (State, District and School Levels)	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD2	.txt file	✓	✓	✓	0	0
161	4	District Aggregated Results File (State, District and School Levels)	Fall Retake	FCAT R/M	2009, 2010, 2011		RD4	.txt file	0	1	0	0	0
162	4	District Aggregated Results File (State, District and School Levels)	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD4	.txt file	0	1	0	0	0
163	5	State Summary (electronic .pdf report)	Fall Retake	FCAT R/M	2009, 2010, 2011		RD2	.pdf	✓	✓	✓	0	0
164	5	State Summary (electronic .pdf report)	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0
165	6	District Summary (electronic .pdf file)	Fall Retake	FCAT R/M	2009, 2010, 2011		RD2	.pdf	✓	✓	✓	0	0
166	6	District Summary (electronic .pdf file)	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0
167	7	State Report of Districts	Fall Retake	FCAT R/M	2009, 2010, 2011		RD2	.pdf	✓	✓	✓	0	0
168	7	State Report of Districts	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0
169	8	District Report of Schools	Fall Retake	FCAT R/M	2009, 2010, 2011		RD2	.pdf	✓	✓	✓	0	0
170	8	District Report of Schools	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0
171	9	School Report of Students	Fall Retake	FCAT R/M	2009, 2010, 2011		RD1	.pdf	✓	✓	0	0	0
172	9	School Report of Students	Fall Retake	FCAT R/M	2009, 2010, 2011		RD2	.pdf	✓	✓	✓	0	0
173	9	School Report of Students	Fall Retake	FCAT R/M	2009, 2010, 2011		RD4	variable	0	1	2	0	0
174	9	School Report of Students	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD1	.pdf	✓	✓	0	0	0
175	9	School Report of Students	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0
176	9	School Report of Students	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD4	variable	0	1	2	0	0
177	10	Individual Student Reports	Fall Retake	FCAT R/M	2009, 2010, 2011		RD4	2	0	0	2/stu	0	0
178	10	Individual Student Reports	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD4	2	0	0	2/stu	0	0
179	14	Modified ISR for Parent Website	Fall Retake	FCAT R/M	2009, 2010, 2011		RD3	.pdf	0	0	0	✓	0
180	14	Modified ISR for Parent Website	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD3	.pdf	0	0	0	✓	0
181	16	Pass/Fail Labels	Fall Retake	FCAT R/M	2009, 2010, 2011		RD4	Labels	0	0	1	0	0
182	16	Pass/Fail Labels	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD4	Labels	0	0	1	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
Spring Retake READING AND MATHEMATICS													
183	1	State Student Results File	Spring Retake	FCAT R/M	2010, 2011, 2012		Pre RD1	.txt file	✓	0	0	0	0
184	2	District Student Results Files	Spring Retake	FCAT R/M	2010, 2011, 2012		RD1	.txt file	✓	✓	0	0	0
185	2	District Student Results Files	Spring Retake	FCAT R/M	2010, 2011, 2012		RD4	.txt file	0	1	0	0	0
186	3	Aggregated Results File (State, District and School Levels)	Spring Retake	FCAT R/M	2010, 2011, 2012		Pre RD1, RD3	.txt file	✓	✓	0	0	0
187	4	District Aggregated Results File (State, District and School Levels)	Spring Retake	FCAT R/M	2010, 2011, 2012		RD4	.txt file	0	1	0	0	0
188	5	State Summary (electronic .pdf report)	Spring Retake	FCAT R/M	2010, 2011, 2012		RD3	.pdf	✓	✓	✓	0	0
189	6	District Summary (electronic .pdf file)	Spring Retake	FCAT R/M	2010, 2011, 2012		RD3	.pdf	✓	✓	✓	0	0
190	7	State Report of Districts	Spring Retake	FCAT R/M	2010, 2011, 2012		RD3	.pdf	✓	✓	✓	0	0
191	8	District Report of Schools	Spring Retake	FCAT R/M	2010, 2011, 2012		RD3	.pdf	✓	✓	✓	0	0
192	9	School Report of Students	Spring Retake	FCAT R/M	2010, 2011, 2012		RD1	.pdf	✓	✓	✓	0	0
193	9	School Report of Students	Spring Retake	FCAT R/M	2010, 2011, 2012		RD4	variable	0	1	2	0	0
194	10	Individual Student Reports	Spring Retake	FCAT R/M	2010, 2011, 2012		RD4	2	0	0	2/stu	0	0
195	10	Individual Student Reports	Spring Retake	FSA R/M	2012, 2013	2014, 2015	RD4	2	0	0	2/stu	0	0
196	14	Modified ISR for Parent Website	Spring Retake	FCAT R/M	2010, 2011, 2012		RD2	.pdf	0	0	0	ü	0
197	14	Modified ISR for Parent Website	Spring Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD2	.pdf	0	0	0	✓	0
198	16	Pass/Fail Labels	Spring Retake	FCAT R/M	2010, 2011, 2012		RD4	Labels	0	0	1	0	0
199	16	Pass/Fail Labels	Spring Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD4	Labels	0	0	1	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
Summer Retake READING AND MATHEMATICS													
200	1	State Student Results File	Summer Retake	FCAT R/M	2010, 2011		Pre RD1	.txt file	✓	0	0	0	0
201	1	State Student Results File	Summer Retake	FSA R/M	2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
202	2	District Student Results Files	Summer Retake	FCAT R/M	2010, 2011		RD1	.txt file	✓	✓	0	0	0
203	2	District Student Results Files	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD1	.txt file	✓	✓	0	0	0
204	2	District Student Results Files	Summer Retake	FCAT R/M	2010, 2011		RD4	.txt file	0	1	0	0	0
205	2	District Student Results Files	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD4	.txt file	0	1	0	0	0
206	3	Aggregated Results File (State, District and School Levels)	Summer Retake	FCAT R/M	2010, 2011		Pre RD1	.txt file	✓	✓	0	0	0
207	3	Aggregated Results File (State, District and School Levels)	Summer Retake	FSA R/M	2012, 2013	2014, 2015	Pre RD1	.txt file	✓	✓	0	0	0
208	3	Aggregated Results File (State, District and School Levels)	Summer Retake	FCAT R/M	2010, 2011		RD2	.txt file	✓	✓	0	0	0
209	3	Aggregated Results File (State, District and School Levels)	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD2	.txt file	✓	✓	0	0	0
210	4	District Aggregated Results File (State, District and School Levels)	Summer Retake	FCAT R/M	2010, 2011		RD4	.txt file	0	1	0	0	0
211	4	District Aggregated Results File (State, District and School Levels)	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD4	.txt file	0	1	0	0	0
212	5	State Summary (electronic .pdf report)	Summer Retake	FCAT R/M	2010, 2011		RD2	.pdf	✓	✓	✓	0	0
213	5	State Summary (electronic .pdf report)	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0
214	6	District Summary (electronic .pdf file)	Summer Retake	FCAT R/M	2010, 2011		RD2	.pdf	✓	✓	✓	0	0
215	6	District Summary (electronic .pdf file)	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0
216	7	State Report of Districts	Summer Retake	FCAT R/M	2010, 2011		RD2	.pdf	✓	✓	✓	0	0
217	7	State Report of Districts	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
218	8	District Report of Schools	Summer Retake	FCAT R/M	2010, 2011		RD2	.pdf	✓	✓	✓	0	0
219	8	District Report of Schools	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0
220	9	School Report of Students	Summer Retake	FCAT R/M	2010, 2011		RD1	.pdf	✓	✓	0	0	0
221	9	School Report of Students	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD1	.pdf	✓	✓	0	0	0
222	9	School Report of Students	Summer Retake	FCAT R/M	2010, 2011		RD2	.pdf	✓	✓	✓	0	0
223	9	School Report of Students	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0
224	9	School Report of Students	Summer Retake	FCAT R/M	2010, 2011		RD4	variable	0	1	2	0	0
225	9	School Report of Students	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD4	variable	0	1	2	0	0
226	10	Individual Student Reports	Summer Retake	FCAT R/M	2010, 2011		RD4	2	0	0	2/stu	0	0
227	10	Individual Student Reports	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD4	2	0	0	2/stu	0	0
228	14	Modified ISR for Parent Website	Summer Retake	FCAT R/M	2010, 2011		RD3	.pdf	0	0	0	✓	0
229	14	Modified ISR for Parent Website	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD3	.pdf	0	0	0	✓	0
230	16	Pass/Fail Labels	Summer Retake	FCAT R/M	2010, 2011		RD4	Labels	0	0	1	0	0
231	16	Pass/Fail Labels	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD4	Labels	0	0	1	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
END-OF-COURSE TESTS - SEM 1 AND SEM 2													
232	1	State Student Results File	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
233	1	State Student Results File	EOC, SEM. 2	Algebra 1	2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
234	1	State Student Results File	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
235	1	State Student Results File	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
236	1	State Student Results File	EOC, Sem. 1	Other Science	2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
237	1	State Student Results File	EOC, Sem. 2	Other Science	2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
238	2	District Student Results Files	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD1(A,B), RD2, RD4, RD6	.txt file	✓	✓	0	0	0
239	2	District Student Results Files	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD1(A,B), RD2, RD4, RD6	.txt file	✓	✓	0	0	0
240	2	District Student Results Files	EOC, Sem. 1	Other Science	2013	2014, 2015	RD1(A,B), RD2, RD4, RD6	.txt file	✓	✓	0	0	0
241	2	District Student Results Files	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD1, RD2, RD4, RD6	.txt file	✓	✓	0	0	0
242	2	District Student Results Files	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD1, RD2, RD4, RD6	.txt file	✓	✓	0	0	0
243	2	District Student Results Files	EOC, Sem. 2	Other Science	2013	2014, 2015	RD1, RD2, RD4, RD6	.txt file	✓	✓	0	0	0
244	2	District Student Results Files	EOC, SEM.1	Algebra 1	2011, 2012, 2013	2014, 2015	RD5, RD7	.txt file	0	1	0	0	0
245	2	District Student Results Files	EOC, SEM. 1	Biology	2012, 2013	2014, 2015	RD5, RD7	.txt file	0	1	0	0	0
246	2	District Student Results Files	EOC, Sem. 1	Other Science	2013	2014, 2015	RD5, RD7	.txt file	0	1	0	0	0
247	2	District Student Results Files	EOC, SEM. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD5, RD7	.txt file	0	1	0	0	0
248	2	District Student Results Files	EOC, SEM. 2	Biology	2012, 2013	2014, 2015	RD5, RD7	.txt file	0	1	0	0	0
249	2	District Student Results Files	EOC, Sem. 2	Other Science	2013	2014, 2015	RD5, RD7	.txt file	0	1	0	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
250	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
251	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
252	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 1	Other Science	2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
253	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
254	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
255	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 2	Other Science	2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
256	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
257	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
258	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 1	Other Science	2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
259	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
260	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
261	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 2	Other Science	2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
262	3	Disaggregated Results File (State, District and School Levels)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD6	.txt file	✓	✓	0	0	0
263	3	Disaggregated Results File (State, District and School Levels)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD6	.txt file	✓	✓	0	0	0
264	3	Disaggregated Results File (State, District and School Levels)	EOC, Sem. 1	Other Science	2013	2014, 2015	RD6	.txt file	✓	✓	0	0	0
265	3	Disaggregated Results File (State, District and School Levels)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD6	.txt file	✓	✓	0	0	0
266	3	Disaggregated Results File (State, District and School Levels)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD6	.txt file	✓	✓	0	0	0
267	3	Disaggregated Results File (State, District and School Levels)	EOC, Sem. 2	Other Science	2013	2014, 2015	RD6	.txt file	✓	✓	0	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
268	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
269	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
270	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 1	Other Science	2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
271	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
272	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
273	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 2	Other Science	2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
274	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD5	.txt file	0	1	0	0	0
275	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD5	.txt file	0	1	0	0	0
276	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 1	Other Science	2013	2014, 2015	RD5	.txt file	0	1	0	0	0
277	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD5	.txt file	0	1	0	0	0
278	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD5	.txt file	0	1	0	0	0
279	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 2	Other Science	2013	2014, 2015	RD5	.txt file	0	1	0	0	0
280	4	District Disaggregated Results file (District Level and School Levels)-Demographics	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD7	.txt file	0	1	0	0	0
281	4	District Disaggregated Results file (District Level and School Levels)-Demographics	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD7	.txt file	0	1	0	0	0
282	4	District Disaggregated Results file (District Level and School Levels)-Demographics	EOC, Sem. 1	Other Science	2013	2014, 2015	RD7	.txt file	0	1	0	0	0
283	4	District Disaggregated Results file (District Level and School Levels)-Demographics	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD7	.txt file	0	1	0	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
284	4	District Disaggregated Results file (District Level and School Levels)- Demographics	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD7	.txt file	0	1	0	0	0
285	4	District Disaggregated Results file (District Level and School Levels)- Demographics	EOC, Sem. 2	Other Science	2013	2014, 2015	RD7	.txt file	0	1	0	0	0
286	5	State Summary (electronic .pdf report)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
287	5	State Summary (electronic .pdf report)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
288	5	State Summary (electronic .pdf report)	EOC, Sem. 1	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
289	5	State Summary (electronic .pdf report)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
290	5	State Summary (electronic .pdf report)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
291	5	State Summary (electronic .pdf report)	EOC, Sem. 2	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
292	6	District Summary (electronic .pdf file)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
293	6	District Summary (electronic .pdf file)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
294	6	District Summary (electronic .pdf file)	EOC, Sem. 1	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
295	6	District Summary (electronic .pdf file)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
296	6	District Summary (electronic .pdf file)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
297	6	District Summary (electronic .pdf file)	EOC, Sem. 2	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
298	7	State Report of Districts	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
299	7	State Report of Districts	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
300	7	State Report of Districts	EOC, Sem. 1	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
301	7	State Report of Districts	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
302	7	State Report of Districts	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
303	7	State Report of Districts	EOC, Sem. 2	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
304	8	District Report of Schools	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
305	8	District Report of Schools	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
306	8	District Report of Schools	EOC, Sem. 1	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
307	8	District Report of Schools	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
308	8	District Report of Schools	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
309	8	District Report of Schools	EOC, Sem. 2	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
310	9	School Report of Students	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD1A, RD1B, RD2	.pdf	✓	✓	0	0	0
311	9	School Report of Students	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD1A, RD1B, RD2	.pdf	✓	✓	0	0	0
312	9	School Report of Students	EOC, Sem. 1	Other Science	2013	2014, 2015	RD1A, RD1B, RD2	.pdf	✓	✓	0	0	0
313	9	School Report of Students	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD1, RD2	.pdf	✓	✓	0	0	0
314	9	School Report of Students	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD1, RD2	.pdf	✓	✓	0	0	0
315	9	School Report of Students	EOC, Sem. 2	Other Science	2013	2014, 2015	RD1, RD2	.pdf	✓	✓	0	0	0
316	9	School Report of Students	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
317	9	School Report of Students	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
318	9	School Report of Students	EOC, Sem. 1	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
319	9	School Report of Students	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
320	9	School Report of Students	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
321	9	School Report of Students	EOC, Sem. 2	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
322	9	School Report of Students	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD5	variable	0	1	2	0	0
323	9	School Report of Students	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD5	variable	0	1	2	0	0
324	9	School Report of Students	EOC, Sem. 1	Other Science	2013	2014, 2015	RD5	variable	0	1	2	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
325	9	School Report of Students	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD5	variable	0	1	2	0	0
326	9	School Report of Students	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD5	variable	0	1	2	0	0
327	9	School Report of Students	EOC, Sem. 2	Other Science	2013	2014, 2015	RD5	variable	0	1	2	0	0
328	10	Individual Student Reports	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD5	2	0	0	2/stu	0	0
329	10	Individual Student Reports	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD5	2	0	0	2/stu	0	0
330	10	Individual Student Reports	EOC, Sem. 1	Other Science	2013	2014, 2015	RD5	2	0	0	2/stu	0	0
331	10	Individual Student Reports	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD5	2	0	0	2/stu	0	0
332	10	Individual Student Reports	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD5	2	0	0	2/stu	0	0
333	10	Individual Student Reports	EOC, Sem. 2	Other Science	2013	2014, 2015	RD5	2	0	0	2/stu	0	0
334	11	State Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
335	11	State Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
336	11	State Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 1	Other Science	2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
337	11	State Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
338	11	State Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
339	11	State Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 2	Other Science	2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
340	12	District Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
341	12	District Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
342	12	District Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 1	Other Science	2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
343	12	District Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
344	12	District Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
345	12	District Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 2	Other Science	2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
346	13	School Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
347	13	School Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
348	13	School Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 1	Other Science	2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
349	13	School Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
350	13	School Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
351	13	School Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 2	Other Science	2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
352	14	Modified ISR for Parent Website	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD3	.pdf	0	0	0	✓	0
353	14	Modified ISR for Parent Website	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD3	.pdf	0	0	0	✓	0
354	14	Modified ISR for Parent Website	EOC, Sem. 1	Other Science	2013	2014, 2015	RD3	.pdf	0	0	0	✓	0
355	14	Modified ISR for Parent Website	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD3	.pdf	0	0	0	✓	0
356	14	Modified ISR for Parent Website	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD3	.pdf	0	0	0	✓	0
357	14	Modified ISR for Parent Website	EOC, Sem. 2	Other Science	2013	2014, 2015	RD3	.pdf	0	0	0	✓	0
358	16	Pass/Fail Labels	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD5	Labels	0	0	1	0	0
359	16	Pass/Fail Labels	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD5	Labels	0	0	1	0	0
360	16	Pass/Fail Labels	EOC, Sem. 1	Other Science	2013	2014, 2015	RD5	Labels	0	0	1	0	0
361	16	Pass/Fail Labels	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD5	Labels	0	0	1	0	0
362	16	Pass/Fail Labels	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD5	Labels	0	0	1	0	0
363	16	Pass/Fail Labels	EOC, Sem. 2	Other Science	2013	2014, 2015	RD5	Labels	0	0	1	0	0

**Appendix A, Part 4C
Results Delivery by Shipment Contents**

FCAT Writing+ and FSA Writing						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
							FCAT	FCAT	FSA	FSA	FSA	FSA	
PRE-RD1	Spring	4,8,10 4,7,11	W+ W	State Student Results File Aggregated Results File	Secure Web		Apr	Apr	Apr	Apr	Apr	Apr	
RD1	Spring	FCAT 4, 8, 10 FSA 4, 7, 11	W	District Student Results File School Report of Students - District and School Access	Secure Web		Apr 15	May 5	May 3	May 2	May 1	Apr 30	XC
RD2	Spring	FCAT 4, 8, 10 FSA 4, 7, 11	W	Deploy Individual Student Reports for Parents	Secure Web		Apr 16	May 6	May 4	May 3	May 2	May 1	XC
RD3	Spring	FCAT 4, 8, 10 FSA 4, 7, 11	W	Aggregated Results File	Secure Web		Apr 20	May 10	May 8	May 7	May 6	May 5	C
				District Aggregated Results File	Secure Web								
				State Summary	Secure Web								
				State Report of Districts	Secure Web								
				District Summary	Secure Web								
				District Report of Schools	Secure Web								
Understanding Reports .pdf 508 Compliant	Secure Web												
RD4	Spring	FCAT 4, 8, 10 FSA 4, 7, 11	W+	District Student Results File	Electronic Medium		Apr 22	May 12	May 10	May 9	May 8	May 8	C
				District Aggregated Results File	Electronic Medium								
				School Report of Students	Paper								
				Individual Student Reports	Paper/ Electronic Medium								
				Pass/Fail Labels	Labels								
				Understanding Reports	Print								
RD5	Spring	FCAT 4, 8, 10 FSA 4, 7, 11	W+	District Student Results File with demographic matching information	Secure Web		Jul 9	Jul 29	Jul 27	Jul 26	Jul 25	Jul 24	C
				State/District/School Report of Results (Disaggregated File)	Secure Web								
				State Demographic Report	Secure Web								
				District Demographic Report	Secure Web								
				School Demographic Report	Secure Web								
RD6	Spring	FCAT 4, 8, 10 FSA 4, 7, 11	W+	Writing Image Secure CDs	Electronic Medium		Jul 16	Aug 5	Aug 3	Aug 2	Aug 1	Jul 31	XC
				District Student Results File with demographic matching information	Electronic Medium								
				District Disaggregated Report of Results (Disaggregated File)	Electronic Medium								
		All	RMSW	FRWS!! CD	Electronic Medium								

**Appendix A, Part 4C
Results Delivery by Shipment Contents**

READING AND MATHEMATICS - Fall Retakes						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
						FCAT	FCAT	FCAT FSA	FCAT FSA	FSA	FSA	FSA	
PRE-RD1	Fall Retakes	10, 11, 12, 13, AD	RM	State Student Results File Aggregated Results File	Secure Web Secure Web	Nov	Nov	Oct	Oct		Oct 2013	Oct 2014	
RD1	Fall Retakes	10, 11, 12, 13, AD	RM	District Student Results File School Report of Students - District Access	Secure Web Secure Web	Nov 20	Nov 19	Nov 18	Nov 16		Nov 15 2013	Nov 14 2014	XC
RD2	Fall Retakes	10, 11, 12, 13, AD	RM	Aggregated Results File School Report of Students School Access State Summary State Report of Districts District Summary District Report of Schools	Secure Web Secure Web Secure Web Secure Web Secure Web Secure Web	Nov 23	Nov 22	Nov 21	Nov 19		Nov 18 2013	Nov 17 2014	C
RD3	Fall Retakes	10, 11, 12, 13, AD	RM	Deploy Individual Student Reports for Parents	Secure Web	Nov 25	Nov 24	Nov 23	Nov 21		Nov 20 2013	Nov 19 2014	XC
RD4	Fall Retakes	10, 11, 12, 13, AD	RM	District Student Results File District Aggregated Results File School Report of Students Student Pass/Fail Labels Individual Student Reports	Electronic Medium Electronic Medium Paper Labels Paper	Nov 25	Nov 24	Nov 28	Nov 26		Nov 25 2013	Nov 24 2014	C

READING AND MATHEMATICS - Spring Retakes						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
						FCAT	FCAT FCA	FCAT	FCAT				
PRE-RD1	Spring Retakes	10, 11, 12, 13, AD	RM	State Student Results File Aggregated Results File	Secure Web Secure Web		April	May	May				
RD1	Spring Retakes	10, 11, 12, 13, AD	RM	District Student Results File School Report of Students -District and School Access	Secure Web Secure Web		May 4	May 27	May 25				XC
RD2	Spring Retakes	10, 11, 12, 13, AD	RM	Deploy Individual Student Reports for Parents	Secure Web		May 6	May 31	May 29				XC
RD3	Spring Retakes	10, 11, 12, 13, AD	RM	Aggregated Results File State Summary State Report of Districts District Summary District Report of Schools	Secure Web Secure Web Secure Web Secure Web Secure Web		May 11	Jun 10	Jun 8				C
RD4	Spring Retakes	10, 11, 12, 13, AD	RM	District Student Results File District Aggregated Results File School Report of Students Pass/Fail Labels Individual Student Reports	Electronic Medium Electronic Medium Paper Labels Paper		May 11	Jun 10	Jun 8				C

**Appendix A, Part 4C
Results Delivery by Shipment Contents**

READING AND MATHEMATICS - Summer Retakes						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
						FCAT	FCAT	FSA	FSA	FSA	FSA	FSA	
PRE-RD1	Summer Retakes	10, 11, 12, 13, AD	RM	State Student Results File Aggregated Results File	Secure Web Secure Web		Jul	Jul	Jul	Jul	Jul	Jul	
RD1	Summer Retakes	10, 11, 12, 13, AD	RM	District Student Results File School Report of Students - District Access	Secure Web Secure Web		Jul 20	Jul 19	Jul 17	Jul 16	Jul 15	Jul 14	XC
RD2	Summer Retakes	10, 11, 12, 13, AD	RM	Aggregated Results File School Report of Students School Access State Summary State Report of Districts District Summary District Report of Schools	Secure Web Secure Web Secure Web Secure Web Secure Web Secure Web		Jul 22	Jul 21	Jul 19	Jul 17	Jul 16	Jul 15	C
RD3	Summer Retakes	10, 11, 12, 13, AD	RM	Deploy Individual Student Reports for Parents	Secure Web		Jul 27	Jul 26	Jul 24	Jul 23	Jul 22	Jul 21	XC
RD4	Summer Retakes	10, 11, 12, 13, AD	RM	District Student Results File District Aggregated Results File School Report of Students Student Pass/Fail Labels Individual Student Reports	Electronic Medium Electronic Medium Paper Labels Paper		Jul 27	Jul 26	Jul 24	Jul 23	Jul 22	Jul 21	C

READING AND MATHEMATICS - Spring Grade 3						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
						FCAT	FCAT	FSA	FSA	FSA	FSA	FSA	
PRE-RD1	Spring	3	RM	State Student Results File Aggregated Results File	Secure Web Secure Web		Apr	May	May	May	May	May	
RD1	Spring	3	RM	District Student Results File School Report of Students -District and School Access	Secure Web Secure Web		May 4	May 27	May 25	May 24	May 23	May 22	XC
RD2	Spring	3	RM	Deploy Individual Student Reports for Parents	Secure Web		May 6	May 31	May 29	May 28	May 27	May 26	XC
RD3	Spring	3	RM	Aggregated Results File State Report of Districts (Grade 3) District Report of Schools (Grade 3)	Secure Web Secure Web Secure Web		May 11	Jun 10	Jun 8	Jun 7	Jun 6	Jun 5	C
RD4	Spring	3	RM	District Student Results File District Aggregated Results File School Report of Students Certificates Individual Student Reports	Electronic Medium Electronic Medium Paper Paper Paper/ Electronic Medium		May 11	Jun 10	Jun 8	Jun 7	Jun 6	Jun 5	C

**Appendix A, Part 4C
Results Delivery by Shipment Contents**

READING AND MATHEMATICS Spring Grades 4-10						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
						FCAT	FCAT	FSA	FSA	FSA	FSA	FSA	
PRE-RD1	Spring	4-10	RM	State Student Results File	Secure Web		May	May	May	May	May	May	
				Aggregated Results File	Secure Web								
RD1	Spring	4-10	RM	District Student Results File	Secure Web		May 14	Jun 3	Jun 1	May 31	May 30	May 29	XC
				School Report of Students -District and School Access	Secure Web								
RD2	Spring	4-10	RM	Deploy Individual Student Reports for Parents	Secure Web		May 18	Jun 7	Jun 5	Jun 4	Jun 3	Jun 2	XC
RD3	Spring	4-10	RM	Aggregated Results File	Secure Web		May 21	Jun 10	Jun 8	Jun 7	Jun 6	Jun 5	C
				State Summary (3-10)	Secure Web								
				State Report of Districts (4-10)	Secure Web								
				District Summary (3-10)	Secure Web								
				District Report of Schools (4-10)	Secure Web								

READING AND MATHEMATICS - Spring Grades 3-10 and Retakes						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
						FCAT	FCAT	FSA	FSA	FSA	FSA	FSA	
RD4	Spring Retake	4-10 11, 12, 13, AD	RM	District Student Results File	Electronic Medium		May 21	Jun 10	Jun 8	Jun 7	Jun 6	Jun 5	C
				District Aggregated Results File	Electronic Medium								
				School Report of Students	Paper								
				Labels	Labels								
				Individual Student Reports	Paper/ Electronic Medium								
				Certificates	Paper								
RD5	Spring	3-10	RM	District Student Results File with demographic matching information	Secure Web		Aug 20	Aug 26	Aug 31	Aug 30	Aug 29	Aug 28	C
				State/District/School Report of Results (Disaggregated File)	Secure Web								
				State Demographic Report	Secure Web								
				District Demographic Report	Secure Web								
				School Demographic Report	Secure Web								
RD6	Spring	3-10	RM	District Student Results File with demographic matching information	Electronic Medium		Aug 27	Sep 2	Sep 7	Sep 6	Sep 5	Sep 4	C
				District Disaggregated Report of Results (Disaggregated File)	Electronic Medium								

Appendix A, Part 4C
Results Delivery by Shipment Contents

SCIENCE Spring FCAT Grades 5, 8, 11 or FSA Grades 5, 8						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
						FCAT	FCAT	FCAT	FSA	FSA	FSA	FSA	
PRE-RD1	Spring	FCAT 5, 8, 11 FSA 5, 8	S	State Student Results File Aggregated Results File	Secure Web Secure Web		May	May	May	May	May	May	
RD1	Spring	FCAT 5, 8, 11 FSA 5, 8	S	District Student Results File School Report of Students -District and School Access	Secure Web Secure Web		May 14	Jun 3	Jun 1	May 31	May 30	May 29	XC
RD2	Spring	FCAT 5, 8, 11 FSA 5, 8	S	Deploy Individual Student Reports for Parents	Secure Web		May 18	Jun 7	Jun 5	Jun 4	Jun 3	Jun 2	XC
RD3	Spring	FCAT 5, 8, 11 FSA 5, 8	S	Aggregated Results File State Summary State Report of Districts District Summary District Report of Schools	Secure Web Secure Web Secure Web Secure Web Secure Web		May 21	Jun 10	Jun 8	Jun 7	Jun 6	Jun 5	C
RD4	Spring	FCAT 5, 8, 11 FSA 5, 8	S	District Student Results File District Aggregated Results File School Report of Students Certificates Individual Student Reports	Electronic Medium Electronic Medium Paper Labels Paper/ Electronic Medium		May 21	Jun 10	Jun 8	Jun 7	Jun 6	Jun 5	C
RD5	Spring	FCAT 5, 8, 11 FSA 5, 8	S	District Student Results File with demographic matching information State/District/School Report of Results (Disaggregated File) State Demographic Report District Demographic Report School Demographic Report	Secure Web Secure Web Secure Web Secure Web Secure Web		Aug 20	Aug 26	Aug 31	Aug 30	Aug 29	Aug 28	
RD6	Spring	FCAT 5, 8, 11 FSA 5, 8	S	District Student Results File with demographic matching information District Disaggregated Report of Results (Disaggregated File)	Electronic Medium Electronic Medium		Aug 27	Sep 2	Sep 7	Sep 6	Sep 5	Sep 4	

Appendix A, Part 4C
Results Delivery by Shipment Contents

END-OF-COURSE TESTS - SEMESTER 1						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
									Algebra 1	Algebra 1 ----- Biology	Algebra 1 ----- Biology ----- Other Science	Algebra 1 ----- Biology ----- Other Science	
PRE-RD1	SEM 1	6-12	SEM 1 EOC	State Student Results File Aggregated Results File	Secure Web				Jan	Jan	Jan	Jan	
RD1A	SEM 1	6-12	SEM 1 EOC	District Student Results File School Report of Students - District Access	Secure Web				Dec 20 2011	Dec 18 2012	Dec 17 2013	Dec 16 2014	XC
RD1B	SEM 1	6-12	SEM 1 EOC	Preliminary District Student Results File School Report of Students - District Access	Secure Web				Jan 24	Jan 22	Jan 21	Jan 20	XC
RD2	SEM 1	6-12	SEM 1 EOC	District Student Results File School Report of Students - District Access	Secure Web				Feb 14	Feb 12	Feb 11	Feb 10	XC
RD3	SEM 1	6-12	SEM 1 EOC	Deploy Individual Student Reports for Parents	Secure Web				Feb 16	Feb 14	Feb 13	Feb 12	XC
RD4	SEM 1	6-12	SEM 1 EOC	District Student Results File School Report of Students School Access Aggregated Results File State Summary State Report of Districts District Summary District Report of Schools	Secure Web Secure Web Secure Web Secure Web Secure Web Secure Web				Feb 21	Feb 19	Feb 18	Feb 17	C
RD5	SEM 1	6-12	SEM 1 EOC	District Student Results File District Aggregated Results File School Report of Students Student Pass/Fail Labels Individual Student Reports	Electronic Medium Paper Labels Paper				Feb 21	Feb 19	Feb 18	Feb 17	C
RD6	SEM 1	6-12	SEM 1 EOC	District Student Results File with demographic matching information State/District/School Report of Results (Disaggregated File) State Demographic Report District Demographic Report School Demographic Report	Secure Web Secure Web Secure Web Secure Web Secure Web				Aug 31	Aug 30	Aug 29	Aug 28	C
RD7	SEM 1	6-12	SEM 1 EOC	District Student Results File with demographic matching information State/District/School Report of Results (Disaggregated File)	Electronic Medium Electronic Medium				Sep 7	Sep 6	Sep 5	Sep 4	C

Appendix A, Part 4C
Results Delivery by Shipment Contents

END-OF-COURSE TESTS - SEMESTER 2						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
								Algebra 1	Algebra 1 ----- Biology	Algebra 1 ----- Biology ----- Other Science	Algebra 1 ----- Biology ----- Other Science	Algebra 1 ----- Biology ----- Other Science	
PRE-RD1	SEM 2	6-12	SEM 2 EOC	Slate Student Results File Aggregated Results File	Secure Web			Jun	Jun	Jun	Jun	Jun	
RD1	SEM 2	6-12	SEM 2 EOC	Preliminary District Student Results File School Report of Students - District Access	Secure Web			Jun 7	Jun 12	Jun 11	Jun 10	Jun 9	XC
RD2	SEM 2	6-12	SEM 2 EOC	District Student Results File School Report of Students - District Access	Secure Web			Jun 28	Jul 3	Jul 2	Jul 2	Jun 30	XC
RD3	SEM 2	6-12	SEM 2 EOC	Deploy Individual Student Reports for Parents	Secure Web			Jun 30	Jul 5	Jul 5	Jul 7	Jul 2	XC
RD4	SEM 2	6-12	SEM 2 EOC	District Student Results File School Report of Students School Access District Aggregated Results File State Summary State Report of Districts District Summary District Report of Schools	Secure Web Secure Web Secure Web Secure Web Secure Web Secure Web			Jul 5	Jul 10	Jul 9	Jul 9	Jul 7	C
RD5	SEM 2	6-12	SEM 2 EOC	District Student Results File District Aggregated Results File School Report of Students Student Pass/Fail Labels Individual Student Reports	Electronic Medium Paper Labels Paper			Jul 5	Jul 10	Jul 9	Jul 9	Jul 7	C
RD6	SEM 2	6-12	SEM 2 EOC	District Student Results File with demographic matching information State/District/School Report of Results (Disaggregated File) State Demographic Report District Demographic Report School Demographic Report	Secure Web Secure Web Secure Web Secure Web			Aug 26	Aug 31	Aug 30	Aug 29	Aug 28	C
RD7	SEM 2	6-12	SEM 2 EOC	District Student Results File with demographic matching information State/District/School Report of Results (Disaggregated File)	Electronic Medium Electronic Medium			Sep 2	Sep 7	Sep 6	Sep 5	Sep 4	C

APPENDIX B

Requirements for Data Quality Control Processes

For each administration, the contractor is responsible for developing and implementing a plan to ensure the accuracy of all scanning, scoring and reporting procedures as defined in the **Scanning Specifications** (see Section 5.3), the **Calibration, Equating and Scaling Specifications** (see Section 5.4.1), and the **Reporting and File Specifications** (see Section 5.5.1). The contractor will document this quality control plan in the **Data Verification and Scoring Specifications** (see Section 5.2.1). These specifications must describe in detail the steps to be implemented to demonstrate that all policies and procedures are being followed. The contractor is responsible for drafting the Data Verification and Scoring Specifications and revising them as requested by the Department with final approval at least five months prior to each spring administration and at least four months prior to other administrations.

Mock data, as described in this appendix, must be generated and all aspects of processing, data entry, scanning, editing, scoring, and reporting must be evaluated and, if necessary, corrected and approved by the Department at least two weeks prior to the first day of testing for each administration.

The Department will have no fewer than five working days to approve any individual file. If errors are identified on the files, additional time may be required for Department review. The final files and a .pdf copy of each summary level educator report must be made available to the Department for data checking at least five (5) days prior to the posting of files. Reports may not be posted or shipped until the Department has reviewed and approved the final files and the associated reports. Once files are posted to a secure site for review, the Department must sign off on the deployment of the District Student Results files and .pdf files of educator reports posted for district and school access before the secure site may be made active for districts and schools. The parent website results must also be checked in advance of making the site live. The contractor will supply the Department with at least fifty parent logins and passwords to check each time new student results are loaded to the website.

Bidders' responses to the requirements for quality control shall indicate that they understand the procedures in this appendix. At a minimum, the Data Verification and Scoring Specifications must include verifying the elements described in this section for both mock data and actual student data. Proposals may include any additional strategies that the bidder would recommend to ensure efficient and accurate processing, scoring, and reporting of student results.

B.1. Data Processing and Scanning Verification

The data verification begins with ensuring the expected number of answer documents or computer-based student responses have been received. For paper-based testing, the contractor must capture and compare the number of used answer books returned to the number on the header (answer document count form) and compare the number of books returned to the number ordered by the school. The contractor, with assistance from the Department, will determine differences that might indicate that all books were not returned. Procedures for the contractor to follow to ensure that no books were left in schools or districts will be established by the contractor and Department. For computer-based testing, comparable procedures should be followed to ensure all responses have been properly captured. The contractor must identify schools where there are anomalies in the total numbers received and expected. The Department requires an electronic method be used for accomplishing this task and for generating a report showing the differences between the pre-identification file n-counts and the inventory of scanned returned answer documents or computer-based response records by school within each district. When a

discrepancy of more than 10 documents/records is identified, the contractor will follow up and work with the district coordinator to resolve the discrepancy.

Accurate scanning must be verified on each scanner used through the use of periodic recalibration procedures. Scanning must be monitored by the contractor between each scan run and each time a scanner is recalibrated. The **Scanning Specifications** will identify a) what scanners will be used for mock and actual scanning, b) how many scanners will be used for actual scanning, c) the scanner intensity levels that will be considered a mark, d) definition of what marks constitute a double mark or multi-mark, and e) details for monitoring the intensity levels read during scoring based on analyses of scanner output. The plan should identify what types of monitoring the contractor will be performing and what types of data will be presented to the Department to verify that the scanners are working properly through each scan run of actual scoring.

The **Scanning Specifications** shall include checking of hand entry of answer documents and headers, including those that a) contain double grids or inaccurate gridding of printed information in specified fields, b) are coded incorrectly with respect to student, school, or district identification, or c) are deemed partially or wholly unscorable or unscannable for some reason. When image scanning for handscoring encounters images that are unscannable by the regular process, those documents will need to be manually scanned and the images fed into the handscoring system.

The Scanning Specifications will include rules for editing each field on the answer book or computerized student record, noting which will be flagged, hand-checked, and corrected where necessary, and which fields will rely on scanner discrimination rules and not be hand-edited for answer documents. The scan file should include a field which indicates whether the record has been partially or completely key-entered.

Materials used for training editors will be included in the Scanning Specifications and their proper use will be verified using mock data. The Scanning Specifications will also include a description of the edit reports that will be produced to identify which books, headers, and computer records need editing, the outcome of edits, and the procedures for monitoring the edit changes. These elements and those listed below must be employed for data verification during processing and scanning.

Data Processing and Scanning Verification Elements

- a. Verify total quantities returned or submitted by schools. [processing]
- b. Ensure that all pages are correctly ordered in test books and answer books. [processing]
- c. Ensure that all answers are correctly ordered in computer-based records regardless of the order in which they were entered. [processing]
- d. Develop and test procedures to accurately handle cases that need special processing such as virtual school students, large-print documents, and Braille documents. [processing]
- e. Develop guidelines for hand edits and hand entry needed during scanning and updating computer records as necessary to ensure accurate information. [processing]
- f. Train staff to perform hand edits. [processing]
- g. Monitor and verify hand edits and hand entry. [**Hand edits should be double-key-entered for verification.**] [processing]
- h. Monitor intensity levels read by each scanner. [scanning]
- i. Conduct “every bubble” checks. Books for paper-based tests will be hand-gridded and computer-based tests will have similar mock data hand entered to check that every possible bubble/answer can be accurately picked up and routed to the correct place on the State Student Results file. [scanning]
- j. Capture information needed for response change/erasure analysis for the computer-based and paper-based tests. [scanning]

- k. Monitor reading of information on answer books, student bar codes, and other codes identifying the book. [scanning]
- l. Ensure that the correct information about the test taken is entered into the records for the computer-based test. [scanning]

B.2 Scoring and Reporting Verification

The **Calibration, Equating and Scaling Specifications** should include how the contractor will independently verify the calibrating, scaling, and equating specified in Section 5.4.1. The contractor will provide all of the resources, including software, staff support, and data files to permit parallel calibration, scoring, and equating of data during the same time period that they are producing the operational scoring tables. As part of a “dry run” process prior to actual calibration, the contractor will prepare one grade of “mock” data per subject (Grade 8 Reading, Mathematics, Science, and Writing+) using the SSR research format with matching dry run anchor parameter files. The purpose of this mock data will be to provide a vehicle for the calibration dry run; i.e., a practice check of the supporting processes and the operation of computer programs used in scaling, equating, creating adjusted item parameters, and scoring. The psychometric staff for the identified calibration team will be available for daily discussions and consultation throughout the parallel calibration periods.

The contractor will enter the scoring keys from the test defines approved by the Department. The test defines will be in an electronic format that can be read into SAS. The scoring keys will include the item identification number; item type; item location; correct answers for multiple-choice; and correct answers and scoring rules for fill-in and gridded-response items. **The Data Verification and Scoring Specifications** should include steps for the contractor and the Department to independently verify all answer keys used in the scoring of answer documents or computer-based response files. The contractor's procedures must provide for at least four people (two involved in the development of the tests and the test defines and two involved in either the production or scoring of the test) to verify each answer key, and such verification shall be based on individuals actually reading and answering each test question.

The contractor must check the accuracy and consistency of all student level data **before** submitting the files and reports to the Department. This includes details such as ensuring that all codes used on the final file are valid, that all item scores are accurate based on the students' answers shown on the file, that all scoring tables are applied correctly, that all raw scores are aggregated correctly, that all student demographic information is coded correctly, that all constructed-response scores are accurately transferred to the students' records, etc.

In addition, bidders must propose additional analyses that will help the Department ensure that the scores reported for each student are a valid representation of that student's abilities. Methods should be proposed to flag student and/or school results that appear anomalous based upon comparisons to previous test results, other test results (SSS vs. NRT), or other student or school results. Examples include, but are not limited to, erasure analyses (and comparable information from computer-based tests) or cheater detection programs. Bidders should provide a complete description of their proposed analysis and include an example of a report that has been generated as a result of this analysis.

These elements and those listed below must be included in the data verification of scoring and reporting.

Scoring and Reporting Verification Elements

- a. Arrange for actual answer books to be processed early. Some will be scanned and scored, some will be hand-entered into the computer-based system and then scored, records from the

- two systems will be merged, and all student, school, district, and state reports generated will be proofed by the contractor and Department. [scoring]
- b. Develop procedures for the contractor and the Department to independently verify the calibrating, scaling, and equating. [scoring]
 - c. Develop procedures for the contractor and the Department to independently verify the subscores and number correct, if reported. [scoring]
 - d. Verify that all items are scored correctly. [scoring]
 - e. Verify that all scale scores are assigned correctly. [scoring]
 - f. Verify that all thirds cuts have been correctly applied. [scoring]
 - g. Verify that all reader scores for constructed-response items are correctly transferred to the student's record. [scoring]
 - h. Verify that the correct number of readers scored each response. [scoring]
 - i. Verify that the final scores on hand-scored tasks are correctly calculated. [scoring]
 - j. Verify that all achievement levels are accurately assigned. [scoring]
 - k. Verify that all pass/fail indicators are accurately assigned. [scoring]
 - l. Verify that all aggregated scores are correctly rounded and reported. [scoring]
 - m. Verify records are merged properly for reading and mathematics. [reporting]
 - n. Verify computer-based and paper-based records are merged properly. [reporting]
 - o. Verify that all records have a unique identifier across all grades and subjects tested in an administration. [reporting]
 - p. Develop procedures and reports to identify duplicate student records within and across districts and grade levels and testing medium. [reporting]
 - q. Arrange for the final files and all reports of state and district results to be generated and proofed by the contractor and the Department prior to shipping or posting of web-based reports. [reporting]

Verify Mock Data

The **Data Verification and Scoring Specifications** will describe detailed plans for generating mock data to check the elements listed in this Appendix for both paper-based and computer-based testing as described in this section. In collaboration with the Department, the contractor is expected to provide full assistance in determining the requirements for mock data. The contractor will modify the procedures for each administration as requested by the Department.

All requirements for mock data pertain to both computer-based and paper-based assessment. Records coming from computer-based tests will contain a flag that indicates that the student took this test using the computer-based test for that subject. A unique identifier must be generated for all computer-based records analogous to the unique identifier assigned to all scanned answer books.

Any unique aspects of computer-based testing and combinations of computer-based and paper-based testing must also be checked.

For paper-based tests, mock answer books will be generated and scanned with headers that include incorrect counts (based on the books that follow) so that the contractor can ensure that procedures are in place to determine, and document in a log or report, if the number of answer books returned from each school is accurate.

Mock answer books will be hand gridded to verify that a) the scanner can detect books that were misprinted (e.g., pages missing, pages upside down or out of order), b) all book codes and student bar codes are properly read, c) all combinations of grids are checked, and d) each grid area is properly scanned and recorded. Each response area must be checked. That is, for each multiple-choice response, mock answer books for each form will be gridded to show that each of the three or four response choices is being scanned correctly. Comparable computer-based data will be hand entered into the computer-based testing system for verification.

Some mock answer books will have mock student labels (2-5%) with bar codes to be read and matched to a file like those provided by the districts (pre-identification file) with the student demographic information. All cases involving missing and/or incorrect information will be checked. The plan will specify exactly how each field is transferred to the final student record. The mock answer books will be used to check that each form of each test is properly scanned and all cases requiring editing are properly relayed to an editor. Comparable computer-based test data must be entered into the final computer-based system for this checking.

The mock data must also include data that are electronically generated to ensure checking of all reporting procedures. This is necessary so that all aspects of scoring and aggregating may be verified with large numbers and realistic data (rounding values like 0.3445 to the nearest whole number percentage, having more than one school reported in a district so that district totals are not the same as school totals, etc.). The contractor must verify that all scores are correctly rounded and reported.

The scanned and electronically generated data will comprise the mock data for which all files and reports will be verified. Some subscores and total scores on these mock data files may need to be generated from mock tables since actual data may not be available at this time.

The contractor should allow for four to six staff members from the Department to check these mock answer books and reports over a 5-day period at the contractor's office or scanning/scoring site. The contractor must deliver the files to the Department at least 2 business days prior to this checking. While Department staff are on site, the contractor will provide computers with computer-based tests and SAS loaded, internet access, and access to a high-speed printer.

To check the processing, scanning, scoring, and reporting elements identified in this Appendix, the mock data must include cases such as the following:

- Cases where all bubbles are checked to be sure they are being recorded properly, including student demographic information, accommodations, and item responses
- Cases to check multi-marks as well as missing data for each variable
- Cases loaded based on the preidentification files as well as cases that are added into the computer-based system by the school coordinators
- Cases to check procedures for duplicate testers in the preidentification file and direct enrollment by school coordinators
- Cases to check procedures for duplicate testers (paper and computer)
- Cases to check rules for not meeting attemptedness
- Cases for a variety of score ranges including raw scores of zero and perfect scores
- Cases to check all aspects of reporting student scores and aggregated scores, including all flags used on the data files
- Cases to check each test item response area, including tracking of changed response ("erasures")
- Cases to check that items answered in the computer-based tests in a non-sequential manner have responses associated with the correct item number in the test
- Cases to check that paper-based and computer-based records for the same student are merged and reported properly

The contractor will develop the mock test plan and the Department will approve it before gridding of hand data.

The contractor will verify that all processing, scanning, and editing are working properly and then provide the following to the Department:

- Mock answer books and the mock test plan used to enter data into the computer-based system
- Files output from the computer-based system showing raw data
- Files after editing in a format showing scored responses from both the computer-based test and the paper-based tests
- Files showing flags for each subject to readily identify if the student took the computer-based test or the paper-based test
- Scanner reports/files similar to ones that will be used to demonstrate that the scanners are working properly during actual scanning time
- Reports/files showing books or headers requiring hand edits
- Reports/files showing outcome of edits made
- Reports/files showing scan results after edits
- A student-level electronic file in the format specified by the Department
- Mock State Student Results File (electronic)
- Mock District Student Results Files (electronic)
- Mock student, school, district, and state reports (hard copy for student reports, labels and the School Report of Students; .pdf format or web-based for school, district, and state reports)

The Department's history with the FCAT program is that this process is iterative and the contractor must be prepared to regenerate files when errors are identified. The contractor will make changes to the system and procedures as deemed appropriate by the Department.

Verify Early District Scan Data

The contractor will arrange for the early processing of data from up to three regular districts and up to three special districts. The student answer documents from these districts will be scanned and comparable files for the computer-based tests will be generated.

These scan files will then be verified independently by the contractor and the Department. The contractor should allow for four to six staff members from the Department to check these answer books over a 5-day period at the contractor's office or scoring site. While Department staff are on site, the contractor will provide computers with computer-based test and SAS loaded, internet access, and printers.

Verify Final Files and Reports

After all data have been scanned and scored with final calibration tables, the contractor will generate the student and district files for the early districts checked during the scanning process and generate the state files and reports for verification, first by the contractor, and then by the Department. The student level reports, labels, certificates and the School Report of Students will be provided in hardcopy and the remainder of the reports will be provided in .pdf format to the Department.

The Department will provide approval of these reports and files before reports are posted or printed and shipped as indicated in the introduction to this appendix. After approval by the Department, the contractor will be required to post all district data files (.txt format) and school reports of students in .pdf format onto their secure website. The parent website will be prepared. Then, at a subsequent date, the state, district, and school reports in .pdf format will be posted onto their secure website and the contractor may also initiate the printing, packing, and shipping of individual student reports, labels, certificates, and School Reports of Students. The School Reports of Students are the only educator reports that are both posted in .pdf form and printed for school reference.

Verify OMR Scoring for Graduating Students

For each Retake administration, the contractor must identify each grade 12 – adult Retake student who failed a reading or mathematics test (required for graduation) by 15 or fewer scale score points, and manually verify that the machine-scored items have been scanned and scored correctly by reviewing each student’s responses and if paper-based, each student’s answer document. Manual verification of scores must be completed no later than one month following the delivery of individual student reports to the districts. If any scanning errors are detected, or if incomplete erasures affected the student’s results, the student’s score must be recalculated and evaluated. If the student now has a passing score, new student reports will be generated and shipped to the districts. Amended scores will only be produced for students who moved from failing to passing.

The contractor must provide the Department with a list of the names of all students whose answer documents were manually verified, each student’s school and district, and his/her raw scores before and after the verification. This report must be provided to the Department at least two weeks before the next Retake administration.

Appendix C
Florida Standards-based Assessment System Key, Critical (C), and Extremely Critical (XC) Activities Schedule

Activity Number	Critical Date	Base Contract					Renewal Period		ACTIVITY
		2009	2010	2011	2012	2013	2014	2015	
ADMINISTRATION									
1		Jun 1	Jun 1	Jun 1					Fall FCAT Retake - Initiate development of test administration ancillary materials
2				Jun 1	Jun 1		Jun 3 2013	Jun 2 2014	Fall FSA Retake - Initiate development of test administration ancillary materials
3		Jun 1	Jun 1	Jun 1					Fall FCAT Retake - Packaging and Distribution Specifications delivered to the Department
4		Jun 1	Jun 1	Jun 1					Fall FCAT Retake - Preidentification Specifications delivered to the Department
5				Jun 1	Jun 1		Jun 3 2013	Jun 2 2014	Fall FSA Retake - Packaging and Distribution Specifications delivered to the Department
6				Jun 1	Jun 1		Jun 3 2013	Jun 2 2014	Fall FSA Retake - Preidentification Specifications delivered to the Department
7	C	Aug 28	Aug 27	Aug 26					Fall FCAT Retake - Manuals (both paper- and computer-based) delivered to districts
8	C			Aug 26	Aug 24		Aug 23 2013	Aug 22 2014	Fall FSA Retake - Manuals (both paper- and computer-based) delivered to districts
9		Sep 2							Scientific Calculators delivered to districts
		Nov 13	Nov 12	Nov 10	Nov 9		Nov 15 2013	Nov 14 2014	Standard Calculators delivered to districts
10	XC	Sep 18	Sep 17	Sep 16					Fall FCAT Retake - Test Materials/Ancillaries and Preidentification Labels delivered to districts
11	XC			Sep 16	Sep 14		Sep 13 2013	Sep 12 2014	Fall FSA Retake - Test Materials/Ancillaries and Preidentification Labels delivered to districts
12		Oct 12-16 Oct 19-23	Oct 11-15 Oct 18-22	Oct 10-14 Oct 17-21	Oct 8-12 Oct 15-19		Oct 7-11 Oct 14-18 2013	Oct 6-10 Oct 13-17 2014	FALL RETAKE ADMINISTRATION
13			Jan 13	Jan 12	Jan 11				Fall FCAT Retake - Preliminary Missing Materials Report delivered to the districts
14			Mar 15	Mar 14	Mar 12				Fall FCAT Retake - Final Missing Materials Report delivered to the Department
15					Jan 11	Jan 9	Jan 9	Jan 10	Fall FSA Retake - Preliminary Missing Materials Report delivered to the Department
16					Mar 12	Mar 11	Mar 10	Mar 9	Fall FSA Retake - Final Missing Materials Report delivered to the Department
17		Dec 1							EOC Algebra I Field Test - Initiate development of test administration ancillary materials
18			Dec 1						EOC Biology Field Test- Initiate development of test administration ancillary materials
19				Dec 1					EOC Science Field Test - Initiate development of test administration ancillary materials

Activity Number	Critical Date	Base Contract					Renewal Period		ACTIVITY
		2009	2010	2011	2012	2013	2014	2015	
20			Jan 18	Jan 17	Jan 23				EOC FT - Packaging and Distribution Specifications delivered to the Department
21			Jan 18	Jan 17	Jan 23				EOC FT - Preidentification Specifications delivered to the Department
22			Dec 1 Algebra 1	Dec 1 Biology	Dec 1 Science				EOC - Initiate development of test administration ancillary materials for baseline tests.
22				Jan 17 Algebra I	Jan 23 Biology	Jan 21 Science			EOC - Packaging and Distribution Specifications delivered to the Department for baseline tests.
22				Jan 17 Algebra I	Jan 23 Biology	Jan 21 Science			EOC - Preidentification Specifications delivered to the Department for baseline tests.
22				Jul 1 Algebra 1	Jul 2 Algebra I, Biology	Jul 1	Jul 1		EOC - Initiate development of test administration ancillary materials for both Semesters 1 and 2
23				Aug 1 Algebra 1	Aug 1 Algebra 1, Biology	Aug 1	Aug 1		EOC - Packaging and Distribution Specifications delivered to the Department for both Semesters 1 and 2
24				Aug 1 Algebra 1	Aug 1 Algebra 1, Biology	Aug 1	Aug 1		EOC - Preidentification Specifications delivered to the Department for both Semesters 1 and 2
25			Aug 2	Aug 1	Aug 1	Aug 1	Aug 1		Writing Prompt Field Test - Initiate development of test administration ancillary materials
26			Aug 2	Aug 1	Aug 1	Aug 1	Aug 1		Writing Prompt Field Test - Packaging and Distribution Specifications delivered to the Department
27			Aug 2	Aug 1	Aug 1	Aug 1	Aug 1		Writing Prompt Field Test - Preidentification Specifications delivered to the Department
28	C			Nov 14	Nov 9	Nov 8	Nov 7		EOC (Semester 1) - All ancillary materials (manuals, work folders - both December and January administrations) delivered to districts
29	XC			Nov 18	Nov 16	Nov 15	Nov 14		EOC (Semester 1) - Secure documents - December administration ONLY - delivered to districts
30	C		Nov 19	Nov 18	Nov 16	Nov 22	Nov 21		Writing Prompt Field Test - Test and ancillary materials delivered to districts
31			Nov 30	Nov 29	Nov 27	Dec 3	Dec 2		Writing Prompt Field Test - Preidentification labels delivered to districts
32	XC			Dec 16	Dec 14	Dec 18	Dec 17		EOC (Semester 1) - Secure documents - January administration - delivered to districts
33				Dec 12-16	Jan 16-20 Dec 10-14	Jan 14-18 Dec 9-13	Jan 13-17 Dec 8-12	Jan 12-16	EOC (Semester 1) ADMINISTRATIONS
34					Apr 9	Apr 8	Apr 7	Apr 6	EOC (Semester 1) - Preliminary Missing Materials Report delivered to the districts
35					Jun 11	Jun 10	Jun 9	Jun 8	EOC (Semester 1) - Final Missing Materials Report delivered to the Department
36			Dec 7-8 Grade 4 only	Dec 6-7	Dec 4-5	Dec 10-11	Dec 9-10		WRITING PROMPT FIELD TEST ADMINISTRATION
37				Feb 24	Feb 23	Feb 21	Feb 27	Feb 26	Writing Prompt Field Test - Preliminary Missing Materials Report delivered to the districts
38				Apr 25	Apr 23	Apr 22	Apr 28	Apr 27	Writing Prompt Field Test - Final Missing Materials Report delivered to the Department

Activity Number	Critical Date	Base Contract					Renewal Period		ACTIVITY
		2009	2010	2011	2012	2013	2014	2015	
39		Aug 3	Sep 1	Sep 1	Sep 4	Sep 2	Sep 1		Writing - Initiate development of test administration ancillary materials
40		Sep 1	Oct 1	Oct 3	Oct 1	Oct 1	Oct 1		RMS - Initiate development of test administration ancillary materials
41		Oct 1	Nov 1	Nov 1	Nov 1	Nov 1	Nov 3		Writing and RMS - Packaging and Distribution Specifications delivered to the Department
42		Jul 13	Aug 12	Aug 11	Aug 16	Aug 15	Aug 14		Writing and RMS - Preidentification Specifications delivered to the Department
43	C	Dec 18		Jan 11	Jan 10	Jan 8	Jan 14	Jan 13	Writing - Test Administration Manuals delivered to districts
44	C		Jan 8	Feb 11	Feb 10	Feb 8	Feb 7	Feb 6	RMS - Test Administration Manuals delivered to districts
45	XC		Jan 22	Feb 4	Feb 3	Feb 1	Feb 7	Feb 6	Writing - Test Materials and Preidentification Labels delivered to districts
46			Feb 16-19	Mar 1-4	Feb 28-Mar 2	Feb 26-Mar 1	Mar 4-7	Mar 3-6	WRITING ADMINISTRATION
47			May 12	May 25	May 30	May 29	May 28	May 27	Writing - Preliminary Missing Materials Report delivered to the districts
48			Jul 12	Jul 25	Jul 30	Jul 29	Jul 28	Jul 27	Writing - Final Missing Materials Report delivered to the Department
49	XC		Feb 12	Mar 18	Mar 16	Mar 15	Mar 14	Mar 13	RMS - Test Materials and Preidentification Labels delivered to districts
50			Mar 16-29	Apr 18-May 2	Apr 16-27	Apr 15-26	Apr 14-28	Apr 13-24	READING, MATHEMATICS, & SCIENCE ADMINISTRATION
51			Jun 30	Jul 27	Jul 25	Jul 24	Jul 23	Jul 22	RMS - Preliminary Missing Materials Report delivered to the districts
52			Aug 30	Sep 27	Sep 25	Sep 24	Sep 23	Sep 22	RMS - Final Missing Materials Report delivered to the Department
53	C		Apr 2						EOC Algebra 1 Field Test - Ancillary materials (manuals, work folders) delivered to districts
54	C			Apr 1					EOC Biology Field Test - Ancillary materials (manuals, work folders) delivered to districts
55	C				Apr 6				EOC Science Field Test - Ancillary materials (manuals, work folders) delivered to districts
56	C		Apr 23						EOC Algebra 1 Field Test - Secure materials delivered to districts
57	C			Apr 22					EOC Biology Field Test - Secure materials delivered to districts
58	C				Apr 27				EOC Science Field Test - Secure materials delivered to districts
59			May 17-Jun 4						EOC ALGEBRA 1 FIELD TEST ADMINISTRATION
60				May 16-Jun 3					EOC BIOLOGY FIELD TEST ADMINISTRATION
61					May 21-Jun 8				EOC SCIENCE FIELD TEST ADMINISTRATION

Activity Number	Critical Date	Base Contract					Renewal Period		ACTIVITY
		2009	2010	2011	2012	2013	2014	2015	
62			Aug 18	Aug 17	Aug 22				EOC Field Test - Preliminary Missing Materials Report delivered to the districts
63			Oct 18	Oct 17	Oct 22				EOC Field Test - Final Missing Materials Report delivered to the Department
64	C			Apr 1	Apr 6	Apr 5	Apr 4	Apr 3	EOC (Semester 2) - Ancillary materials (manuals, work folders) delivered to districts
65	XC			Apr 22	Apr 27	Apr 26	Apr 25	Apr 24	EOC (Semester 2) - Secure materials delivered to districts
66				May 16-Jun 3	May 21-Jun 8	May 20-Jun 7	May 19-Jun 6	May 18-Jun 5	EOC (Semester 2) ADMINISTRATIONS
67				Aug 17	Aug 22	Aug 21	Aug 20	Aug 19	EOC (Semester 2) - Preliminary Missing Materials Report delivered to the Department
68				Oct 17	Oct 22	Oct 21	Oct 20	Oct 19	EOC (Semester 2) Final Missing Materials Report delivered to the Department
69			Feb 1	Feb 1	Feb 1				Summer FCAT Retake - Initiate development of test administration ancillary materials
70					Feb 1	Feb 1	Feb 3	Feb 2	Summer FSA Retake - Initiate development of test administration ancillary materials
71			Feb 1	Feb 1	Feb 1				Summer FCAT Retake - Packaging and Distribution Specifications delivered to the Department
72			Feb 1	Feb 1	Feb 1				Summer FCAT Retake - Preidentification Specifications delivered to the Department
73					Feb 1	Feb 1	Feb 3	Feb 2	Summer FSA Retake - Packaging and Distribution Specifications delivered to the Department
74					Feb 1	Feb 1	Feb 3	Feb 2	Summer FSA Retake - Preidentification Specifications delivered to the Department
75	C		May 21	May 20	May 18				Summer FCAT Retake - Manuals delivered to districts (both paper and computer-based)
76	C				May 18	May 17	May 16	May 15	Summer FSA Retake - Manuals delivered to districts (both paper and computer-based)
77	XC		May 28	May 27	May 25				Summer FCAT Retake - Test Materials and Preidentification Labels delivered to districts
78	XC				May 25	May 24	May 23	May 22	Summer FSA Retake - Test Materials and Preidentification Labels delivered to districts
79			Jun 21-25 Jun 28-Jul 2	Jun 20-24 Jun 27-Jul 1	Jun 18-22 Jun 25-29	Jun 17-21 Jun 24-28	Jun 16-20 Jun 23-27	Jun 15-19 Jun 22-26	SUMMER RETAKE ADMINISTRATIONS
80			Sep 23	Sep 22	Sep 20				Summer FCAT Retake - Preliminary Missing Materials Report delivered to the districts
81					Sep 20	Sep 19	Sep 18	Sep 17	Summer FSA Retake - Preliminary Missing Materials Report delivered to the districts
82			Nov 23	Nov 22	Nov 20				Summer FCAT Retake - Final Missing Materials Report delivered to the Department
83					Nov 20	Nov 19	Nov 18	Nov 17	Summer FSA - Retake Final Missing Materials Report delivered to the Department

Activity Number	Critical Date	Base Contract					Renewal Period		ACTIVITY
		2009	2010	2011	2012	2013	2014	2015	
SCORING AND REPORTING									
84		Mar	Mar	Mar					Fall Retake - FCAT Test Construction Specifications delivered to the Department
85				Mar	Mar		Mar 2013	Mar 2014	Fall Retake - FSA Test Construction Specifications delivered to the Department
86		Apr	Apr	Apr	Apr		Apr 2013	Apr 2014	Fall Retake - Data Verification Specifications delivered to the Department
87		Apr	Apr	Apr	Apr		Apr 2013	Apr 2014	Fall Retake - Report and File Specifications delivered to the Department.
88		Jun	Jun	Jun	Jun		Jun 2013	Jun 2014	Fall Retake -Scanning and Scoring Specifications delivered to the Department
89		Jun	Jun	Jun	Jun		Jun 2013	Jun 2014	Fall FCAT/FSA Retakes - Provide Scoring parameter files
90		Jul	Jul	Jul	Jul		Jul 2013	Jul 2014	Calibration, Equating , and Scaling Specifications, including sampling plan, delivered to the Department
91		Aug	Aug	Aug	Aug		Aug 2013	Aug 2014	Fall FCAT/FSA Retakes - Test Defines delivered to the Department
92		Aug	Aug	Aug	Aug		Aug 2013	Aug 2014	Provide logins and passwords to secure site for all affected districts and schools
93		Oct	Oct	Oct	Oct		Oct 2013	Oct 2014	Fall Retake - Provide logins and passwords for parents/guardians
94			Oct	Oct	Oct		Oct 2013	Oct 2014	Score second wave of field test responses from spring field test Reading, Mathematics, and Science
Ref. 12		Oct 12-16 Oct 19-23	Oct 11-15 Oct 18-22	Oct 10-14 Oct 17-21	Oct 8-12 Oct 15-19		Oct 7-11 Oct 14-18 2013	Oct 6-10 Oct 13-17 2014	FALL RETAKE ADMINISTRATION
95	XC	Nov 20	Nov 19	Nov 8	Nov 6		Nov 5 2013	Nov 4 2014	Fall Retake Results Delivery 1
96	C	Nov 23	Nov 22	Nov 9	Nov 7		Nov 6 2013	Nov 5 2014	Fall Retake Results Delivery 2
97	XC	Nov 25	Nov 24	Nov 11	Nov 9		Nov 8 2013	Nov 7 2014	Fall Retake Results Delivery 3
98	C	Nov 25	Nov 24	Nov 15	Nov 13		Nov 12 2013	Nov 11 2014	Fall Retake Results Delivery 4
99		Aug	Aug	Aug	Aug		Aug 2013	Aug 2014	EOC - Data Verification Specifications delivered to the Department
100		Aug	Aug	Aug	Aug		Aug 2013	Aug 2014	EOC - Scanning and Scoring Specifications delivered to the Department
101			Aug Algebra 1 Sem 2 only	Aug - Algebra 1, Biology	Aug		Aug 2013	Aug 2014	EOC - Report and File Specifications delivered to the Department for both Semester 1 and Semester 2
102				Nov	Nov	Nov	Nov	Nov	EOC Semester 1 - Test Defines delivered to the Department
103				Dec	Dec	Dec	Dec	Dec	EOC Semester 1 - Provide logins and passwords for parents/guardians

Activity Number	Critical Date	Base Contract					Renewal Period		ACTIVITY
		2009	2010	2011	2012	2013	2014	2015	
104				Jan	Jan	Jan	Jan	Jan	Score operational performance tasks for End of Course tests Semester 1
Ref. 33				Jan 10-14 Dec 12-16	Jan 16-20 Dec 10-14	Jan 14-18 Dec 9-13	Jan 13-17 Dec 8-12	Jan 12-16	EOC (Semester 1) ADMINISTRATIONS
105	XC			Dec 20	Dec 18	Dec 17	Dec 16		EOC Semester 1a Results Delivery 1 Preliminary Results
106	XC			Jan 18	Jan 24	Jan 22	Jan 21	Jan 20	EOC Semester 1b Results Delivery 1 Preliminary Results
107	XC			Feb 8	Feb 14	Feb 12	Feb 11	Feb 10	EOC Semester 1 - Results Delivery 2
108	XC			Feb 10	Feb 16	Feb 14	Feb 13	12-Feb	EOC Semester 1 - Results Delivery 3
109	C			Feb 15	Feb 21	Feb 19	Feb 18	Feb 17	EOC Semester 1 - Results Delivery 4
110	C			Feb 15	Feb 21	Feb 19	Feb 18	Feb 17	EOC Semester 1 - Results Delivery 5
111	C			Aug 26	Aug 31	Aug 30	Aug 29	Aug 28	EOC Semester 1 - Results Delivery 6
112	C			Sep 2	Sep 7	Sep 6	Sep 5	Sep 4	EOC Semester 1 - Results Delivery 7
Ref. 36			Dec 7-8 Grade 4 only	Dec 6-7	Dec 4-5	Dec 10-11	Dec 9-10		WRITING PROMPT FIELD TEST ADMINISTRATION
113			Jun	Jun	Jun	Jun	Jun	Jun	Score Writing field test responses from previous December's field test
114		Aug	Aug	Aug	Aug	Aug	Aug		Handscoring Specifications delivered to the Department
115		Aug	Aug	Aug	Aug	Aug	Aug		Early Return Samples for all Spring Tests delivered to the Department
116		Aug	Aug	Aug	Aug	Aug	Aug		Spring - Data Verification Specifications delivered to the Department
117		Aug	Aug	Aug	Aug	Aug	Aug		Spring - Report and File Specifications delivered to the Department for Semester 1
118		Sep	Sep	Sep	Sep	Sep	Sep		Spring Writing - Test Defines delivered to the Department
119		Nov	Nov	Nov	Nov	Nov	Nov		Spring RMS- Scanning and Scoring Specifications delivered to the Department
120			Mar	Apr	Apr	Apr	Apr	Apr	Spring Writing - Provide logins and passwords for parents/guardians
121			Feb-Mar	Mar	Mar	Mar	Mar	Mar	Spring Writing - Calibration Activities
122			Mar	Mar	Mar	Mar	Mar	Mar	Score operational prompt responses for Writing
123			April-May	April	April	April	April	April	Spring Writing - Deliver scoring Parameter files
124				Jul	Jul	Jul	Jul	Jul	Deliver Writing prompt field test and associated analyses and scale scores for each prompt to Department

Activity Number	Critical Date	Base Contract					Renewal Period		ACTIVITY
		2009	2010	2011	2012	2013	2014	2015	
125			Sep						Provide test document files to NRT contractor for use in national norming study
126				Feb					NORMING STUDY
127				Jun-Jul					Process and score answer documents from norming study
128				Jul					Provide scored file to FCAT NRT contractor
Ref. 46			Feb 16-19	Mar 1-4	Feb 28-Mar 2	Feb 26-Mar 1	Mar 4-7	Mar 3-6	WRITING ADMINISTRATION
129	XC		Apr 15	May 5	May 3	May 2	May 1	Apr 30	Writing Results Delivery 1
130	XC		Apr 16	May 6	May 4	May 3	May 2	May 1	Writing Results Delivery 2
131	C		Apr 20	May 10	May 8	May 7	May 6	May 5	Writing Results Delivery 3
132	XC		Apr 22	May 12	May 10	May 9	May 8	May 8	Writing Results Delivery 4
133	C		Jul 9	Jul 29	Jul 27	Jul 26	Jul 25	July 24	Writing Results Delivery 5
134	C		Jul 16	Aug 5	Aug 3	Aug 2	Aug 1	July 31	Writing Results Delivery 6
135		Nov	Nov	Nov	Nov	Nov	Nov		Spring RMS - Test Defines delivered to the Department
136			Mar	Mar	Mar				Spring FCAT Retakes - Provide Scoring parameter files
137			Mar - May	Apr - May	Apr - May	Apr - May	Apr - May	Apr - May	Spring Calibration Activities
138			Mar	Apr	Apr	Apr	Apr	Apr	Spring RMS - Provide logins and passwords for parents/guardians
139			Mar-Apr	Apr-May	Apr-May	Apr-May	Apr-May	Apr-May	Spring Writing - Process Calibration samples
140			Mar-Apr	Apr-May	Apr-May	Apr-May	Apr-May	Apr-May	Spring RMS - Deliver scoring Parameter files for each Spring administration
141			April-May	April-May	April-May	April-May	April-May	April-May	Score operational performance tasks for Reading, Mathematics, and Science
Ref. 50			Mar 16-29	Apr 18-May 2	Apr 16-27	Apr 15-26	Apr 14-28	Apr 13-24	READING, MATHEMATICS, & SCIENCE ADMINISTRATION
142	XC		May 4	May 27	May 25				Spring Retake Results Delivery 1
143	XC		May 6	May 31	May 29				Spring Retake Results Delivery 2
144	C		May 11	Jun 10	Jun 8				Spring Retake Results Delivery 3

Activity Number	Critical Date	Base Contract					Renewal Period		ACTIVITY
		2009	2010	2011	2012	2013	2014	2015	
145	C		May 11	Jun 10	Jun 8				Spring Retake Results Delivery 4
146	XC		May 4	May 27	May 25	May 24	May 23	May 22	Grade 3 Reading and Math Results Delivery 1
147	XC		May 6	May 31	May 29	May 28	May 27	May 26	Grade 3 Reading and Math Results Delivery 2
148	C		May 11	Jun 10	Jun 8	Jun 7	Jun 6	Jun 5	Grade 3 Reading and Math Results Delivery 3
149	C		May 11	Jun 10	Jun 8	Jun 7	Jun 6	Jun 5	Grade 3 Reading and Math Results Delivery 4
150	C		Aug 20	Aug 26	Aug 31	Aug 30	Aug 29	Aug 28	Grade 3 Reading and Math Results Delivery 5
151	C		Aug 27	Sep 2	Sep 7	Sep 6	Sep 5	Sep 4	Grade 3 Reading and Math Results Delivery 6
152	XC		May 14	Jun 3	Jun 1	May 31	May 30	May 29	Grades 4-10 Reading and Math Results Delivery 1
153	XC		May 18	Jun 7	Jun 5	Jun 4	Jun 3	Jun 2	Grades 4-10 Reading and Math Results Delivery 2
154	C		May 21	Jun 10	Jun 8	Jun 7	Jun 6	Jun 5	Grades 4-10 Reading and Math Results Delivery 3
155	C		May 21	Jun 10	Jun 8	Jun 7	Jun 6	Jun 5	Grades 4-10 Reading and Math Results Delivery 4
156	C		Aug 20	Aug 26	Aug 31	Aug 30	Aug 29	Aug 28	Grades 3-10 Reading and Math Results Delivery 5
157	C		Aug 27	Sep 2	Sep 7	Sep 6	Sep 5	Sep 4	Grades 4-10 Reading and Math Results Delivery 6
158	XC		May 14	Jun 3	Jun 1	May 31	May 30	May 29	Science Results Delivery 1
159	XC		May 18	Jun 7	Jun 5	Jun 4	Jun 3	Jun 2	Science Results Delivery 2
160	C		May 21	Jun 10	Jun 8	Jun 7	Jun 6	Jun 5	Science Results Delivery 3
161	C		May 21	Jun 10	Jun 8	Jun 7	Jun 6	Jun 5	Science Results Delivery 4
162	C		Aug 20	Aug 26	Aug 31	Aug 30	Aug 29	Aug 28	Science Results Delivery 5
163	C		Aug 27	Sep 2	Sep 7	Sep 6	Sep 5	Sep 4	Science Results Delivery 6
Ref. 59			May 17-Jun 4						EOC ALGEBRA 1 FIELD TEST ADMINISTRATION
164				Jul Algebra 1	Jul	Jul	Jul	Jul	Score field test performance tasks for Mathematics EOC tests

Activity Number	Critical Date	Base Contract					Renewal Period		ACTIVITY
		2009	2010	2011	2012	2013	2014	2015	
165				Jul, Oct	Jul, Oct	Jul, Oct	Jul, Oct	Jul, Oct	Deliver SSR files for all field tested performance tasks for EOC to Department after field test handscoring is complete.
166				Jan					EOC FT - Field test sampling specifications for Biology EOC field test administration delivered to the Department
167				Feb					EOC FT- Field test samples for Biology EOC field -test administration delivered to the Department
168					Jul	Jul	Jul	Jul	Score field test performance tasks for Science EOC tests
Ref. 60				May 16-Jun 3					EOC BIOLOGY FIELD TEST ADMINISTRATION
Ref. 61					May 21-Jun 8				EOC SCIENCE FIELD TEST ADMINISTRATION
169			Apr	Apr	Apr	Apr	Apr	Apr	EOC Semester 2 - Test Defines delivered to the Department
170				May	May	May	May	May	EOC Semester 2 - Provide logins and passwords for parents/guardians
171			Jun	Jun	Jun	Jun	Jun	Jun	Score first wave of field test responses from spring field test Reading, Mathematics, and Science
172				Jun	Jun	Jun	Jun	Jun	Score operational performance tasks for Mathematics and Science End of Course tests Semester 2
173			Aug FT Sem 2	Aug	Aug	Aug	Aug	Aug	EOC Semesters 1 and 2 - Provide Scoring parameter files
Ref. 66				May 16-Jun 3	May 21-Jun 8	May 20-Jun 7	May 19-Jun 6	May 18-Jun 5	EOC (Semester 2) ADMINISTRATIONS
174	XC			Jun 7	Jun 12	Jun 11	Jun 10	Jun 9	EOC Semester 2 - Results Delivery 1
175	XC			Jun 28	Jul 3	Jul 2	Jul 2	Jun 30	EOC Semester 2 Results Delivery 2
176	XC			Jun 30	Jul 5	Jul 5	Jul 7	Jul 2	EOC Semester 2 Results Delivery 3
177	C			Jul 5	Jul 10	Jul 9	Jul 9	Jul 7	EOC Semester 2 Results Delivery 4
178	C			Jul 5	Jul 10	Jul 9	Jul 9	Jul 7	EOC Semester 2 Results Delivery 5
179	C			Aug 26	Aug 31	Aug 30	Aug 29	Aug 28	EOC Semester 2 Results Delivery 6
180	C			Sep 2	Sep 7	Sep 6	Sep 5	Sep 4	EOC Semester 2 Results Delivery 7
181			Jan	Jan	Jan	Jan	Jan	Jan	Summer Retake - Data Verification Specifications delivered to the Department
182			Jan	Jan	Jan	Jan	Jan	Jan	Summer Retake - Report and File Specifications delivered to the Department
183			Feb	Feb	Feb	Feb	Feb	Feb	Summer Retake - Scanning and Scoring Specifications delivered to the Department
184			Apr	Apr	Apr	Apr	Apr	Apr	Summer FCAT Retake - Test Defines delivered to the Department

Activity Number	Critical Date	Base Contract					Renewal Period		ACTIVITY
		2009	2010	2011	2012	2013	2014	2015	
185			May	May	May	May	May	May	Summer FCAT/FSA Retakes - Provide Scoring parameter files
186			Jun	Jun	Jun	Jun	Jun	Jun	Summer Retake - Provide logins and passwords for parent/guardians
Ref. 79			Jun 21-25 Jun 28-Jul 2	Jun 20-24 Jun 27-Jul 1	Jun 18-22 Jun 25-29	Jun 17-21 Jun 24-28	Jun 16-20 Jun 23-27	Jun 15-19 Jun 22-26	SUMMER RETAKE ADMINISTRATIONS
187	XC		Jul 20	Jul 19	Jul 17	Jul 16	Jul 15	Jul 14	Summer Retake Results Delivery 1
188	XC		Jul 22	Jul 21	Jul 19	Jul 17	Jul 16	Jul 15	Summer Retake Results Delivery 2
189	C		Jul 27	Jul 26	Jul 24	Jul 23	Jul 22	Jul 21	Summer Retake Results Delivery 3
190	C		Jul 27	Jul 26	Jul 24	Jul 23	Jul 22	Jul 21	Summer Retake Results Delivery - 4
Research/Study/Plan									
191		Oct 2008							Review FSA Writing test design prepared by PAI and submit recommendation to Department
192		Jan							Deliver Plan for Handscoring Replication Study to the Department
193		Jan							Deliver FCAT to FSA Scale Linking Plan for Reading and Mathematics to the Department
194		Jan							Submit Research Plan and investigate calibration of standard curriculum students versus students without considering curriculum group
195		Aug							Provide a plan for conducting a comparability study between 2010 grayscale field-test items and color versions of the same items
196		Sep							Conduct and Report Results of Handscoring Replication Study to the Department
197			Jan						Deliver FCAT to FSA Scale Linking Plan for Writing and Science to the Department
198			Mar						Conduct comparability study between 2010 grayscale/color field-test items
199			May						White paper of results and recommendations on the grayscale/color comparability study
200			Jul						Conduct and report results on FCAT to FSA Linking Study for Reading and Mathematics
201			Aug						Provide camera-ready art to NRT test contractor for norming study
202				Jan					Deliver Standard Setting Workplan for Setting Achievement Levels for Reading and Mathematics
203				Jan					Deliver Vertical Scaling Workplan to the Department
204				Jul					Conduct Vertical Scaling study for the FSA Reading and Mathematics tests

Activity Number	Critical Date	Base Contract					Renewal Period		ACTIVITY
		2009	2010	2011	2012	2013	2014	2015	
205				Jul					Conduct and report results on FCAT to FSA Linking Study for Writing and Science
206				Jul					Provide scored files for the norming study to NRT Contractor for test conducted in Marh 2011
207				Nov					Deliver final report of standard setting activities for Reading and Mathematics to Department
208					Jan				Deliver Standard Setting Workplan for Setting Achievement Levels for Writing and Science
209					Nov				Deliver final report of standard setting activities for Science and Writing to Department
210							Jan		Deliver plan for Reevaluating the Vertical Scale to the Department
211							Jul		Conduct Vertical Scaling study for the FSA Reading and Marthematics tests
TEST DEVELOPMENT CENTER									
212	C	Jan							Reconstitute, update RMSW Item Bank
213		Jun	Jun	Jun	Jun	Jun	Jun	Jun	Item Bank Update
214		Dec	Dec	Dec	Dec	Dec	Dec	Dec	Item Bank Update
215		Jan	Jan	Jan	Jan	Jan	Jan		Item Development Plan
216		Jan	Jan	Jan	Jan	Jan	Jan		Item Writer Training
217		Dec	Dec	Dec	Dec	Dec	Dec		Prompt Development
218		Feb	Feb	Feb	Feb	Feb	Feb		Propose Reading Passages
219		Apr	Apr	May	May	May	May		Bias & Sensitivity Review for Reading Passages and Writing Prompts
220		Jul	Jul	Jul	Jul	Jul	Jul		Complete Item Development
221		Aug	Aug	Aug	Aug	Aug	Aug		RMSW Pilot Testing
222			Feb	Feb	Feb	Feb	Feb		Writing Prompt Pilot Testing
223		Oct	Oct	Oct	Oct	Oct	Oct		Bias & Sensitivity Review for RMSW Items
224		Nov	Nov	Nov	Nov	Nov	Nov		Item Review for RMSW Items
225			Jan	Jan	Jan	Jan	Jan	Jan	Science Item Expert Review
226			Mar	Mar	Mar	Mar	Mar	Mar	Clean Item Review/Science Expert Review Comments Applied

Activity Number	Critical Date	Base Contract					Renewal Period		ACTIVITY
		2009	2010	2011	2012	2013	2014	2015	
227			May	May	May	May	May	May	Create RMS FT Forms
228		Jan	Jan	Jan	Jan	Jan	Jan		Update Test Construction Specs
229		May	May	May	May	May	May		Construct Writing Test
230		Jul	Jul	Jul	Jul	Jul	Jul		Construct RMS Tests; RM Spring Retakes
231		Apr	Apr	Apr	Apr	Apr	Apr		Construct RM Fall Retakes
232		Nov	Nov	Nov	Nov	Nov	Nov	Nov	Construct RM Summer Retakes
233		May	May	May	May	May	May		RM Fall Retake CRA
234		Sep	Sep	Sep	Sep	Sep	Sep		Spring Writing Operational/December Field Test forms - camera ready art
235		Aug	Aug	Aug	Aug	Aug	Aug		OP W CRA
236		May	May	May	May	May	May		RMS FT Forms CRA
237		Oct	Oct	Nov	Nov	Nov	Nov		Spring Reading/Math/Science/Retakes test forms - camera ready art
238		June	June	June	June	June	June		Fall Retakes test forms - digital proof review
239		Sep	Oct	Oct	Oct	Oct	Oct		Spring Writing Operational/December Field Test forms - digital proof review
240		Oct	Oct	Nov	Nov	Nov	Nov		Spring Reading/Math/Science/Retakes test forms - digital proof review
241			Jan	Jan	Jan	Jan	Jan	Jan	RM Summer Retake CRA
242			Mar	Mar	Mar	Mar	Mar	Mar	Summer Retakes test forms -digital proof review
243		May	May	May	May	May	May		FCAT Productions Specifications
244		Apr	Apr	Apr	Apr	Apr	Apr		FCAT Style Guide
245		Jul	Jul	Jul	Jul	Jul	Jul		RM Fall Retake Braille & LP CRA
246		Sep	Sep	Sep	Sep	Sep	Sep		OP Writing Braille & LP CRA
247		Nov	Nov	Dec	Dec	Dec	Dec		RMS OP Braille & LP CRA
248		Jan	Jan	Jan	Jan	Jan	Jan		RM Summer Retake Braille & LP CRA

Activity Number	Critical Date	Base Contract					Renewal Period		ACTIVITY
		2009	2010	2011	2012	2013	2014	2015	
INTERPRETIVE PRODUCTS									
248		Mar 31	Mar 31	Mar 31	Mar 31	Mar 31	Mar 31	Mar 31	Conduct meeting with DOE to design & plan IP schedules and products.
249			Jun 30	Jun 30	Jun 30	Jun 30	Jun 30	Jun 30	Provide DOE with subcontractor and vendor report.
250			Dec 31	Dec 31	Dec 31	Dec 31	Dec 31	Dec 31	Provide DOE with subcontractor and vendor report.
251			May 31	May 31	May 31	May 31	May 31	May 31	Develop IP Specifications Guide and revise annually.
252			May 31	May 31	May 31	May 31	May 31	May 31	Design/redesign IP covers.
253			Jun 30		Jun 30		Jun 30		Begin planning IP Advisory Meeting (excluding hotel contract and committee invitations).
254			Sep 30		Sep 30		Sep 30		Conduct IP Advisory Meetings.
255		Jan 31							Begin development of 2010 <i>Sample Test Materials</i> scheduled for district delivery early Nov. 2009.
256		Jun 30	Jun 30	Jun 30	Jun 30	Jun 30	Jun 30		Begin development of <i>Sample Test Materials</i> .
257	C	Nov 6	Nov 5	Nov 4	Nov 9	Nov 8	Nov 7		Deliver <i>Sample Test Materials</i> print, large-print, and braille shipments to districts and deliver ADA-compliant pdf files to DOE (IP1).
258				Jun 30	Jun 30	Jun 30	Jun 30		Begin development of <i>CBT Sample Test Materials</i> .
259	C				Nov 9	Nov 8	Nov 7		Deliver <i>CBT Sample Test Materials</i> on computer to students and on CD to districts for educators (IP1).
260		May 31	May 31	May 31	May 31	May 31	May 31		Begin work on <i>Keys to Florida's Tests</i> .
261			Jan 8	Feb 11	Feb 10	Feb 8	Feb 7	Feb 6	Deliver to schools <i>Keys to Florida's Tests</i> in standard format print and braille and deliver ADA-compliant files to DOE (TM1).
262		Sep 30	Sep 30	Sep 30	Sep 30	Sep 30	Sep 30		Begin work on <i>Understanding FSA Reports</i> .
263	C		Apr 19	May 6	May 8	May 3	May 2	May 1	Deliver <i>Understanding FSA Reports</i> ADA-compliant pdf files to DOE (RD1).
264	C		Apr 23	May 13	May 11	May 10	May 9	May 8	Deliver <i>Understanding FSA Reports</i> print shipments to districts (RD4).
265		Oct 31	Oct 31	Oct 31	Oct 31	Oct 31	Oct 31		Begin work on Florida Reads! Writes! Solves! Inquires! CD
266			Jul 16	Aug 5	Aug 3	Aug 2	Aug 1	Jul 31	Deliver Florida Reads! Writes! Solves! Inquires! CD to districts (RD6).
267					Oct 31		Oct 31		Begin work on short-response and extended-response training sets for website.
268						Aug 2		Jul 31	Deliver to DOE ADA-compliant short-response and extended-response sets for posting to DOE website (RD6).
269					Sep 30	Sep 30	Sep 30		Begin work on released tests for DOE website.

Activity Number	Critical Date	Base Contract					Renewal Period		ACTIVITY
		2009	2010	2011	2012	2013	2014	2015	
270						Aug 31	Aug 31	Aug 31	Deliver to DOE ADA-compliant released tests pdf files for posting to DOE website and braille versions, as required.
271									Begin work on <i>Test Item Specifications</i> for Other Science EOC for educator meetings.
272		Sep 30							Educator committee meetings to review <i>Test Item Specifications</i> for Other Science EOC.
273							Jan 31		Begin work on <i>Test Items Specifications</i> for Math, Science, Algebra 1 EOC, Biology, and Other Science EOC for educator meetings.
274							Aug 31		Educator committee meetings to review <i>Test Items Specifications</i> for Math, Science, Algebra 1 EOC, Biology, and Other Science EOC.
275		Sep 30					Sep 30		Revise <i>Test Items Specifications</i> for Math, Science, Algebra 1 EOC, Biology, and Other Science EOC.
276	C		Sep 30						Deliver to DOE ADA-compliant pdf files of <i>Test Items Specifications</i> for Math, Science, Algebra 1 EOC, Biology, and Other Science EOC.
277							Oct 31		Begin work on <i>Test Item Specifications</i> for Reading and Writing for educator meetings.
278								May 31	Educator committee meetings to review <i>Test Item Specifications</i> for Reading and Writing .
279			Jun 30					Jun 30	Revise <i>Test Item Specifications</i> for Reading and Writing.
280	C			Sep 30					Deliver to DOE ADA-compliant pdf files of <i>Test Item Specifications</i> for Reading and Writing.
281					Oct 31				Begin data analyses work on Reading and Math <i>Lessons Learned in preparation</i> for educator meetings.
282						Sep 30			Educator committee meetings for Reading and Math <i>Lessons Learned</i> .
283							Nov 7		Deliver print shipments of Reading and Math <i>Lessons Learned</i> to districts and deliver ADA-compliant pdf files to DOE (IP1).
284						Oct 31			Begin data analyses work on Science and Writing <i>Lessons Learned</i> in preparation for educator meetings.
285							Sep 30		Educator committee meetings for Science and Writing <i>Lessons Learned</i> .
286								Nov 6	Deliver print shipments of Science and Writing <i>Lessons Learned</i> to districts and ADA-compliant pdf files to DOE (IP1).
287			Jan 31			Jan 31			Begin work on <i>FSA Handbook</i> .
288				Nov 4			Nov 7		Deliver print shipments of <i>FSA Handbook</i> to districts and deliver ADA-compliant pdf files to DOE (IP1).

APPENDIX D

Requirements for Scoring Performance Items

This appendix supplements the RFP description of the procedures required for scoring performance items on Florida's reading, writing, mathematics, and science tests. The RFP requires that all student responses be processed and scored by at least two readers using imaging technology or other technological applications that are equally responsive to the test administration and reporting schedule. The Department desires to implement processes that are reliable and valid as well as efficient in terms of time and expenditures. Therefore, contractors must, at a minimum, follow the processes described in this appendix. Enhancements to these processes are acceptable when approved by the Department. For example, the contractor may propose alternate methods for presenting student responses to educator committees. For all educator meetings, the Department will hold concurrent meetings for subjects and grades whenever possible.

D.1 Overview of Handscoring of Responses to Writing Prompts

Florida's scoring rubric for its writing prompts is on a six point scale. Given the complex nature of such a rubric, there are additional processes required that are not used in the scoring of reading mathematics and science. Field testing of prompts is carried out each December, and these prompts are accompanied by multiple-choice items in order to scale the writing prompt scores onto a reporting scale. Rangefinding for the December field test responses is conducted each spring. During rangefinding, educators read and score student responses, and these scored responses are used to create training materials for field test scoring in the summer. The contractor scores these responses in early summer in order to have statistics available for the selection of writing prompts for the next operational test. This meeting is conducted by Department staff in early August, and the prompts are incorporated into the production of spring tests. The Department holds Rangefinder Selection in the early fall to score additional field test responses to create operational training sets. These sets are used during Rangefinder Review for writing, where Department and contractor staff meet to create operational training material. Following Rangefinder Review, frequent communication between Department and contract staff can be expected as the structure of training sets and wording of annotations to be used during scorer training is created and finalized. For all scoring of writing tasks, readers will be trained and will qualify to score essays from one prompt.

D.2 Conduct Field Test Rangefinding Meetings for Writing

The contractor will be responsible for organizing and implementing meetings to select training papers for scoring the field test prompts (from the December administration). The meetings take place in the spring in Tallahassee and will involve Florida educators, Department staff, and the contractor's scoring directors and assistant directors.

The contractor's subject area lead scoring directors, subject/grade scoring directors, and assistant scoring directors will participate in meetings with up to 12 Florida educators and a Department staff member, who will serve as chair. Separate meetings four to five days in length will be conducted for each subject/grade combination for a span of up to three weeks, however, these meetings will be held concurrently if at all possible.

The contractor should provide the most recent anchor set for use as calibration and other routine meeting handouts, such as the rubric and scorer bias information necessary for scoring. These materials should be placed in stand-up notebooks. For each performance task, the contractor will select from samples of 1000 student responses that represent a full range of responses to the task. For each prompt, the responses will be grouped in two packages of 20 representing the following range of responses: full range; high; middle; low. Each packet will be duplicated for each person participating in the selection meeting. The contractor should have at least 200 additional responses on site to be duplicated if required.

The contractor's staff will maintain a record of all scores assigned and will keep notes during the selection process to document the rationale for assigning scores. Following the meeting, the contractor's staff will conference with Department staff to finalize the selection of student responses to be used as rangefinders and to identify others that may be used as training, qualifying, and validity responses (approximately 10 papers in each of these sets). Following the rangefinding meetings, the contractor's staff is responsible for selecting training, qualifying, and validity responses and for annotating rangefinder and training responses. Requirements for selecting validity sets are identified in the following section. Contractor staff is also responsible for developing as part of the scoring guides any additional scoring notes or criteria required to conduct accurate scoring of the performance tasks. The Department will approve all selections, annotations, or other materials to be used in training. See section 5.4.4.4 for associated work tasks.

D.3 Conduct Rangefinder Selection for Operational Prompt Responses for Writing

After spring operational prompts have been selected and prior to conducting Rangefinder Review meetings for Writing, contractor staff and Department staff will meet with a group of up to 12 Florida educators per grade in Tallahassee in the fall to select rangefinder and qualifier papers that will be used to score the spring writing assessment. A Department representative will act as chair. These meetings will also be used to complete notes and address any scoring issues that might have been observed during the field test scoring of the prompts.

The contractor will prepare necessary materials to include approximately 160 papers arranged as described in the *Handscoring Specifications* and to include 250 additional responses from the field test. These responses should represent the full range of achievement. The contractor will provide copies of the original calibration set and other essential materials in stand-up notebooks. The calibration set will be used for scoring the responses under consideration at this meeting. Hard copies of the responses or electronic presentations of all responses must be provided. The quality of the presentation of the responses must meet Department standards.

The contractor's staff will maintain a record of all scores assigned and will keep notes during the selection process to document the rationale for assigning scores. Following the rangefinder selection meetings, the contractor's staff is responsible for selecting anchor (rangefinder), training, qualifying, and validity responses and for annotating anchor, training, and qualifying responses. See section 5.4.4.4 for associated work tasks.

D.4 Conduct Rangefinder Review Meetings for Writing

After the Rangefinder Selection meeting, the contractor will be responsible for organizing and implementing meetings to finalize the selection of anchor (rangefinder), qualifying, training, and preliminary validity responses for the scoring of the prompt responses in the spring. The meetings take place in Tallahassee in the fall. Separate meetings four to five days in length will be conducted for each subject/grade combination for a span of up to three weeks, however, these meetings will be held concurrently if at all possible. Only contractor and Department staff attend these meetings.

The contractor will have prepared all anchor (rangefinder), qualifying, training, and preliminary validity response sets as a prerequisite for this meeting. The sets will be rearranged and blind scored against the original calibration anchor set. The contractor's writing team, including the lead scoring director, grade-level scoring directors, and assistant scoring directors, will participate in the meetings with a Department staff member, who will serve as chair.

The contractor's staff will record scores and maintain notes during the selection process to document the rationale for assigning scores. The contractor's staff is also responsible for developing any additional scoring notes or criteria and annotations required to conduct an accurate scoring of the performance tasks, and this information will be included as part of the scoring guides. Requirements for

selecting validity sets are identified in the following section. The Department will approve all selections, annotations, or other materials to be used in training. See section 5.4.4.4 for associated work tasks.

D.5 Overview of Handscoring of Responses to Reading, Mathematics, and Science Performance Tasks and End-of-Course Constructed Responses

Florida's scoring rubrics for performance task items are on a four point scale for extended-response items and a two point scale for short-response items. Each item type is found in each performance task grade for reading mathematics and science. End-of-course tests contain two point constructed-response items and four point constructed response items. Field testing of items occurs in the spring of each year with items embedded within the operational test. Near the end of operational scoring, contractor staff will begin selecting responses that represent a full range of student work. These responses will be presented to educator committees in mid- spring at field test Rangefinding meetings. From these meetings, complete training and qualifying sets are created to train scorers. Approximately half of the field test items are scored in late spring. Every effort is made to expedite scoring in order to have statistics available to use the items to construct the following year's operational tests. The remainder of the field test responses are presented to a second wave of field test rangefinding committees in the fall. Following these meetings, materials are prepared and the items are scored in late fall, with statistics generated in time for inclusion in the December delivery of the item bank. For the performance tasks and constructed response items selected for operational use, Rangefinder Review meetings are held in late November and early December to review the training and qualifying sets, and to address any new issues found during the most recent operational or field test use. This is a non-educator meeting. Following this meeting, training, qualifying and initial validity material is organized for scorer training.

For the training of scorers, each reader will be trained to score a set of responses to either two or three performance tasks. This provides a more thorough grounding in Florida's holistic scoring philosophy and ensures that qualified scorers are capable of providing accurate scores. Scoring materials will be developed for each set of two or three performance tasks or for individual tasks, as required, to reflect these scoring assignments. For the actual scoring of reading, mathematics, and science tasks, scorers will be assigned to score only one item. See section 5.4.4.4 for associated work tasks.

D.6 Conduct Field-Test Rangefinding Meetings for Reading, Mathematics, and Science

Prior to the scoring of responses to performance tasks and constructed-response items field tested during the spring administrations, the contractor will be responsible for organizing and implementing meetings to select training papers for the tasks. The meetings take place in Tallahassee, and will involve Florida educators, Department staff, and the contractor's scoring directors and assistant directors over a period of up to three weeks. Meetings will be held concurrently to the greatest extent possible. Given the large number of these items, rangefinding and scoring is performed in two waves. The first wave is conducted in the spring in order to score responses in time to generate statistics for possible selection for test construction. The second wave is conducted in the fall after item content review meetings, but prior to Rangefinder Review meetings.

The contractor's subject area lead scoring directors, subject/grade scoring directors, and assistant scoring directors will participate in meetings with up to 10 Florida educators and a Department staff member, who will serve as chair. Separate meetings four to five days in length will be conducted for each subject/grade combination.

For each performance task, the contractor will select from samples of 1000 student responses that represent a full range of responses to the task. The responses will be grouped in packages of 20 representing the following range of responses: full range; high; middle; low. Approximately five packets will be prepared for each item and duplicated for each person participating in the selection meeting. At least 250 additional responses will be brought to the meeting to be duplicated if required.

The contractor's staff will maintain notes during the selection process to document the rationale for assigning scores. Following the meeting, the contractor's staff will meet with Department staff to finalize the student responses to be used as rangefinders and to identify others that may be used as training, qualifying, and validity responses. Following the rangefinding meetings, the contractor's staff is responsible for selecting training, qualifying, and validity responses and for annotating rangefinder and training responses. Requirements for selecting validity sets are identified in the following section. Contractor staff is also responsible for developing as part of the scoring guides any additional scoring notes or criteria required to conduct accurate scoring of the performance tasks. The Department will approve all selections, annotations, or other materials to be used in training. See section 5.4.4.4 for associated work tasks.

D.7 Conduct Rangefinder Review Meetings for Reading, Math, and Science

A meeting to review rangefinder papers and scoring guides for performance tasks included in the reading, mathematics, and science operational tests will be conducted in Tallahassee three months prior to the beginning of handscoring training for the Spring test administrations. The contractor's subject area lead scoring director and the subject/grade scoring directors will participate in meetings with Department staff to review scoring criteria and rangefinder papers that were used to score the tasks during field test scoring, or during the previous operational use. Separate meetings will be conducted for each subject/grade combination. The contractor will prepare necessary materials for the meetings, including 250 additional responses from the field test administration that have been pre-selected to represent a range of achievement.

Rangefinder papers used in scoring tasks in the field test are selected from a limited sample of schools. The purposes of the rangefinder review meetings are to review the criteria, supplement the initial set of rangefinder papers with additional papers, if necessary, and to ensure that the contractor's scoring directors and Department staff share the same, detailed understanding of the scoring criteria for the operational performance tasks. The scoring standards established by the initial field-test rangefinder selection will be maintained during the subsequent rangefinder review. See section 5.4.4.4 for associated work tasks.

D.8 Produce Scoring Materials for Reading, Mathematics, Science and Writing

The contractor is responsible for producing the following scoring materials for each operational and field-test performance task.

- Scoring guides
- Training sets
- Qualifying sets
- Validity sets
- Group discussion sets
- Recalibration sets

Current FCAT scoring materials will be delivered to the contractor at the beginning of the project. The contractor will catalog and store all current scoring materials and will develop a system for cataloging and storing all scoring materials developed during the course of the project.

Scoring Guides. Scoring guides will be produced for each reader to use during training and scoring. The scoring guides will contain the rubrics, scoring criteria, performance tasks, passages (if applicable), glossary of key terms, and other scoring guidelines designated by the Department and the contractor. The scoring guides will also contain from two to four rangefinder responses (selected by the rangefinder review committees) for each score point for reading, mathematics, and science, and a minimum of three rangefinder responses for each score point for writing. Each of the rangefinder responses will be annotated, but only for scoring directors and assistant scoring directors. The contractor will be

responsible for writing the annotations for the rangefinder papers. The Department will give final approval to the annotations.

The scoring guides will be bound in three-ring binders with dividers included to separate materials in the notebooks. The scoring guides, including the sample responses, may be made available online in the imaging system in addition to the notebook publication.

Training Sets. Four training sets of 10 responses will be developed for each reading, mathematics, and science performance task. Four training sets (2 sets of 20 responses; 2 sets of 15 responses) will be developed for each writing performance task. For field-test scoring, three training sets will be required for each task for reading, mathematics, and science. Responses from the first three training sets will be annotated. The contractor will be responsible for writing the annotations for the training papers for all content areas. The Department will give final approval to the annotations. Training sets will be presented to readers to be scored online as part of the image scoring system, and readers will be given duplicated copies of the training sets for reference during training and scoring.

Qualifying Sets. Three qualifying sets will be developed for each performance task. For reading, mathematics, and science performance tasks, qualifying sets consist of, at minimum, three sets of 10 responses to the two or three performance tasks being scored by a reader. For writing, qualifying sets consist of 20 responses. For field-test scoring, two qualifying sets will be required for each task. For field test scoring for writing, scorers must first qualify on the most recent operational qualifying sets, and then scorers must qualify on a mini-qualifying set (10 responses) based on each of the field test prompts being scored. Qualifying sets will be presented to readers to be scored online as part of the image scoring system. Duplicated copies of the qualifying sets will be made available to readers as needed during training.

Validity Papers. Initial validity responses are selected from student responses to field-test administrations and do not appear in any other scoring materials. Validity responses are administered to readers online as part of the image scoring system. Because the administration of validity sets must be transparent to the reader, student responses selected for validity sets will likely need to be transcribed by individuals with appropriate handwriting to current answer books and entered into the imaging system. This is due to a different configuration of the response space in the field-test document. To ensure that student responses are transcribed exactly, qualified proofreaders must proof transcriptions.

For Reading, Mathematics, and Science, validity responses are introduced at the rate of one per every 25 actual student responses at the beginning of scoring, and then at the rate of one per every 40 actual student responses upon direction by the Department. After the first two weeks of scoring, or more regularly as directed by Department staff, validity responses may be removed from the set and replaced with new validity responses. Department staff may choose to insert new validity responses into the validity set at any time. The contractor must recommend these additional validity responses. The number of active validity responses in the pool being circulated to readers during operational scoring must be at least 150, with each proposed validity response being approved by Department staff. Given that validity papers will be retired or deactivated, the contractor must have a pool of proposed validity prepared for Department review as needed throughout the scoring cycle. For scoring of writing, the validity rate is one in 7 and then 1 in 15. For field-test scoring of reading, mathematics, and science, twenty validity responses are presented per item and inserted at a rate of one per every 25 actual student responses for the duration of field test scoring. For field-test scoring of writing, 10 validity papers are presented per field test prompt and inserted at a rate of one per every 10 actual student responses for the duration of field test scoring.

At least two of the contractor's scoring directors and an experienced team leader will independently score potential validity responses during operational scoring. Any responses that are given the same score by both staff members are eligible to be placed in a pool of potential validity responses. Department staff will review and approve the selection of responses for use in validity. For reading,

mathematics, and science, twenty initial validity responses must be selected and approved in time to be loaded into the image scoring system before the scoring session begins. For writing at least fifty validity responses should be approved prior to the scoring session.

The bidder will describe the estimated number of readers to be employed and plans for the administration of validity responses.

Discussion Sets. Short discussions will be conducted at least once each day to address current scoring issues. These discussions will take place at the start of the scoring shift, and may include a review of training material. The discussion sets may be duplicated as needed and distributed to readers prior to group discussions, or presented in the online imaging system.

Recalibration Sets. Recalibration sets are reserve-training sets used to provide further training to groups of readers or individual readers who are identified as needing retraining during the scoring session. Recalibration sets will be developed for each set of performance tasks for reading, mathematics, and science and for each writing performance task. Recalibration sets consist of a minimum of 10 responses for each reading, mathematics, and science performance task. Recalibration for writing usually consists of 4-6 papers.

Department staff will work closely with the contractor's staff to prepare scoring materials. Frequent communication between Department and contractor staff can be expected following rangefinder selection and review meetings to initiate and complete the development of scoring materials. All scoring material will be submitted to the Department for review and approval as they are being developed. Scoring materials must be approved at least three weeks prior to the beginning of training and scoring. The contractor will be responsible for developing a detailed schedule to be included in the handscoring specifications identifying steps in the development of scoring materials.

At the completion of scoring, the contractor will provide the Department with copies of all scoring materials prepared for and utilized during scoring. These materials are to be shipped to the Department on labeled CDs stored within labeled cases by subject (and grade or mode as necessary). The CDs will include scoring summaries and calibration papers.

D.9 Scoring Directors for Handscoring

The contractor will assign its most qualified scoring staff to be scoring directors for FCAT scoring. All scoring directors must have worked in scoring director roles for the contractor on a regular, continuing basis. The project and site scoring directors must be highly qualified to serve in these positions. They must have an appropriate educational background and extensive experience in directing state-level performance scoring projects as members of the contractor's regular scoring staff. The contractor will submit resumes of all handscoring staff to the Department for approval before assigning them to the project.

The contractor will appoint a full-time project director to serve as the contractor's overall director for Florida's Standards Assessment handscoring activities. The project director must be available on a daily basis to discuss issues with the site scoring directors and the Department either in person, by e-mail, by phone or fax throughout the training and scoring sessions.

The contractor must provide at least one full-time lead scoring director for each content area with expertise in their respective subject. This contractor staff will be available as liaison for Department content specialists for all handscoring activities.

The contractor will provide a site scoring director at each site that is dedicated solely to scoring of Florida's tests during the scoring period. Site scoring directors will be on site throughout the training and scoring sessions and will personally assist the scoring directors during the training of team leaders and readers and throughout the scoring sessions.

The project director must be a senior scoring manager for the contractor. Each site scoring director must have served as a site scoring director for at least two projects in the past three years involving projects similar in size and scope to Florida's.

The scoring directors who will direct the scoring for each subject/grade combination must be highly qualified to serve in this position. They must have an appropriate educational background and must have had experience serving as scoring directors at this level for previous scoring projects conducted by the contractor. The scoring directors must participate in the rangefinder, rangefinder review and, for Writing, operational rangefinder selection meetings. Two scoring directors will be required for each grade and subject in order to be available in the event of the scheduling of two shifts or two scoring rooms. For writing, a scoring director must be assigned for each grade and mode.

An assistant scoring director will be appointed to assist each scoring director in all aspects of directing scoring within each subject/grade combination. (For writing, if one grade and mode are trained in two spaces within a site, at least 2 additional assistant directors will be required and must attend all educator meetings and rangefinder review meetings.) The assistant scoring directors must also have an appropriate educational background and must have had experience serving as scoring directors or extensive experience serving as team leaders for previous scoring projects conducted by the contractor. The assistant scoring directors must also participate in all rangefinder meetings. Two assistant scoring directors must be appointed (identified) for each grade and subject in order to be available in the event of the scheduling of two shifts or two scoring rooms.

Lead scoring directors, scoring directors, and assistant scoring directors must have their resumes approved by the Department prior to assignment to the project.

For reading, mathematics, and science, Florida's handscoring involves selection of rangefinders for field test tasks at the same time that responses to the operational test are being scored. The scoring director and the assistant scoring director for each subject/grade combination will work together as a team to ensure that field test rangefinder selection and ongoing direction of operational scoring are both conducted at the highest levels of quality. For reading, mathematics, and science, it may be required for contractor staff assigned to the project to be present at field test rangefinding while other contractor staff remains at the scoring site to oversee completion of operational scoring.

For each assessment, the project and site scoring directors will ensure that all additional training required for scoring is conducted prior to team leader training. Training shall include how to deal with team leaders' and readers' questions; how to utilize handscoring reports and determine which readers need additional assistance; how to conduct a conference with team leaders and readers who are having difficulty; how to help team leaders and readers apply the rubric; how responses will be assigned for scoring; how daily scoring discussions will be conducted; and how validity sets will be assigned and validity set data will be utilized during scoring.

D.10 Team Scoring Leaders

The contractor will hire one team leader for every 10 to 12 readers. The team leaders may be especially recruited by the contractor or identified through the reader recruitment process. Team leaders must go through the same screening process as readers. The Department requires that team leaders have previous experience as readers and as team leaders if at all possible. At a minimum, team leaders must be experienced readers.

Training sessions approximately four days in length will be conducted for team leaders before readers are trained. The scoring directors for each set of performance tasks to be scored together within each subject/grade combination will conduct training. The team leader training sessions will include the successful completion of a minimum of three training sets and two qualifying rounds.

The initial training will include the training and qualifying procedures that will be used for the readers. In addition, there will be training on how to deal with readers' questions; how to interpret, where appropriate, reader reports to determine which readers need additional assistance; how to hold a conference with readers who are having difficulty; how to complete forms and follow other procedures required by the contractor; and, to review the relationship among the team leaders, scoring directors, the site scoring director and Department staff.

D.11 Recruit and Hire Readers

Bidders will include an analysis of the number of people that must be recruited, hired, and subsequently qualified as readers to complete the scoring within the time required to return reports to districts by the dates designated in the project schedule. The analysis must include the number and percent of people who will be expected to qualify, expected reader-attrition rate during each scoring session, and production required by reader and, if necessary, by shift at each site to complete the work. The bidder will describe the number of team leaders needed for each subject/grade combination. This detailed analysis must be completed in the proposal for the 2010 FCAT administration. Bidders must also indicate expected changes in reader numbers across successive administrations.

All readers are required to have earned a bachelor's degree in mathematics, reading, science, education, or some related field. Readers of mathematics performance task responses will need to have either been certified to teach the level of mathematics being assessed, have a bachelor's degree in mathematics education or mathematics, or must have completed a degree program with a sufficiently strong emphasis in mathematics to have the mathematics knowledge needed to effectively score responses to mathematics items. The same level of rigor in science will be required of those who will attempt to qualify as science raters.

Potential readers in Florida may include retired Florida teachers or substitute teachers in the state of Florida provided that they will not teach or work as a substitute teacher in Florida's public schools for the remainder of the current school year. The contractor is responsible for conveying this information and obtaining signed verification that potential readers agree to adhere to this stipulation.

The contractor must use a screening process for hiring readers. The Department will provide input into how the contractor should implement a screening process that satisfies the Department's requirements for readers. Potential readers must document that they meet the minimal education requirements during the screening process. The screening process must include an interview and, as directed by the Department, an evaluation of the applicant's written response to sample Florida constructed-response items similar to those the reader will be expected to score.

Potential readers with related degrees are those with degrees that involve course work and experience related to the content areas being scored. Potential candidates for training and qualifying to score mathematics or science shall have degrees in fields such as engineering, computer science, or liberal arts with an emphasis in mathematics or science. Likewise, for scoring writing and reading, candidates shall have degrees in fields such as history, psychology, or journalism. Potential readers will provide information about degree, certification, and course work taken. Minimum college coursework that represents a sufficiently strong emphasis in the mathematics and science needed to score in these respective areas is college-level credit in minimum of three courses to score at the high school level, two courses for the middle-school level, and one course to score at the elementary level. The contractor will provide for an independent, third-party verification that the potential reader has earned the identified degree. It has been the Department's experience that obtaining third-party verifications is more expensive and time-consuming for potential readers holding degrees conferred by foreign universities and degrees conferred by U.S. colleges and universities fifteen or more years ago. The contractor must take this into consideration when hiring potential readers. Potential readers whose degrees cannot be verified by a third party before the start of live scoring must be

dismissed. No scores must be entered or maintained in the scoring system from readers with unverified qualifications.

Potential readers also include those with a bachelor's degree or higher who have successfully completed a scoring project in the content area and at the elementary, middle, or high-school level being scored, qualifying and performing at levels required by Florida's program, or who have successfully completed a field-test scoring project for Florida's statewide assessments in the appropriate content area and level. Potential readers will ultimately demonstrate their qualification to score through successful completion of training and meeting the qualifying standard on scoring qualification rounds, as indicated in the Handscoring Specifications document.

The contractor will document qualifications of readers assigned to be trained in an electronic or hard-copy file (the "Qualification File") specifying degrees earned; relevant teaching, educational, or work experience; and previous scoring experience relevant to scoring Florida's assessments. The Qualification Files will not include personally identifiable information such as name, address, and telephone number. Documentation will be provided to Department staff, as needed, as it is accumulated throughout the hiring and training period. After scoring has begun, the contractor will only maintain Qualification Files for readers who successfully qualify and score student responses to Florida's assessments.

The Department will monitor adherence to the screening process, review reader files as needed, approve acceptable related degrees, and provide general guidance on the screening process. Typically, each scoring site will be monitored by at least one representative from the Department for two to three weeks beginning with training. Prior to and during this on-site monitoring, the Department will provide oversight and monitoring of both potential Team Leader and reader qualifications. This monitoring will include a review for acceptability of potential readers for assignment to the handscoring program.

In the month prior to handscoring training, the contractor will provide, for the Department's review, weekly reports of the progress of potential scorer recruitment efforts as well as the qualifications of potential Team Leaders. After recruitment of potential readers is complete or nearly complete, the Department staff will review a sample of potential readers' qualifications. Staff review of qualifications will be conducted utilizing the Qualification Files, or the contractor may provide documentation in the form of a database, that does not include personally identifiable information, that indicates how each candidate met the criteria. Staff will select additional potential scorer IDs for review as deemed necessary, e.g., for candidates who are having little success in scoring accurately during training. A minimum of one in five candidates' documentation will be reviewed (e.g., for an initial hiring of 150 candidates for training, approximately 30 sets of documentation will be requested).

As part of the screening process, all potential readers must sign a statement indicating that they understand the following conditions:

- If applicants do not successfully complete the training and qualifying requirements, they will not be hired as readers.
- If they are hired as readers, they may be dismissed if, after being trained to score, their scoring performance does not meet the requirements of the Department or the contractor acting on behalf of the Department.
- Applicants will agree to score on a full-time basis for the full duration of the scoring session, a period that may last up to seven weeks.
- If a reader is absent from scoring for two or more consecutive scoring days, the reader must repeat the training and qualifying procedures described above.

- Applicants will agree that they will not teach or work as a substitute teacher in Florida's public schools for the remainder of the current school year.

Applicants hired for training must also sign an agreement with the Department that they will maintain the security of Florida's test materials in addition to security agreements required by the contractor.

D.12 Training and Qualifying of Readers

The contractor will conduct separate training sessions for each two- or three-performance task set for reading, mathematics, and science. Training is provided separately for each prompt (mode) for each grade level of writing essay responses. The scoring director will conduct training with the assistance of team leaders, under the direction of site scoring directors. The purpose of the training is to ensure that each person who scores Florida's student responses has met the Department's standards for scoring. The training process is essential for ensuring that scores assigned to performance task responses provide valid and reliable information. During training, the trainees will be provided with a scoring guide, highlighters and pens or pencils to make notations on training materials. At the conclusion of training, qualified readers will be taught how to use the alert system to identify students whose responses indicate the need for intervention. The contractor is responsible for developing training procedures in consultation with the Department. The Department will have final approval on all training techniques.

To qualify as a reader, trainees are required to meet established standards. For writing, a reader must attain an average of 70 percent perfect agreement on the first two qualifying sets, or an average of 70 percent on the best two of three sets, in order to qualify to score the project. In both instances, any non-adjacent scores will disqualify the potential reader. For mathematics, reading, and science, each potential reader will be required to qualify on each item in the group of items in a set of two to three items. Each reader will be required to score a minimum of two qualifying sets. The reader must attain an average score of 80 percent or more perfect agreement on short open-ended responses and 70 percent or more accuracy on extended-response. The average is obtained by averaging scores from any two or all three qualifying sets. Any non-adjacent scores will disqualify the potential reader.

Upon completion of qualification in reading, math and science, scorers will be selected to score one performance task only. Assignment of scorers to items will be done in consultation with Department staff.

D.13 Florida Educator Observations of Handscoring Training

During the training of readers, Florida educators will be invited to observe and be trained at Florida scoring site(s). All visits by educators for this purpose must be specifically authorized by the Department and will be under the on-site supervision of Department staff. Participants will complete all stages of the training for one or more items and take the first qualifying round. Scores on the first qualifying round will be reported to the educators participating in this training. The Department will identify participants for these meetings and the contractor will work with the Department to arrange these meetings. At least one member of the Contractor's management staff, preferably the scoring director, should be on-site during the entire meeting.

D.14 Handscoring Reports

The contractor will collect reader performance statistics and provide electronic access to daily and cumulative reader handscoring reports to team leaders and above, including Department staff. The reports must include both real-time and partial- to full-day reports. Real-time reports must include reader inter-rater reliability and validity reports. The same reports are required for both operational and field-test scoring. The Department will determine, in consultation with the contractor, which of these reports will be available to the Department in real-time. The reports listed below are described

generically. The contractor and the Department will work together initially to determine the format of this information that should be used for reporting to the Department. An annual review of the format and function of the reports will be conducted and some modifications may be required prior to the next test administration requiring handscoring based upon that review. The Department will have final approval on the design and user access level of each report.

At a minimum, reports containing the following information will be produced and will include both numbers and percentages, as appropriate.

1. Cumulative Training Report by Reader. This report identifies, by performance task or performance task sets, by reader, by team, and by site (subject/grade combination), performance on training sets.
2. Cumulative Training Report by Document. This report identifies and summarizes, by performance task or performance task set, by team, and by site, performance on documents.
3. Cumulative Qualifying Report by Reader. This report identifies, by performance task or performance task set, by reader, by team, and by site, performance on qualifying sets.
4. Cumulative Qualifying Report by Document. This report summarizes, by performance task or performance task set, by team, and by site, performance on documents.
5. Cumulative Reader Performance Report. This report includes the reader's scores on each training set, qualifying set, and validity set; daily inter-rater reliability statistics; and daily score point distribution. This report will be updated daily. The report will be accessed on request of the scoring director or the team leader.
6. Daily and Cumulative Score Point Distribution. This report summarizes, by performance task or performance task set, by team, by site, and by rubric (0-2, 0-4, and 0-6), daily and cumulative distributions of score-point assignments.
7. Daily and Cumulative Validity. This report summarizes, by performance task or performance task set, by team, and by site, daily and cumulative performance on validity sets.
8. Daily and Cumulative Inter-rater Reliability. This report summarizes, by performance task or performance task set, by site, by team, and by rubric, daily and cumulative levels of inter-rater agreement statistics.
9. Score Point Distribution for Standard Curriculum Students. This report summarizes, by team and by site, the cumulative distribution and mean of score-point assignments for standard curriculum students, for writing performance tasks only.
10. Daily and Cumulative Score Point Distribution and Interrater Reliability by Reader. This report identifies and summarizes, by performance task or performance task set, by site, by team, by rubric, by reader, daily and cumulative score-point assignment distributions and levels of inter-rater agreement statistics (including perfect, adjacent, and disparate agreement; high/low scoring summaries; and required resolutions).
11. Daily and Cumulative Validity by Reader. This report summarizes, by performance task or performance task set, by site, by team, by rubric, by reader, statistics indicating daily and cumulative levels of agreement with validity set scores (including perfect, adjacent, and disparate agreement and high/low scoring summaries).
12. Daily and Cumulative Validity by Validity Set. This report summarizes, by site, by team, by validity set, by reader, statistics indicating daily and cumulative levels of agreement with validity set scores (including a listing of validity set scores with readers assigned scores; perfect, adjacent, and disparate agreement; and high/low scoring summaries).
13. Daily and Cumulative Read-Behind Reports. This report summarizes, for image scoring applications, by performance task or performance task set, by team, and by site, the result of online read-behinds by team leaders or scoring directors.

14. Daily and Cumulative Timing Report. This report summarizes, by site, by team, by performance task or performance task set, the daily and cumulative number of readers engaged in scoring and statistics on actual time spent scoring performance tasks or performance task sets (including mean and range).
15. Daily and Cumulative Completion Report. This report, by site and by team, summarizes the daily and cumulative number of student responses read and the proportion of student responses remaining to be read. This report also compares on a daily and cumulative basis the amount of readings completed in comparison to projected completion targets.

By the time of the first handscoring planning meeting with the Department, the contractor will provide an annotated list and samples of all reports, including reports used internally by the contractor to monitor the quality and pace of the scoring session. The Department may request that some internal reports be used for Florida and available to Department staff.

Reports #1, 2, 3, and 4 for writing will include up to three lines of testing history in the headings, such as field test data on the prompt, and the prior year's data, including mean score, on the census prompt for the same mode/grade level of writing. The contractor must collect and provide this data on these writing handscoring reports no later than the first day of scoring for all prompts for which data is in the item bank or that were administered under this contract. The Department will provide this information to the contractor for all other prompts.

At the completion of operational and field-test scoring, the contractor will provide the Department with final copies of all cumulative handscoring reports. The summary reports are to be made available as electronic files on CD ROM. The contractor will produce a technical report that summarizes the score reports and provides details related to the reliability and validity of the field-test and operational handscoring.

D.15 Scoring Student Responses

Florida's rubrics and scoring criteria are holistic in nature, requiring reference to rangefinder papers for scoring decisions. Scoring for mathematics performance tasks provides more specific criteria, but still require holistic judgments. The six-point rubrics for writing responses represent focused-holistic scoring, identifying focus, organization, support, and conventions as elements for consideration in scoring.

All operational performance task responses for Florida's field-test and operational tests will be scored independently by two readers. For all content areas, first and second reads of an individual student's response to an item will be randomly distributed across all readers designated to score that item. Assignment of responses across schools must be randomized to the extent that an individual reader scores responses from several schools within the same time period and does not score responses from the same school in succession.

The Department will provide the contractor with a specific set of scoring rules for resolving disagreement between first and second readings with third and, infrequently, fourth readings and for calculating final scores. These scoring rules differ for short-response and extended-response tasks and for writing responses. For scoring reading, mathematics, and science, the following should be noted.

- Third, independent readings are conducted by team leaders.
- Complex resolutions and resolutions involving fourth readings and unscorable decisions are resolved by scoring directors.
- All discrepancies for short-response tasks shall be resolved by a third reader. On average, for previous FCAT administrations, perfect agreement between reader one and two for short-response tasks was 70% for reading and 80% for mathematics.

- Discrepancies between readers one and two greater than one point for extended-response tasks are resolved by a third reading. The average percent of third readings can be expected to be fewer than 5% for extended-response tasks.

For six-point rubric writing assessment scoring, note the following:

- Third readings are conducted by the scoring director; complex resolutions and resolutions involving fourth readings and unscorable decisions are resolved by the site or scoring directors in conjunction with Department staff.
- Responses are deemed unscorable only by the site or scoring directors in conjunction with Department staff.
- Discrepancies greater than 1 point are resolved by an independent third reading. The average percent of third readings can be expected to be fewer than 5% for writing responses.

At the beginning of each day of scoring, scoring directors with the assistance of team leaders will provide a five to ten minute discussion using discussion sets. The purpose of these discussions is to reorient readers and to provide points of reference for common scoring issues throughout scoring.

The alert system to identify students whose responses indicate the need for intervention will be implemented during scoring. The site scoring directors will send copies of the papers identified by readers to the Department as they are found and no less frequently than each day during scoring by using an electronic system with messaging.

Scoring is to be conducted independently by trained and qualified readers. The contractor must design scoring conditions to prevent scores being assigned on the basis of a discussion among two or more readers. The scoring system must require the reader to confirm that the entered score assignment is the intended score prior to submission. The system must not allow the reader to review already submitted scores.

The performance tasks for the responses being scored must be presented to readers as part of the screen display. Clip areas, approved by the Department as part of the system set up, must be definable to restrict reader viewing of other page elements not required for scoring.

Student responses written in large print documents must be transcribed by the contractor and entered into the scoring system for presentation to readers.

D.16 Monitor and Maintain Handscoring Quality

Monitoring procedures are intended to establish and maintain high levels of scoring accuracy. These procedures must result in the quick identification of and corrective strategies for individual readers who are failing to maintain acceptable scoring standards. The contractor will be prepared to utilize all of the procedures identified in this section. The contractor will also be expected to contribute additional ideas and procedures to monitor and maintain handscoring quality.

As part of the imaging and handscoring specifications for each administration, the contractor, in consultation with the Department, will plan the combination of monitoring and maintenance procedures that will most efficiently maintain the required high levels of scoring accuracy. The Department will give final approval to these procedures.

1. Daily Systematic Review of Handscoring Reports. Room, team, and individual statistics will be reviewed by the scoring directors at the middle and end of daily scoring sessions, at a minimum. The site and scoring directors, in consultation with the Department, will develop strategies to deal with group and individual scoring problems evident in the reports. Strategies will be implemented by the scoring directors in conjunction with team leaders under the direction of the site scoring director. Reports will be accessible by team leaders as required by the Department.

2. Systematic Read Behinds. Scoring directors and team leaders will monitor individual reader performance by conducting online read behinds. Read-behinds will be conducted systematically for all readers beginning the first day of scoring. A strategy for conducting systematic read behinds for all readers will be utilized by the contractor.
3. Targeted Read Behinds. Read behinds must be conducted for readers who have been identified as having scoring problems. Close attention must be paid to the particular score points with which the reader seems to be having problems or the pattern of incorrect scoring. The team leader will discuss with the individual reader the incorrectly scored papers. Strategies for initiating and conducting targeted read behinds will be utilized by the contractor.
4. Scoring Validity Responses. A strategy for distributing approved validity responses among readers will be designed. It is necessary that the scoring of validity papers be transparent to the reader; therefore, contractors must take steps to ensure that validity papers do not appear different from other papers being scored. Validity papers must be distributed to readers throughout the day based on the number of papers read. In addition, the rate of validity paper distribution should be adjustable based upon Department requirements and may change throughout the scoring window. For operational scoring of reading, mathematics, and science, validity responses are introduced at the rate of one per every 25 actual student responses at the beginning of scoring, and then at the rate of one per every 40 actual student responses upon direction by the Department. For scoring of writing, each reader must score validity papers at a rate of 1 per 7 in the early days of scoring at an adjusted rate, usually, 1 per 15 during the remainder of the scoring window.
5. Automatic Targeting. A reader will be automatically targeted for individual monitoring if the reader has 70 percent or less perfect agreement on daily validity or 70 percent or less perfect or adjacent agreement on daily inter-rater reliability. The room and team leader will implement and document monitoring and correction activities to bring the scoring of the reader up to standard. The contractor will devise and established procedures for monitoring readers that fall below the required standard.
6. Targeted Validity Administration. Reserved validity responses will be administered to individual readers or groups of readers in conjunction with monitoring of scoring problems. The contractor will devise a strategy for employing this monitoring feature.
7. Pseudoscoreing. On the first day of operational scoring, the scoring system will provide for approximately four hours of "pseudoscoreing". Scorers will not be made aware that pseudoscoreing is being utilized. The handscoring reports for this time period will be reviewed by the Department and the contractor. The contractor will then delete these initial scores from the system and enable the re-scoring of these responses at a later time. The scoring director will have the capacity to activate this feature for individual readers who are being monitored for scoring below the required standard. The contractor will devise a strategy for utilizing this monitoring feature.
8. Group Retraining. When handscoring reports indicate a scoring problem affecting a group or team, members of the affected group will be retrained as a group by the scoring director or team leader. The scoring problem will be identified, explored through discussion, and corrected by presenting and scoring selected responses. The scoring director and team leader will create discussion sets for this purpose.
9. Individual Conferencing. Conferences will be held between individual readers and team leaders or scoring directors to deal with scoring problems. Observed patterns of results, examples, and discussion sets can be utilized to illustrate and solve individual scoring problems. Contractors will provide rooms for individual conferences to be conducted in private.
10. Dismissal. The contractor will dismiss readers who fail to perform satisfactorily following retraining. Scores from these readers will be removed from the system and associated student responses will be recirculated for scoring.

Appendix E

Technology Specifications, Requirements, and Notes

E.0 Overview

As noted in Sections 1 – 6 of the body of this RFP, the Department desires to take advantage of computer-delivered tests in the Florida Standards Assessment Program at a pace that is prudent and economical (See Section 2). The purpose of Appendix E is to outline the systems and delivery requirements currently envisioned for the Department's migration to computer-delivery for specified portions of its test program presented in the Base Contract and into Renewal Years, as well as for certain noted Cost Option components which may be elected by the Department.

The vision and implementation directions for Florida's CBT will be guided by the Computer-Based Testing Advisory Team. This group, representing Florida educators at all levels and in various disciplines, will meet twice annually (see Section 7.9, Table 7.2). Approximately fifteen (15) educators will join approximately ten (10) Department staff to form this team. The group's recommendations because of the various expertise areas represented, will span general philosophical directions to specific item presentation issues. The contractor's technology and computer-based test delivery teams will help the Department plan and facilitate these meetings.

The requirements in this RFP are written with the full understanding that computer-based testing capabilities are expanding quickly. The Department is interested in reviewing innovative procedures and techniques for item development (see Section 3.7), test item bank development and maintenance (see Section 3.6.2), test delivery (see Section 3.5.1), scoring (see Section 5.4), and reporting (see Section 5.5) which take advantage of the maturation of technology in educational assessment through the life of the contract arising from this RFP. The Contractor will agree to work with the Department to amend the specifications and requirements to ensure that the Florida testing program keeps pace with the expanding capabilities of test delivery and management via computer.

The computer-based test system must be capable of being customized to meet the needs of Florida students, parents/guardians of Florida students, school and district personnel and the Department. The system should be scalable to accommodate, over time, testing of all Florida public school children in all subject areas. The proposal shall indicate procedures used to ensure that the computer-based tests accurately assess students possessing a diverse range of physical, sensory, and cognitive abilities; the system must ensure adherence to universal design concepts. The system must be easy to use for all participants, intuitive, and deliver a consistent "look and feel" for all computer-delivered test programs provided by the Department. This includes item layouts, navigation tools, and administrative controls such as managing participant demographic and performance information, maintaining and reporting student information, and all scoring procedures. The contractor will modify any proposed system to achieve these objectives.

The proposal must include details as specified below about its computer-delivery system for testing, scoring, and reporting. The proposal shall list a minimum of three customers, within the preceding twenty-four months, utilizing the base platform proposed, or list a minimum of three customers utilizing fully customized platforms within the preceding twenty-four months. Their names, titles, email addresses, and phone numbers should be included in the proposal. The bidder must be prepared to demonstrate significant portions of the proposed system during the proposal review meeting.

E.1 General System/Platform Requirements

The Contractor will propose specifications for, and develop with Department oversight, a single portal to the computer-delivery system. The Department prefers an Application Service Provider (ASP) model. This portal should be designed to provide user access to various non-secure and secure links including:

Non-Secure

- general system introduction and descriptive information;
- updates to current operational status and special situations;
- self-running software to test the suitability of computers for test delivery;
- self-running software to download a “secure browser” to ensure test and system security;
- publicly accessible released test items for each subject area and grade level (see Section 6.1.4);
- publicly accessible e-calculators identical to those available during operational testing, for online practice or for download to local computers (see Section 4.11); and
- all user guides, manuals, training and ancillary materials in downloadable format (see Section 4.10).

Secure

- procedures to add, modify, or remove students or student information in preparation for testing or reporting (see Section 4.6);
- procedures for school and district staff to update contact information;
- access to the on-line help-desk chat system;
- access to instances of all computer-delivered tests serving Florida K-12 education programs;
- access to item bank and test define information (see Sections 3.6 and 3.8);
- results files and reports (see Section 5); and
- surveys and results summaries for test administrators, school, and district test coordinators (see Sections 4.1.34 and 4.2).

E.2 Hardware Requirements

The system must:

- be capable of performing on both PC and Intel Macintosh computers. The system cannot require more than 512 MB of RAM and 200 MB of available disk space on a computer used for test delivery;
- operate within performance standards noted in Section E.3, Windows with a Pentium 3 or higher, or equivalent processor, Macintosh PowerPC G4 or higher; and
- be optimized for screen resolution of 1024 x 768.

E.3 System Performance Requirements

The system must demonstrate and report that it can meet the following performance requirements in a controlled Internet access environment with a download speed of no more than 1 Mbps and an upload speed of no more than 400 Kbps using a processor of no more than 1.7 Ghrz:

- deliver less than one second mean screen refresh rate for 90% of all users; and,
- ensure that no users have a refresh rate of greater than five (5) seconds.

The bidder must describe the ability to support the minimum number of simultaneous on-line users of the system:

- 200,000 the first year;
- 600,000 the second year, and
- 2 million the third year;

Performance Metric For each administration, the contractor will provide to the Department a computer-based testing availability performance metric that is the ratio of the total number of minutes the system was available for testing at any site in the state to the total number of minutes the system was scheduled to be available across the state. This metric will be tracked each year and the yearly totals will be presented to the Department at each summer contract management meeting and included in the annual report. (see Section 7.8)

E.4 File Volume and Retention Requirements

The system must collect and maintain records for students as they move through Florida public school systems. Based on current student enrollment and specified CBT applications, system phase-in projections, the system will initially maintain approximately 500,000 student records and as many as one million test results. If certain CBT Cost Options are elected, the system, when fully populated, could grow to over 300 million test results. Each test result will consist of multiple individual test items and answers. An individual student’s test results must be maintained in electronic archive for the life of the contract and must be returned to the Department at contract termination

E.5 Software Requirements

System software requirements include:

- the system’s technical architecture should adhere to existing state and Department technology standards, directions, and infrastructure and should integrate with other Department systems,; and
- minimally, the system will support the operating systems and browsers shown in Table E.5.

Any commercial browser which achieves a five (5) percent market share as defined at Market Share by Net Applications (<http://marketshare.hitslink.com/report.aspx?qprid=0>), or other authoritative source identified by the Department, will be supported within 180 calendar days after achieving such status; and any browser installed on more than five (5) percent of computers in Florida public schools at execution of the contract arising from this RFP will be supported.

Table E.5: Initial Operating Systems and Browsers.

	Windows 98, NT, 2000, ME, XP, Vista	Mac OS 10.4.8	Linux Red Hat Enterprise, Ubuntu, and SuSE
Firefox	2.0+	2.0+	2.0+
Internet Explorer	6.x, 7.x	n/a	n/a
Safari	n/a	2.0+	n/a

The contractor will develop, deliver and continuously improve fully functional “lock-down” browsers for the operating systems and browsers identified.

E.6 System Testing Requirements

The contractor will develop specifications for, and will manage all system testing activities including but not limited to:

- developing a user acceptance test plan;
- developing test scripts;
- testing all software components;
- testing student response scoring components;
- parallel testing (if parallel processing is appropriate);
- security testing;

- end user activity testing;
- data conversion testing;
- hardware and network capacity testing; and
- integration testing.

The Contractor must describe their approach for functional, performance, and integration testing. Testing must ensure that each program, module and subsystem is functioning properly, and that interrelated programs, modules, subsystems and interfaces are correctly functioning together. Contractors must also describe their approach to load testing and recursion testing upon discovery and correction of errors.

E.7 Connectivity Requirements

The system should be designed to operate with existing and planned communications infrastructures. School, district, and Department technology architecture and computing hardware should not have to be replaced.

E.8 Test Site Set-Up/Certification Requirements

The contractor will develop specifications for, and deliver a system to download and install via Internet connections, all software required to operate/deliver online test materials, scoring, and appropriate reporting functionality including an executable file which serves as:

- a secure browser, which both [a] locks access to all other computer and web programs, applications, and files, and [b] masks and directly accesses the testing host web site; and,
- a system check, monitoring required computer software and connectivity readiness for testing and which can be copied to and run from individual machines.

The contractor will be responsible for assisting schools in certifying that computers are properly prepared and can make the necessary Internet connections to successfully deliver prescribed tests.

E.9 Issues Resolution Requirements

Ongoing “Help Desk” support to the school districts must be provided by the Contractor providing real time assistance, 06:00 a.m. to 08:00 p.m., Eastern time zone, beginning not less than four weeks before and extending one full week after each test administration. The Department is interested in systems which provide help desk functionality via telephone and Internet “chat” systems. This customer service is distinct from that described in Section 4.1.21 and Section 7.10.

The system must employ a Department auditable job-ticket method of tracking issue types, status, and individual client trouble calls/emails including current aggregate status information for resolution.

E.10 Computer-Based Test Presentation Requirements (See Section 4.14)

Calculator	One of two Department-approved computer-based calculators (see Section 4.10) will be available to students for the mathematics tests. The choice of which calculator is available is determined by grade level. Numbers and functions on the on-screen calculator will be activated by mouse-click on the displayed button, or by keystroke of the appropriate keyboard key. User-acceptance testing will be required to assure that calculations are performed in the same sequence and with the same rounding rules applied as the hand-held calculators specified in Section 4.10.
Reference Sheet	The system must be capable of displaying a Department-specified pop-up reference sheet for mathematics and science tests. This will be capable of being enlarged and the Department prefers that, when open, the reference sheet not obscure portions of the test item.

Straight-Edge	A pop-up straight-edge, without measurement increments, will be available to students for the mathematics tests. The ruler will be easily rotated on-screen by the student. (see Section 3)
Ruler	A pop-up straight edge, with appropriate measurement increments, will be available to students for the mathematics tests. The ruler will be easily rotated on-screen by the student. (see Section 3.1)
Option Eliminator	A feature for eliminating options should be available. However, the feature cannot eliminate the option by placing any mark on or in close proximity to the bubble that would be used for marking a response. It must allow the student to easily read the option after it has been eliminated. Students must be able to undo the elimination.
Bookmark	Students should be able to mark test items for review and navigate easily to return to previous items, including those bookmarked for later review.
Highlighter	Students should be able to highlight text on all tests and to erase the highlighting; three colors of highlighting will be available and selectable by the student. If a student highlights in a reading passage, the highlighting should remain through all items related to that passage until the student erases it.
Notes	The computer-based system should allow students to create electronic notes for reading passages if desired. These notes should not hinder reading of the passage.
Variable Font	The system must be able to display items and text using variable font sizes. For example, footnotes for words in passages must appear smaller at the end of the passage than the text used in the passage.
Administrator-Selectable Zoom	The system must be able to Zoom in increments from 12 point to 72 point available for the student to zoom or for the administrator to preset. Graphics should be able to be enlarged also.
Administrator-Selectable Large-Print Font	The system must allow for selection of a large print font of 14, 18, 24, 36, 48 and 72. The student should then be able to zoom as indicated above.
Administrator-Selectable Variable Font and Background Colors	The system must allow for selection from a pallet of colors for font and background colors. Currently, the Department uses fonts of black, dark blue, light blue, pink, and yellow with backgrounds of white, black, brown, or dark blue. Other colors may be recommended.
Footnote Pop-up	Reading items require a pop-up footnote. That is, if the student clicks on a footnote number occurring in the passage, the text for the footnote appears. Footnotes should also appear at the end of the passage.
Comment Forms	The system shall have the capability of collecting general comments from students and staff involved in the computer-based testing. The contractor will develop these comment forms and incorporate them into this system.
Student Tutorials/Practice Sessions	Each student that takes the computer-based test must have the opportunity to learn how to use the tools and navigate the system in a short practice session with instructions that may be either teacher-directed or independently conducted. Notwithstanding the provisions of the CBT main portal described elsewhere in Appendix E, the contractor will provide access to a selectable practice session at the beginning of any test session.

	Selectable practice sessions will include items similar to test format and content. The practice session may combine reading and mathematics items or use separate practice sessions for each subject area as the Department will determine. Practice sessions will include approximately four (4) to eight (8) items per subject.
Administrator-Selectable Screen Reader	The system must provide an integrated, password-enabled, selectable screen reader capable of reading via headset to the student, all text, mathematical symbols, and text within graphics. (see Sections 4.12 and 4.13)
Administrator-Selectable Assistive Devices Integration	The system must support assistive/adaptive devices commonly available to support computer input and interaction to persons with disabilities. (see Section 4.13)

E.11 Computer-Based Test Screen Layout Requirements

The Contractor is required to recommend a set of screen layouts for the presentation of computer-delivered test items. (see also Sections 3.12.1 and 4.7) These layouts must include:

- prominently displayed student identifying information [name, student ID, etc., as specified by the Department];
- icons accessing the item tools/references noted above in Table E.9; and
- icons presented with consistent location and look and feel across all screen layout options.

Additionally, the system must code and capture in the item bank the basic screen layout used to deliver the item on computer to students. (see also Section 3.6.2)

E.12 Data Handling Requirements

The contractor will develop specifications for, and deliver a system which will meet the following requirements for data handling (see also Section 5.2):

- securely maintain all appropriate data related to items including, but not limited to, response, raw and scaled score, state standards, course objectives, test subject, level, and grade, test session, and test modality, for individual student test experiences (see also Section 4.1.5);
- accept dynamically the Department's and/or districts' "pre-identified" student data files to authenticate or register students for testing (see also Section 4.6);
- automatically restore all databases, including indices, pointers and tables, to a status before any system-wide failure;
- manually restore all databases, including indices, pointers and tables, to a status before any system-wide failure;
- provide record level locking to ensure data integrity; and
- prevent simultaneous updates to the database.

E.12.a Student Demographic Information

The Contractor will develop specifications for, and deliver a system capable of:

- loading all pre-identified student information (including student names with special characters);
- displaying this information for school coordinators and/or test administrators to verify;
- updating the information as specified by the Department;
- making corrections in a timely manner to re-load the student information; and
- maintaining the data, in a secure location, accessible by the Department for review.

The system must be easy for assessment coordinators and/or test administrators with appropriate security authorization to:

- enter forecasts (by test, by grade, by subject, by test modality, by test “window” as appropriate) of student populations to be tested (see also Section 4.6)
- order test and/or ancillary testing materials; (see also Section 4.1)
- enter information missing for pre-identified students;
- edit information for any student in the system;
- enter information for new students; and
- efficiently, economically, and prudently complete all tasks necessary to schedule a test.

The system shall use terminology familiar to school coordinators of assessment in Florida. The contractor must be prepared to make changes if a task is deemed too cumbersome.

The system shall maintain logical groupings of data for scoring and reporting functions as appropriate (See Section 5.5). Much of the information in these categories may be received from the Department’s “survey file” and/or “wave file” collections. (see also Section 4.6) Other data categories will need to be collected at an advantageous point during the student testing process.

E.12.b Test Staff Contact Information

It is necessary for the contractor to maintain accurate lists of district and school information and staff associated with Florida public education testing programs as specified by the Department. This information must be easy to update by school staff as information changes. This information must include each user’s security authorization level and provide an accessible log, in viewable and printable format, of each user’s participation in the system, including type of participation, date and time of participation, etc. (see also Section 4.1).

E.12.c Test Staff Passwords

The system must securely deliver and maintain system access passwords to test staff as necessary. The passwords must access a hierarchical permissions structure available for student, parent, school, district, and state users.

E.13 Test Session Requirements

The system must create a unique test session ID to capture each subject by test time by test administrator combination.

The system must have available during all steps in initiating and delivering a test session:

- a school look-up sub-system; and,
- a student look-up sub-system.

During the test session automated backup, recovery, and restart procedures for the system must be in place. The system will recover data from any unforeseen test interruption and return the test-taker to the point of interruption.

E.14 Security Requirements

Security of tests and individual test results must be maintained. Access to student test results must be restricted to authorized Department, school district personnel, the student, and the student’s parent/guardian based on a secure, encrypted, password protected system.

The system must assure proper identification of each student and the accurate matching of the student to his/her test results. The system must ensure that a student can take each computer-based test just once.

The ability to make changes to data or processes in any part of the system must be based on a password-protected, hierarchical permissions structure.

Bidders must respond to each of the following items:

- Describe the security controls over all system aspects.
- Describe the “levels” of security provided in the system.
- Describe how the ability to limit access to specific system functions or modules is provided.
- Describe the log-in security method and assurances to maintain individual confidentiality of test results.
- Describe the authentication process to ensure that an individual is the person logging into the system (e.g., the student taking the test is who s/he says s/he is).

E.15 Scoring Requirements

A mock data review similar to that conducted for paper-based testing will be completed for the computer-based tests at least 2 weeks prior to the administration to verify the accuracy of scoring procedures (See Section 5.2.3).

The system is required to check for, and to determine if a student has taken the same test twice (subject by grade). When this happens, the test taken first will be scored and the test taken later will be invalidated. Therefore, test results are preliminary until all applicable scoring is complete.

The initially delivered CBT applications under this RFP require that the system be capable of providing individual student test raw scores for selected response tests immediately through the test portal. There must be an option to print the report for the student and/or administrator. These options must be capable of being turned on or off as determined at the Department, district or school level via secure, hierarchical password permissions (See Section 5.4.6). Similar functionality is required, where appropriate, for all computer-delivered tests included in all Cost Options included in the RFP.

E.16 Reporting Requirements

E.16.a Test Performance Reports

Preliminary reports of the number of students tested and the raw score status for each must be available at the Department, district and/or school level via secure, hierarchical password permission. Aggregated data are not necessary, but the bidder may propose various approaches to reporting aggregated data, based on up-to-the-minute system use, at class, school, district, and/or state levels. Access to each type of data will be determined by the Department. These preliminary results supplement the other results described in this RFP (see also Section 5.4.6 and Appendix A, 4.B).

That is, students would still receive the reports of assessment results with their data aggregated for all other similar tests and would have all results available through secure “Parent Network” web-posting (See Sections 5.5.1 and 5.5.2).

Assessment results in parent-friendly data displays and explanatory text must be available within 48 hours of data release. The website also must include some content (English and translated) to assist parents in determining next steps to support their child’s learning including answers to FAQs and suggestions for effective resources.

The contractor will be required to support secure web-based access for parents/guardians to an abbreviated version (html and .pdf) of Individual Student Reports (FCAT, FSA, and EOC tests; all subjects). “Parent Network” reporting must anticipate more than two million unique student accounts being created and maintained and more than five million hits annually.

E.16.b System-Level Reports

The contractor will produce specifications describing system reports and user access procedures based on a hierarchical permissions structure for:

- system error logs (see also Section 7.7.4);
- data backup logs;
- user accounts and domains;
- systems event logs to track system, application, and security events;
- systems access summary reports; and,
- validation reports identifying duplicate or questionable data.

E.17 Documentation

E.17.a System Documentation

The contractor must be prepared to deliver upon Department request specifications for:

- system user documentation;
- system documentation including processing flow, system process model, system flowcharts, documentation of user exits, data model, and table names and descriptions; and
- a description of system operator documentation including job setup, file mounts, hardware resources, and output distribution instructions, processing recovery and restart procedures.

E.17.b Test Administration Documentation

The contractor will deliver specifications for Test Administration Manuals to support CBT for:

- system delivery via the system portal; or,
- printed delivery. (see also Section 4.10)

E.18 Electronic Training Delivery Requirements

The contractor will develop specifications for and produce a training plan, to provide initial training and supply materials to support on-going training for audiences including, but not limited to:

- the Department K-12 Assessment program team;
- other Department staff;
- district test coordinators;
- school test coordinators;
- school and district hardware/network technical staff; and,
- school and district test administrators.

The Department expects the contractor to deliver in-person training to approximately 500 key Department and district personnel in as many as five (5) sessions of not more than one-half day each, held throughout Florida prior to the first implementation of the new computer-delivery platform which will occur in the Fall of 2009. Additional training will be provided via Webex or similar web-delivered, interactive sessions scheduled three (3) weeks in advance of the opening of each online assessment window. (see also Section 4.10)

E.19 Supported Item Types

First-year applications of CBT to be delivered under this contract require only multiple-choice and gridded-response and fill-in item types for end-of-course and retake tests (see also Section 2).

The Department is also interested in leveraging, for these and other Florida tests which may be delivered by computer, empirically-validated item formats which take advantage of the capabilities of computer technology. Examples of these item types may include:

- Drag-and-Drop – in which students select from multiple possible responses to select one, via mouse-click or key-stroke combination, and then “drag” it to insert (drop) it in an indicated blank to correctly complete a mathematics formula, text-editing task, etc. This process may be repeated for the same test item so that multiple answers are placed into multiple blanks.

- Rotate and other image transformation items. And
- Other formats as the Contractor may recommend or the Department may request.

Cross-Reference Table for Computer-Based-Testing Requirements

Topic	RFP Location	Appendix E. Location
Overview	Section 2	E.0
General System/Platform Requirements	-	E.1
Item Development	Section 3.7.5	E.0
Supported Item Types	-	E.19
Test Item Bank Development and Maintenance	Section 3.6.2	E.0
Test Defines	Section 3.6.2 Section 3.8.2	E.1
CBT Test Delivery	Section 3.5.1	E.0
Practice Tests	Section 6.1.4	E.1
Scoring	Section 2 Section 5	E.0 E.15
Results Files	Section 5.5.3	E.1
Reporting	Section 5.5	E.0 E.16
Parent Network	Section 5.5.1 Section 5.5.4 Appendix A, 4.B, 14	E.14.a
Collect User Feedback	Section 4.2	E.1
Hardware Requirements	-	E.2
Sys Performance Requirements PERFORMANCE METRIC – System Down Time	Table 7.1	E.3
File Volume & Retention Requirements	-	E.4
Software Requirements	-	E.5
Connectivity Requirements	-	E.7
Test Site Set-Up/Certification Requirements	-	E.8
Issues Resolution Requirements	-	E.9
CBT Presentation Requirements	-	
Practice Tests	Section 6.1.4	E.10
Online Calculators	Section 4.10	
Straight-Edge	-	
Ruler	Section 4.10	
Selectable Screen Reader	Section 4.13	
Selectable Adaptive Devices	Section 4.13	
CBT Screen Layout Requirements	Section 3.12.1 Section 4.7	E.11
Data Handling Requirements	Section 4.1.5 Section 4.6 Section 5.2	E.12
Student Demographics	Section 4.1 Section 4.6 Section 5.5.5	E.1 E.12.a
Test Staff Contact Information	Section 4.1	E.12.b
Test Session Requirements	-	E.13
Security Requirements	-	E.14
Documentation Requirements	-	E.17
System	-	E.17.a

Topic	RFP Location	Appendix E. Location
Test Administration	Section 4.8 Section 4.9 Section 4.13	E.1 E.17.b
Electronic Training Requirements	-	E.18

APPENDIX F

FLORIDA PUBLIC SCHOOL DISTRICT NUMBERS AND SPECIAL DISTRICT/SCHOOL NUMBERS

NOTE: The districts/schools participating in each FCAT administration may vary. For example, some administer only the tests required for graduation.

01-Alachua through 67-Washington

68-	Florida School for the Deaf and the Blind (FSDB)
	68-0011 Deaf Elementary School
	68-0014 Blind Elementary School
	68-0012 Deaf Middle School
	68-0015 Blind Middle School
	68-0013 Deaf High School
	68-0016 Blind High School
69-0008	Arthur G. Dozier School
70-0009	Eckerd Youth Development Center
71-	Florida State Mental Hospitals and Florida Virtual Schools
	71-0002 Florida State Hospital
	71-9029 Alachua Juvenile Detention Center
	71-9376 Florida Mental Health Institute
	71-0700 Connections Academy
	71-0801 Florida Virtual Academy
72-75	University Laboratory (Lab) Schools
	72-0011 Florida Atlantic University (FAU)
	A.D. Henderson School
	73-0341 Florida State University (FSU)
	Developmental Research School (DRS)
	74-0351 Florida A&M University (FAMU) DRS
	75-0391 University of Florida (UF)
	P.K. Yonge Laboratory School
77-78	Florida Instructional Materials Center for Visually Impaired (FIMC)
	77-0020 Braille
	78-0010 Large Print
	78-0030 Regular
80-	Community Colleges with Adult High School Programs
	80-0002 Daytona Beach Community College (Volusia)
	80-0003 Florida Junior College (Duval)
	80-0004 Indian River Community College (St. Lucie)
	80-0006 Pensacola Junior College (Escambia)
	80-0007 St. Johns Community College (Putnam)
	80-0008 Seminole Community College (Seminole)
	80-0009 South Florida Community College (Highlands)

APPENDIX G

Test Accommodations

This appendix lists accommodations to the testing procedures that are permissible for administering the Florida Comprehensive Assessment Test. The accommodations are divided into three sections: accommodations for students with disabilities with current IEPs, accommodations for students with current 504 plans, and accommodations for English Language Learners (ELLs). Care must be taken to provide a student with only the accommodations permitted for that student. In addition, students with disabilities must be provided the opportunity to participate in practice activities for the FCAT with appropriate accommodations to the same degree as their non-disabled peers.

Determination of appropriate accommodations in assessment situations for students with disabilities shall be based on the individual needs of each student. Decisions on accommodations shall be made by the IEP or 504 team and recorded on the IEP or 504 plan. Students with disabilities should be oriented to any test situation through test-taking instruction designed to familiarize them with testing format and procedures. This orientation should take place near the time of testing. Guidelines recommended for making accommodation decisions include:

- Accommodations should facilitate an accurate demonstration of what the student knows or can do.
- Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; accommodations must not change the underlying skills that are being measured by the test.
- Accommodations must be the same or nearly the same as those needed and used by the student in completing classroom instruction and assessment activities.
- Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.

For further information, please refer to the following technical assistance documents: *Planning FCAT Accommodations for Students with Disabilities* (product #309603), *Descriptions of FCAT Accommodations* (product #311930), and the *IEP Team's Guide to FCAT Accommodations* (product #312494). These documents are available from the Bureau of Exceptional Education and Student Services Clearinghouse Information Center at 850- 245-0477 or may be downloaded from the following website: <www.fldoe.org/ese/fcatasd.asp>. In 2003, each district testing coordinator, ESE director, and FDLRS center received the FCAT Accommodations Tool Kit. This kit contained the following items:

color transparencies or overlays
reading stand
reading guide
page tabs
highlighter tape
alternative keyboard
digital voice or tape recorder

raised line, shaded line, and color-coded paper
talking calculator
math grids
adapted grip ruler
writing guides or templates
visual magnifier

Materials for additional tool kits may be ordered from:
Onion Mountain Technology, Inc.
74 Sextons Hollow Road
Canton, CT 06019-2102
Tel 850- 693-2683
Fax 850- 693-9433
<http://www.onionmountaintech.com>

FCAT Accommodations for Students With Disabilities

Rule 6A-1.0943, Florida Administrative Code (FAC), as amended February 1984, permits test accommodations for any student with a disability who has a current IEP. In addition to the accommodations listed in the rule, expanded accommodations were approved by the State Board of Education on January 21, 2003. These expanded accommodations were in response to issues raised regarding the provision of reasonable accommodations on the FCAT. Listed below are the allowable accommodations on the FCAT for students with disabilities.

Unique Accommodations

In accordance with Rule 6A-1.0943, FAC, school districts may request unique accommodations for individual students with disabilities. Unique accommodations usually involve alterations of existing test materials. In addition, they must be regularly used by the student for classroom instruction and must not alter the underlying content of the assessment. Each unique accommodation must be approved by the Commissioner of Education or designee prior to its use. Written requests for unique accommodations must be submitted by using the *FCAT Unique Accommodation Request Form*. Accommodation requests must be reviewed by district level staff before being sent to the FDOE. In addition, the signatures of both the District ESE Coordinator and the District Coordinator of Assessment are required.

Documenting Test Accommodations

The category of accommodations provided for each test session must be gridded on the student grid sheet. More than one category may be indicated for a student. Each category should be gridded only if the student used an allowable accommodation in that category on the FCAT.

Examples of unique accommodations are identified by an asterisk (*). Transcription of student responses must be completed at the school/district level and the answer document submitted for scoring; however, large print and Braille materials **must** be transcribed by contractor staff only.

A. Presentation:

- Students may use magnification devices (e.g., CCTV, reading loops, hand-held magnifiers).
- The district test coordinators may request large print versions.
- A Braille version may be requested for a student who uses Braille materials. Some test items may be altered in format for Braille versions of the test as authorized by the Department. Test items that have no application for the Braille reader will be deleted as authorized by the Department. Student performance standards that cannot be assessed in the Braille format will be deleted according to the requirements of Section 1008.22, Florida Statutes.
- A student may use means to maintain or enhance visual attention to test items.
- A student may be provided with a copy of directions from the FCAT administration script that is read by the teacher.
- Portions of the test may be masked to direct attention to uncovered item(s).

- Colored transparencies/overlays may be used.
- Papers may be secured to the work area if no adhesives are used on the scannable document. A scannable document may be secured with adhesives and responses transferred to another document.
- Spacing may be increased between test items.*
- Fewer items may be placed on each page.*
- Positioning tools, such as a reading stand, may be used.
- A student may highlight key words or phrases in directions, items, and passages.

If a student uses a highlighter regularly in classroom instruction and it is noted on the IEP, a student may highlight key words and phrases in the directions, items, and passages. The use of a highlighter must be closely monitored. The use of a highlighter on a TO BE SCORED document can negatively impact a student's score. If a highlighter is used at grade levels at which the test items and answers are in the same book, the answers must be transcribed into a separate book. At all other grade levels, the answer documents must be carefully monitored for stray marks. If any highlighting marks are found on an answer document, it must be transcribed.

- Signed or oral presentation may be provided for all directions and items other than reading passages and items. Reading passages and items must be read by the student through visual or tactile means. On the reading test, only directions can be read for the student; passages, test items, and answer choices must not be read.
- Test directions may be repeated, clarified, or summarized.
- A student may be allowed to demonstrate understanding of directions to ensure understanding (i.e., repeating or paraphrasing).
- A student may use text-to-speech technology to communicate directions and items other than reading items.*
- Verbal encouragement (e.g., "keep working," "make sure to answer every question") may be provided; however, it may not be used to cue a student regarding correct/incorrect responses.
- White noise (sound machines) may be used to reduce auditory distractions.

Other considerations for Presentation accommodations when administering the FCAT to students with disabilities include:

- **Writing Prompt and Items:** The test administrator may sign or orally present the writing prompt (topic), items, and answer choices on the writing test. When reading answer choices, be very careful not to use voice inflection that might lead a student to the correct/incorrect responses.
- **Mathematics and Science Items:** The test administrator may sign or read all mathematics and science items and answer choices. These test items may not be reworded, summarized, or simplified. When reading answer choices, be very careful not to use voice inflection that might lead a student to the correct/incorrect responses.

B. Responding:

- The student may use varied methods to respond to the test, including written, signed, and verbal responses. (Written responses may include the use of devices, such as the Graphic Aid for Mathematics or the geoboard for Braille students.) A test administrator or proctor may transcribe student responses to the format required by the test, except where noted in

the large print and Braille instructions. Recorded responses must accurately reflect the response of the student, without addition or edification by the test administrator or proctor.

- A student may dictate responses to a proctor.
- A student may use speech-to-text technology to record answers.
- A student may use a computer switch to indicate answers.
- A student may use a computer/alternative keyboard to indicate answers.
- A student may use a pointing device to indicate answers.
- A student may use other communication devices to indicate answers.
- A student may enter answers directly into a test book (would require that responses are then transcribed by school/district personnel).
- A student may sign responses to an interpreter.
- A student may dictate responses into a tape recorder (would require that responses are then transcribed by school/ district personnel and original tape destroyed after testing is completed). This does **not** apply to students using large print or Braille materials that will be transcribed by contractor staff.
- A student may use special paper such as raised line, shaded line, or color-coded for short- or extended-response items (would require that responses are then transcribed by school/district personnel).
- A student may use mathematics grids/guides to organize mathematical computation.
- A student may use writing guides to produce legible answers.
- Test administrators may check periodically to be sure that students are marking in the correct spaces.
- A student with visual impairments may use an abacus at all grade levels.

Other considerations for **Responding** accommodations when administering the FCAT to students with disabilities include:

- If the student is providing **typed** responses, the responses must be transcribed by appropriate school personnel into the answer document assigned to the student. Students must be told the amount of space in which the response must be transcribed. Student responses **must not** be edited or changed in any way when transcribed. In the event that a student provides a typed response in a native language, the response must be transcribed exactly as written by the student. The transcriber **must not** translate the response. A transcribed response must fit in the answer space provided in a regular print answer document and may not continue on to additional pages.
- If the student is providing a response on **Braille paper** or in a **large print** answer document, the response will be transcribed by the test administration contractor. The Braille or large print answer documents containing the original student work must be returned according to the Large Print and Braille Materials Return Instructions. For the prompt portion, the student should be informed of the amount of space into which the response must be transcribed.
- If a student is providing oral responses or signed responses, the student must be told the amount of space in which the response must be written. All responses must be recorded by the appropriate school personnel in the space provided on the student's answer document. These responses must be made without any edits, changes, or corrections to the student's responses. If a student gives an oral response, the proctor must ask the

student to indicate punctuation and the spelling of words that the proctor is not completely certain that the child can spell (i.e., words not on the Dolch word list for the grade level tested). The student may review the written material and direct the proctor on editing.

- Devices designed to check grammar or spelling must not be used.
- If the student types responses on a computer or records responses in some other manner at the school, all copies must be erased or destroyed after the responses have been transcribed into the student's answer document by school/district personnel.
- For mathematics tests, calculators are allowed for all students in Grades 7 through 10. For Grades 3 through 6, a calculator may not be used even as an accommodation for students with disabilities. For the science test, calculators are allowed for students in Grades 8 and 11 only. Note that an abacus, the Graphic Aid for Mathematics, and a geoboard may be used at all grade levels for students with visual impairments. These devices are approved substitutes for paper and pencil computation.

C. Scheduling:

- A student may be administered a test during several brief sessions, allowing frequent breaks during the testing sessions, within specifications of the test administration manual.
- A student may use a specific time of the day for specific sessions.
- A student may be provided additional time for the administration of the test.
- A student must complete testing in one session before continuing to the next session. At no time is it appropriate to instruct a student to move on to a new session before the allotted time and then return to an earlier session.

Other considerations for **Scheduling** accommodations when administering the FCAT to students with disabilities include:

- At Grades 4, 8, and 10, the session containing the Writing+ prompt should be completed within one school day (applies only to the portion of the test containing the prompt).
- In limited cases, a student with a disability(s) may not be able to complete a reading, mathematics, or science session OR one of the multiple-choice sessions of the Writing+ test in one day. In these cases, the student may be tested over more than one day in a session, as long as the following conditions are maintained to ensure the validity of the test administration across days:
 - The student may not be permitted to change his or her responses to items that were completed on a previous day.
 - The test administrator must closely supervise the administration of the test on an individual basis to ensure that answers from the previous day are not changed and that the student does not preview parts of the test to be answered the following day.
 - The test administrator must secure all test documents without student answers at the end of each testing day to prevent the student from looking at any portion of the book completed on a previous day. The test administrator must use a paper clip or binder clip to secure the answer documents and prevent the student from reviewing his or her answers from the previous day. **ALL CLIPS MUST BE REMOVED AFTER TESTING.** Staples or tape should NOT be used on books containing student answers.
- If an extended break such as lunch occurs, all test materials should be collected and verified, ensuring that all books, reference sheets, and calculators are returned before students are allowed to leave the testing room. All test materials must be placed in locked storage until testing resumes. Make sure that students are not discussing the test or

exchanging information about the test in the testing room, hallways, bathroom, or lunchroom.

D. Setting:

- A student may be administered a test individually or in a small group setting.
- A student may use special lighting.
- A student may use adaptive or special furniture.
- Special acoustics, such as FM systems, may be used to enhance sound or special rooms may be used to decrease auditory distractions.
- Increase or decrease the opportunity for movement.
- Reduce stimuli (e.g., limit the number of items on the student's desk).
- Other specialized settings.*
- Administer the test in a familiar place such as the home with a test proctor present and/or by a familiar person who has been provided with appropriate training on the administration of the test. Procedures for test security must also be followed and precautions taken in order to ensure that the test remains secure.

E. Assistive Devices:

- Visual magnification and auditory amplification devices may be used. For students with visual impairments, an abacus and the Graphic Aid for Mathematics may be used.
- Manipulative materials, including, but not limited to, counters, base-10 blocks, clock faces, or geometric shapes are not allowed to be used by any student during the administration of the FCAT.
- Real coins may be used.
- Technology may be used without accessing spelling or grammar-checking applications for any assessment involving the writing process and without using speech output programs for reading items assessed. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student.
- Students who use sign language as their primary means of communication may use an English/sign or sign/ English translation dictionary. The dictionary must be similar to one used in the instructional setting and may **not** contain definitions of words. The dictionary may contain the sign picture, the word, synonyms, and an index.

Test Accommodations for Students With Disabilities as Defined by Section 504

To assure that all eligible students in our public education system are provided necessary related aids, services, or accommodations during the administration of the FCAT, districts will ensure that students with disabilities as defined by Section 504 be considered for and, if appropriate, provided the same test accommodations listed on the previous pages.

Those students who are not classified as exceptional students with active IEPs may qualify as "handicapped persons" as defined in Rule 6A-19.001(6), FAC, and Section 504 of the Rehabilitation Act of 1973. Rule 6A-19.001(6), FAC, which defines a "handicapped person" as

- (6) Any person who has a physical or mental impairment which substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment.

(a) Physical or mental impairment.

1. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or
2. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

(b) Major life activities. Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

(c) Has a record of such an impairment. Has a history of, or has been incorrectly classified as having, a mental or physical impairment that substantially limits one or more major life activities.

(d) Is regarded as having such an impairment.

1. Has a physical or mental impairment that does not substantially limit major life activities but that is treated by an institution as constituting such a limitation;
2. Has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others and, therefore, is treated by an institution as having such an impairment.

Procedures for determining eligibility under these requirements are given in the publication *District Guide for Meeting the Needs of Students: Section 504 of the Rehabilitation Act of 1973* (Product #307671). This document is available from the Bureau of Exceptional Education and Student Services Clearinghouse Information Center at 850-245-0477 or may be downloaded from www.fldoe.org/ese/pub-home.asp.

Clearinghouse Information Center
325 W. Gaines St., Suite 628
Turlington Building
Tallahassee, Florida 32399-0400
850-245-0477 phone
850-245-0987 fax
cicbiscs@fldoe.org

Questions concerning these requirements or determination of eligibility under Rule 6A-19.001(6), FAC, should be directed to the district local 504 Coordinator. Additional assistance may be obtained by contacting the Student Services and Shared Services Network, 850-922-3727 or SunCom 292-3727, or the Office of Equity and Access, 850-245-0511, SunCom 205-0511.

Test Accommodations for English Language Learners (ELLs)

Districts are required to offer accommodations to ELLs who are currently receiving services in a program operated in accordance with an approved District LEP Plan. Permissible accommodations for ELLs are listed below. The test may be administered with any one of these modifications or a combination of accommodations that are determined to be appropriate for the particular needs of ELLs. However, all testing, with or without accommodations, must be completed during the prescribed testing dates.

Instruct test administrators to follow the testing procedures outlined by the Department and to give special assistance only to students who are eligible for assistance.

Flexible Setting. ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. Parents must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.

Flexible Scheduling. ELLs may take a session of the test during several brief periods within one school day; however, a session of the test must be completed within one school day.

Additional Time. ELLs may be provided additional time; however, a session must be completed within one school day.

Assistance in Heritage Language. For the mathematics and science tests and the multiple-choice portion of the writing test, ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language. The teacher may answer specific questions about a word or phrase that is confusing the student because of limited English proficiency, but is prohibited from giving assistance that will help the student solve mathematics problems and answer writing and science test items. A student's questions must not be answered in a way that would lead the student to infer the correct answer to an item. The teacher may answer specific inquiries concerning a word or phrase in a writing assessment prompt that is confusing the student because of limited English proficiency. In no case shall assistance be given to the student in responding to the writing assessment prompt. The teacher is prohibited from reading the entire prompt to the student. If the FCAT is administered to a group of students, the teacher may answer questions about directions for the benefit of the group; questions of clarification from individual students must be answered on an individual basis without disturbing other students.

For the reading test, the ESOL or heritage language teacher may answer student questions about the general test directions in a way that the student would not be led to infer the correct answer to any of the items. The teacher is prohibited from reading words to the student from the passages, test items, and performance tasks, and from answering student questions about the passages, test items, and performance tasks.

In addition to the language above, the ESOL or heritage language teacher may answer student questions about the general test directions in their heritage language. **All student responses must be written in English.** Responses written in languages other than English will not be scored.

Approved Dictionary. ELLs must have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELLs in an instructional setting. However, a dictionary providing definitions written exclusively in the heritage language or in English may not be provided. Use of electronic dictionaries is strictly prohibited and may be cause for invalidation.

APPENDIX H

TEST SECURITY REQUIREMENTS, STATUTE, AND RULE

Chapter 1008.24 of Florida Statutes and Florida State Board of Education Rule 6A-10.042 establish the requirement that Florida Department of Education tests are to be maintained in a secure manner during development, administration, and scoring in order to preserve the integrity of the tests. When not in use, all test materials are to be kept in secure, locked storage. Individuals who have access to secure test materials are not to copy or otherwise reproduce test questions or reveal test questions verbally or in writing. Persons who are involved in administering or proctoring the test or preparing examinees for the tests are not to participate in, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees' achievement. Examinees' answers to questions are not to be interfered with in any way by persons administering or scoring the tests. Persons violating test security requirements are guilty of a first degree misdemeanor, punishable by a fine of not more than \$1,000.00 or imprisonment for not more than 90 days, or both.

The security requirements and penalties established by the rule and statute must be provided by the contractor to **each person who has access to tests or test questions** during the development, printing, administration, or scoring of the tests.

A copy of the Statute and Rule is part of this appendix.

Restrictions on Printing for Security Purposes

The prospective contractors should indicate their ability to comply with the following conditions relative to printing of the required tests. These conditions are necessary as a means of maintaining test security. Lack of compliance with these conditions may subject the proposal to rejection if the Department determines it is in its best interest to do so.

1. All test negatives and plates must be maintained under lock and key by the printing supervisor.
2. Unauthorized personnel must not be permitted access to the test negatives, plates, or copies.
3. All plates and negatives must be destroyed by the contractor upon completion of this contract.
4. The Department reserves the right to conduct on-site spot checks of the printing processes.
5. All press pull-ins, trim, and waste material must be shredded at the end of each day's press run by a person authorized to do so by the contractor.
6. Each production run must be made under close supervision of the printing supervisor

Florida Test Security Statute

1008.24 Test security.--

- (1) It is unlawful for anyone knowingly and willfully to violate test security rules adopted by the State Board of Education for mandatory tests administered by or through the State Board of Education or the Commissioner of Education to students, educators, or applicants for certification or administered by school districts pursuant to s. [1008.22](#), or, with respect to any such test, knowingly and willfully to:
 - (a) Give examinees access to test questions prior to testing;
 - (b) Copy, reproduce, or use in any manner inconsistent with test security rules all or any portion of any secure test booklet;
 - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
 - (d) Make answer keys available to examinees;
 - (e) Fail to follow security rules for distribution and return of secure test as directed, or fail to account for all secure test materials before, during, and after testing;
 - (f) Fail to follow test administration directions specified in the test administration manuals; or
 - (g) Participate in, direct, aid, counsel, assist in, or encourage any of the acts prohibited in this section.
- (2) Any person who violates this section commits a misdemeanor of the first degree, punishable as provided in s. [775.082](#) or s. [775.083](#).
- (3) A district school superintendent, a president of a public postsecondary educational institution, or a president of a nonpublic postsecondary educational institution shall cooperate with the Commissioner of Education in any investigation concerning the administration of a test administered pursuant to state statute or rule.

History.--s. 370, ch. 2002-387.

Florida Test Security State Board of Education Rule

6A-10.042 Maintenance of Test Security.

- (1) Tests implemented in accordance with the requirements of Sections 1004.93, 1008.22, 1008.29, 1008.30, 1012.55, and 1012.56, Florida Statutes, shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.
 - (a) Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such individuals shall not reveal in any manner, verbally or in writing, the test questions under development.
 - (b) Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.
 - (c) Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.
 - (d) Examinees' answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations.
 - (e) Examinees shall not be given answer keys by any person.
 - (f) Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate in, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees' achievement.
 - (g) Each person who has access to tests or test questions during the development, printing, administration, or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in statute and rule governing test security, and a description of the penalties for breaches of test security.
 - (h) During each test administration, school district and institutional test administration coordinators and contractors employing test administrators and proctors shall ensure that required testing procedures are being followed at all test administration sites. Officials from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure that testing procedures are being correctly followed.
- (2) Test materials, including all test booklets and other materials containing secure test questions, answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communications provided by the Department. Such procedures shall include but are not limited to the following:
 - (a) All test materials shall be kept in secure, locked storage prior to and after administration of any test.
 - (b) All test materials shall be precisely accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.
 - (c) Any discrepancies noted in the number or serial numbers of testing materials received from contractors shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.
 - (d) In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of

the investigation within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.

(e) In those cases where the responsibility for secure destruction of certain test materials is assigned by the Department to designated institutional or school district personnel, the responsible institutional or school district representative shall certify in writing that such destruction was accomplished in a secure manner.

(f) In those cases where test materials are permitted by the Department to be maintained in an institution or school district, the test materials shall be maintained in a secure manner as specified in the instructions provided by the Department. Access to the materials shall be limited to the individuals and purposes specified by the Department.

(3) In those situations where an employee of the educational institution, school district, or contractor, or an employee of the Department suspects a student of cheating on a test or suspects other violations of the provisions of this rule, a report shall be made to the Department or test support contractor, as specified in the test administration procedures, within ten (10) calendar days. The report shall include a description of the incident, the names of the persons involved in or witness to the incident, and other information as appropriate. Officials from the Department are authorized to conduct additional investigations.

(4) Violations of test security provisions shall be subject to penalties provided in statute and State Board Rules.

Specific Authority 1001.02(1), 1008(24)(1) FS. Law Implemented 1001.02, 1008.24 FS. History-New 7-5-87, Amended 10-26-94.

Appendix I

Cost Proposal Forms Instructions

Bidders must provide a proposal that includes costs for all years and activities covered in the base contract period that begins with the fall 2009 FCAT Reading and Mathematics Retake administration and extends through the summer 2013 test administration. Costs also must be provided for the cost options and the single two-year optional renewal period that extends the contract through the summer 2015 Retake administration. For the purpose of providing costs, the phases of the potential contract period are described below:

Base Contract Period: 2008-09 through 2012-13

Phase I – Date of Contract Execution through November 30, 2009

Phase II – December 1, 2009 through November 30, 2010

Phase III – December 1, 2010 through November 30, 2011

Phase IV – December 1, 2011 through November 30, 2012

Phase V – December 1, 2012 through November 30, 2013

Optional Renewal Period: 2013-14 through 2014-15

Phase I – December 1, 2013 (or date of renewal) through November 30, 2014

Phase II – December 1, 2014 through November 30, 2015

Bidders must provide costs for all phases of the contract indicated above, each on a separate form. The cost forms included in the RFP should be duplicated as necessary and a total amount provided for each phase. **Bidders must be very careful to check the appropriate phase for which the costs apply and enter the costs applicable to the phase.** The Department will apply present value calculations to the annual amounts as described in Section 10.5 of the RFP; therefore, **bidders must verify that the correct phase has been identified on all forms.** Bidders also must verify the accuracy of their phase total and grand total calculations prior to submission of cost proposals.

The column headings on the cost form indicate expected categories for costs. Bidders may use the “Other” category to include costs for services they feel can not be represented in the other five categories; however, the information contained in the additional category must be defined. In the “Task Area” column, the numbers in parentheses are references to specific sections of the RFP where detailed information about work tasks and deliverables for each phase is found. The column labeled “applicable years” indicates the date range for the work tasks and deliverables included in the RFP for this task area.

Bidders should note that the RFP identifies many specific tasks that are not listed separately on the cost forms. Bidders must evaluate the requirements for completing the activities in the RFP and identify the costs and time period associated with completing each task. These costs should be accumulated and included in the task areas listed on the Cost Forms for the appropriate phase during which the work for the task will occur, regardless of the deliverable due date.

Bidders must not provide costs in areas that are shaded, but should provide costs broken into the sub-categories shown. For example, in task area #1 “Contract management reports and activities (1.2 and 7.7),” costs should be provided for all five subtasks, a-e, including a total for task area 1.

The task area elements listed on the cost form in each phase are identical; however, the work effort requirements are not expected to be equal in each phase because some tasks do not apply to some phases. Bidders must determine for themselves the required distribution of work effort for each task area and phase.

Reimbursable amounts. The reimbursable amounts identified in RFP Section 7.12 are included in a separate summary form for the base period. When a contract with the successful bidder is fully executed, these amounts will be prorated across each phase of the project. Likewise, reimbursable amounts for the renewal period are included in a separate form. The renewal period form also includes an area for summarizing the Grand Total for the base period and the renewal period combined.

Cost Options: Bidders must provide costs for each cost option in the proposal. To fully complete the cost option cost proposal, bidders must identify the major task areas associated with the option and complete both the task area and the cost categories. Because it is uncertain when the Department will be able to execute the cost option, bidders shall assume each option will be implemented for all of the phases in which the option is applicable. For example, Cost Option 3.1 (RFP Section 3.2) requires the design and implementation of science laboratory experiments that would be completed on a schedule to correspond with the test administration of the science end-of-course examinations. **Bidders must determine in which phases required costs would be applicable and must provide separate totals for each cost option, for each phase.** The spreadsheets provided must be expanded and duplicated as necessary for each applicable phase.

Appendix I

COST PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17

Check the phase for which the costs apply and enter costs for the applicable tasks.	Base Contract Period					Renewal Period		Subtotal	Total
	__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V	__ Phase I	__ Phase II		
Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Tec hnology Services	Travel	Other (Specify)		
1. Contract management reports and activities (1.2 and 7.0)	2008-15								\$ -
a. Weekly management reports								\$ -	
b. Operational Plan (annual)								\$ -	
c. Project Schedule (quarterly)								\$ -	
d. Accounting Report (semi-annual)								\$ -	
e. Program Management Communication (printer/fax/scanner/copier) (7.5)	2008-09							\$ -	
2 Item Bank (3.6)	2009-15								\$ -
a. Reconstitute/Update Item Bank								\$ -	
3. Item/Prompt Development (RFP s. 3.7)	2009-14								\$ -
a. Item Development Plan (3.7.1)	2009-14							\$ -	
b. FCAT/FSA Reading								\$ -	
c. FCAT/FSA Mathematics								\$ -	
d. FCAT/FSA Science								\$ -	
e. FCAT/FSA Writing								\$ -	
e.1. Multiple-Choice Items								\$ -	
e.2. Writing Prompts	2010-14							\$ -	
f. End-of-Course Exams								\$ -	
4. Pilot Testing (RFP s. 3.7.6)	2009-14								\$ -
a. FCAT/FSA Reading								\$ -	
b. FCAT/FSA Mathematics								\$ -	
c. FCAT/FSA Science								\$ -	
d. FCAT/FSA Writing								\$ -	
d.1. Multiple-Choice Items								\$ -	
d.2. Writing Prompts								\$ -	
e. End-of-Course Exams								\$ -	
5. State Review Meetings Implementation (RFP s. 3.7.7) Contractor Expenses	2009-15								\$ -
a. Educator Meeting specifications								\$ -	
b. Bias and Sensitivity Reviews								\$ -	
c. Reading Passage Reviews								\$ -	
d. Science Expert Reviews								\$ -	
e. FCAT/FSA Item Content Reviews								\$ -	

Appendix I

COST PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17

Check the phase for which the costs apply and enter costs for the applicable tasks.	Base Contract Period					Renewal Period		Subtotal	Total
	__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V	__ Phase I	__ Phase II		
Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Tec hnology Services	Travel	Other (Specify)		
f. Writing Prompt Reviews								\$ -	
g. End-of-Course Exam Content Reviews								\$ -	
6. Field-Test Forms & Item Sets Development (3.7.8)	2009-15								\$ -
a. FCAT/FSA Reading								\$ -	
b. FCAT/FSA Mathematics								\$ -	
c. FCAT/FSA Science								\$ -	
d. FCAT/FSA Writing									
d.1. Multiple-Choice Items								\$ -	
d.2. Writing Prompts								\$ -	
e. End-of-Course Exams								\$ -	
7. Test Form Construction (RFP s. 3.8)	2009-14								\$ -
a. Test Construction Specifications (3.8.1, 5.1.2, 5.14)								\$ -	
b. Test Construction System (3.8.2)								\$ -	
c. FCAT/FSA Reading								\$ -	
d. FCAT/FSA Mathematics								\$ -	
e. FCAT/FSA Science								\$ -	
f. FCAT/FSA Writing									
f.1. Multiple-Choice Items								\$ -	
f.2. Prompts								\$ -	
g. FCAT/FSA Retake Forms-Reading/Math (5.1.2, 5.1.4)								\$ -	
h. End-of-Course Exams								\$ -	
8. Special Forms Development (3.9)									\$ -
a. Norming Study Forms (3.8.4)	2009-10							\$ -	
b. Public Release Forms (3.9, 6.5)	2013-15							\$ -	
9. Printed Tests (3.5, 3.10)	2009-15								\$ -
a. Production Specifications (3.11)								\$ -	
b. Style Guide (3.11)								\$ -	
c. FCAT/FSA Test Books								\$ -	
d. FCAT/FSA Answer Documents								\$ -	
e. Retake Forms-Reading/Math								\$ -	
f. End-of-Course Exams								\$ -	

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COST PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17

Check the phase for which the costs apply and enter costs for the applicable tasks.	Base Contract Period					Renewal Period		Subtotal	Total
	__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V	__ Phase I	__ Phase II		
Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Tec hnology Services	Travel	Other (Specify)		
10. Computer-Based Tests (3.5, 3.12)	2009-15								\$ -
a. CBT Production Specifications								\$ -	
b. CBT Style Guide								\$ -	
c. CBT FSA Writing								\$ -	
d. CBT Retake Forms-Reading/Math								\$ -	
e. End-of-Course Exams								\$ -	
11. Accommodations for Paper-Based Tests (3.13, 4.12)	2009-15								\$ -
a. FCAT/FSA Braille								\$ -	
b. FCAT/FSA Large Print								\$ -	
c. FCAT/FSA One Item Per Page								\$ -	
d. FCAT/FSA Black and White								\$ -	
e. FCAT/FSA Screen Reader								\$ -	
12. Accommodations for Computer-Based Tests (4.13) Including EOC, Retakes, and FSA Writing 7 & 11	2009-15								\$ -
a. Regular Paper Version of Tests as Required by IEP								\$ -	
b. Braille								\$ -	
c. One Item Per Page								\$ -	
d. Black and White								\$ -	
e. Screen Reader								\$ -	
13. Distribute & Retrieve Materials (4)	2009-15								\$ -
a. Pack and Distributed Materials (4.1)								\$ -	
b. Customer Satisfaction Information (4.2)								\$ -	
c. Missing Materials Report/Inventory (4.3)								\$ -	
d. Disposition of Materials (4.4)								\$ -	
e. Retrieve Materials (4.5)								\$ -	
f. Pre-identification specifications (4.6)								\$ -	
14. Test Administration Ancillary Materials (4.8-4.10)	2009-15								\$ -
a. Workflow schedule (4.8.1)								\$ -	
b. FCAT/FSA Test Administration Manuals (4.9)								\$ -	

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COST PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17

Check the phase for which the costs apply and enter costs for the applicable tasks.	Base Contract Period					Renewal Period		Subtotal	Total
	__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V	__ Phase I	__ Phase II		
Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Tec hnology Services	Travel	Other (Specify)		
c. FCAT/FSA Ancillary Materials (4.9)								\$ -	
d. EOC Exams Test Administration Manuals (4.9)								\$ -	
e. EOC Exams Ancillary Materials (4.9)								\$ -	
f. Calculators and Rulers (4.10)								\$ -	
15. Administration Annual Meeting Implementation (RFP s. 4.14) Contractor Expenses	2009-15								\$ -
a. Test Administration Debrief								\$ -	
b. New Assessment Coordinators Meeting								\$ -	
c. Annual Assessment Coord. Meeting								\$ -	
16. Measurement Model & Special Studies (5.1)	2009-15								\$ -
a. Field Test & Calibration Sample Specifications and Selection (5.1, 5.4)	2009-14								
a.1. Writing Prompts (5.1.7)								\$ -	
a.2. Reading, Mathematics, & Science (5.1, 5.4.3)								\$ -	
a.3. End-of-Course Tests (5.1.8)								\$ -	
a.4. Early Return Samples (5.4.3)								\$ -	
b. Calibration, Equating, and Scaling Specifications (5.4.1, 5.4.3)	2009-14								
b.1. Writing								\$ -	
b.2. Reading, Mathematics, & Science								\$ -	
c. Process & Score Calibration Samples (5.1.1, 5.1.7)								\$ -	
c.1. Writing	2010-15							\$ -	
c.2. Reading, Mathematics, & Science								\$ -	
c.3. Writing Prompt Field Test								\$ -	
d. FCAT/FSA Scoring Tables (5.1.3)									
d.1. Fall/Spring/Summer Retakes (5.1.3, 5.1.4)								\$ -	
d.2. Writing Administration (5.1.3)								\$ -	
d.3. Spring Reading, Mathematics & Science Administrations (5.1.3)								\$ -	
d.4. EOC Administrations (5.1.3)								\$ -	
e. Process and Score NRT (5.1.5)	2010-11							\$ -	

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COST PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17

Check the phase for which the costs apply and enter costs for the applicable tasks.	Base Contract Period					Renewal Period		Subtotal	Total
	__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V	__ Phase I	__ Phase II		
Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Tec hnology Services	Travel	Other (Specify)		
f. New Measurement Model for FSA Writing (5.1.6)	2008-09							\$ -	
17. Data Verification and Quality Assurance (5.2)	2009-15							\$ -	\$ -
a. Data Verification Specifications (5.2.1)								\$ -	
b. Verify Answer Keys (5.2.2)								\$ -	
c. Gridded-Response/Fill-In Adjudication and Review (5.2.3, 5.2.4)								\$ -	
d. Quality control systems (5.2.5)								\$ -	
18. Scanning Student Responses (5.3)	2009-15							\$ -	\$ -
a. Scanning/Scoring Specifications								\$ -	
b. Mock and Mini State Files									
b.1. FCAT/FSA Retake Tests								\$ -	
b.2. FCAT/FSA Spring Tests								\$ -	
b.3. End-of-Course Tests								\$ -	
c. Special Processing for Braille/Large Print Documents (5.3.1)								\$ -	
d. Other Special Handling Requirements (5.3.2.)								\$ -	
19. Scoring of Student Responses (5.4)								\$ -	\$ -
a. Handscoring Replication Study (5.4.4.1)	2009							\$ -	
b. Handscoring Specifications (5.4.4.2)	2009-14							\$ -	
c. Preparation and Handscoring of Performance Tasks (5.4.4.3, 5.4.4.4, 5.4.4.5)	2010-15								
c.1. FCAT/FSA Performance Tasks								\$ -	
c.2. FCAT/FSA Writing Prompts								\$ -	
c.3. End-of-Course Tests								\$ -	
d. Anomaly Checking and Missing Scores (5.4.6, 5.4.7, 5.4.8)								\$ -	
20. Reporting Scores (5.5)								\$ -	\$ -
a. Reports & File Specifications (5.5.1)	2009-14							\$ -	
b. Complete Results Deliveries (5.5)	2009-15								
b.1. FCAT/FSA Retake Tests								\$ -	

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COST PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17

Check the phase for which the costs apply and enter costs for the applicable tasks.	Base Contract Period					Renewal Period		Subtotal	Total
	__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V	__ Phase I	__ Phase II		
Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Tec hnology Services	Travel	Other (Specify)		
b.2. FCAT/FSA Writing								\$ -	
b.3. FCAT/FSA Reading, Mathematics, & Science								\$ -	
b.4. End-of-Course Tests								\$ -	
c. Electronic Results (5.5.3, 5.5.4)	2009-15							\$ -	
d. Demographic Reports (RFP s. 5.5.5)	2010-15							\$ -	
21. Technical Oversight and Special Studies (5.6)									\$ -
a. Technical Report (5.6.2)	2010-15							\$ -	
b. Achievement Level Standard Setting Meetings (5.6.3)	2011-12							\$ -	
c. Vertical Scaling (5.6.4)	2011, 2014							\$ -	
d. Comparability of Scales – FCAT to FSA (5.6.5)	2009-11							\$ -	
e. Calibration/Equating Studies (5.6.6)	2009, 2012, 2015							\$ -	
f. Comparability of Different Modalities (5.6.7)	2009, 2010, 2012							\$ -	
22. Interpretive Products/Services (6.0)									\$ -
a. Annual Int. Prod. Planning Meeting (6.0.13) Contractor Expenses	2009-14							\$ -	
b. Interpretive Products Production Specificaitons (6.0, 6.0.9)	2010-14							\$ -	
c. Sample Test Materials (6.1)	2009-14								
c.1. Paper-Based STMs								\$ -	
c.2. Computer-Based STMs								\$ -	
c.3. EOC Exams STMs								\$ -	
d. Keys to Florida's Tests (6.2)	2010-15							\$ -	
e. Understanding Florida's Assessment Reports (6.3)	2010-15							\$ -	
f. Florida Reads! Writes! Solves! Inquires! CD (6.4)	2010-15							\$ -	
g. Released Tests (6.5)	2013-15							\$ -	
h. Test Item Specifications (6.6)	2009-11, 2014-15								
h.1 Reading								\$ -	
h.2. Mathematics								\$ -	

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COST PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17

Check the phase for which the costs apply and enter costs for the applicable tasks.

Base Contract Period				
__ Phase I	__ Phase II	__ Phase III	__ Phase IV	<input checked="" type="checkbox"/> Phase V

Renewal Period	
__ Phase I	__ Phase II

Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)	Subtotal	Total
PHASE I TOTAL								\$	-
PHASE II TOTAL								\$	-
PHASE III TOTAL								\$	-
PHASE IV TOTAL								\$	-
PHASE V TOTAL								\$	-
Reimbursable Categories	2008-13							\$	-
Consultant Services (RFP s. 7.12.1)								\$150,000	
Contingency Services (RFP s. 7.12.2)								\$150,000	
Author's Alterations (RFP s. 7.12.3)								\$150,000	
Meetings with Educators (RFP s. 7.12.4)								\$7,470,125	
Meetings with Staff (RFP s. 7.12.5)								\$780,000	
Contractor Staff Positions (RFP s. 7.12.6)								\$1,291,000	
GRAND TOTAL BASE PERIOD								\$	-

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COST PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17

Check the phase for which the costs apply and enter costs for the applicable tasks.

Base Contract Period				
__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V

Renewal Period	
__ Phase I	✓ Phase II

Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)	Subtotal	Total
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PHASE I TOTAL
PHASE II TOTAL

\$ -
\$ -

Reimbursable Categories

2013-15

Consultant Services (RFP s. 7.12.1)								\$75,000	
Contingency Services (RFP s. 7.12.2)								\$75,000	
Author's Alterations (RFP s. 7.12.3)								\$75,000	
Meetings with Educators (RFP s. 7.12.4)								\$3,049,800	
Meetings with Staff (RFP s. 7.12.5)								\$360,000	
Contractor Staff Positions (RFP s. 7.12.6)								\$748,000	

\$ -

GRAND TOTAL RENEWAL PERIOD

GRAND TOTAL BASE PERIOD

\$ -

GRAND TOTAL BASE AND RENEWAL PERIODS

\$ -

Appendix I

COST OPTIONS PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17

Check the phase for which the option applies, and enter tasks and costs.

Base Contract				
__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V

Renewal	
__ Phase II	__ Phase II

Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)	Subtotal	Total
3.1 Science Labs (Section 3.2)									\$ -
a.								\$ -	
b.								\$ -	
c.								\$ -	
d.								\$ -	
e.								\$ -	
f.								\$ -	
g.								\$ -	

Check the phase for which the option applies, and enter tasks and costs.

Base Contract				
__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V

Renewal	
__ Phase II	__ Phase II

Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)	Subtotal	Total
3.2 Additional Computer-Based Tests (Section 3.5)									\$ -
a.								\$ -	
b.								\$ -	
c.								\$ -	
d.								\$ -	
e.								\$ -	
f.								\$ -	
g.								\$ -	

Appendix I

COST OPTIONS PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17

Check the phase for which the option applies, and enter tasks and costs.

Base Contract				
__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V

Renewal	
__ Phase II	__ Phase II

Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)	Subtotal	Total
3.3 State Owned Item Bank (Section 3.6)									\$ -
a.								\$ -	
b.								\$ -	
c.								\$ -	
d.								\$ -	
e.								\$ -	
f.								\$ -	
g.								\$ -	

Check the phase for which the option applies, and enter tasks and costs.

Base Contract				
__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V

Renewal	
__ Phase II	__ Phase II

Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)	Subtotal	Total
4.1 Delivery of Materials to Schools (Section 4.1)									\$ -
a.								\$ -	
b.								\$ -	
c.								\$ -	
d.								\$ -	
e.								\$ -	
f.								\$ -	
g.								\$ -	

Appendix I

COST OPTIONS PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17

Check the phase for which the option applies, and enter tasks and costs.

Base Contract				
__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V

Renewal	
__ Phase II	__ Phase II

Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)	Subtotal	Total
4.2 Preidentification Labels (Section 4.6)									\$ -
a.								\$ -	
b.								\$ -	
c.								\$ -	
d.								\$ -	
e.								\$ -	
f.								\$ -	
g.								\$ -	

Check the phase for which the option applies, and enter tasks and costs.

Base Contract				
__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V

Renewal	
__ Phase II	__ Phase II

Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)	Subtotal	Total
4.3 English-Heritage Language Translation Dictionary (Section 4.13)									\$ -
a.								\$ -	
b.								\$ -	
c.								\$ -	
d.								\$ -	
e.								\$ -	
f.								\$ -	
g.								\$ -	

APPENDIX J

STATE OF FLORIDA DEPARTMENT OF EDUCATION

GENERAL PROCUREMENT CONTRACT

(NON-STATE TERM)

NO. _____

Florida Department of Education	Name of Contractor
Division: _____	_____
Bureau: _____	Address of principal place of business:
Section: _____	_____

THIS CONTRACT ("Contract") is entered into as a contractual undertaking by and between the Florida Department of Education (Department) and the above-named Contractor ("Contractor") as of the Effective Date concerning the project identified below ("Project").

I. Name of Project:

II. Brief Summary of Nature and Purpose of Project:

III. Contract Documents:

The documents establishing and constituting the contractual relationship between the Department and the Contractor (referred to collectively as the "Contract") supersede all prior agreements and understandings, written or oral, regarding this Project and consist of the following:

A. This Contract, including all of the following attachments, which are hereby incorporated by reference and made a part hereof, and which are identified as follows (reference additional attachments as appropriate):

1. Attachment A: Detailed Description of Performance Duties;
2. Attachment B: Payment Schedule;
3. Attachment C: Standard Terms and Conditions; and
4. If determined by the Department to be applicable, Attachment D: Single Audit Act Requirements. The Department determines that Attachment D is/is not applicable.

5. If determined by the Department to be applicable, Attachment E: Minority Subcontractors Utilization Summary. The Department determines that Attachment E is/is not applicable.

IV. The following additional documents:

The provisions of this Contract and Attachments A, B, and C shall govern any inconsistent or conflicting provisions in the other Contract documents identified above. Provisions in the ITB, RFP, or ITN, and each document made a part thereof shall govern any inconsistent or conflicting provisions in the Bid or Proposal and each document made a part thereof.

V. Project Management:

The Department and the Contractor designate their respective representatives, identified below ("Contract Manager"), for coordination, communication, and management of the Project.

For the Department:

For the Contractor:

(Name)

(Name)

(Title)

(Title)

(Mailing address)

(Mailing address)

(Phone, fax and e-mail)

(Phone, fax and e-mail)

VI. Effective Date:

This Contract shall be effective on _____, the date upon which it is signed by both Department and Contractor, whichever is later. ("Effective Date").

VII. Expiration Date:

This Contract shall expire on _____, unless cancelled earlier in accordance with its terms.

VIII. Renewal:

Subject to the limitations set forth in Section 287.057(14), Florida Statutes, this Contract is renewable at the option of the Department for a renewal period or periods with commencement and expiration dates as follows:

The Department shall provide advance written notice of at least _____ days of its decision to exercise its option.

IX. Travel:
Contractor will will not be reimbursed for travel pursuant to Section 112.061, Florida Statutes.

X. Notice:

Notice given pursuant to the terms and conditions of this Contract shall be sufficient if given to the recipient Contract Manager either 1) in writing addressed to the applicable Contract Manager by certified mail, return receipt requested, or 2) by hand delivery.

XI. Approval and Execution:

Approval of Department's
Budget Entity Director:

Approval of Department's Office of General
Counsel as to form and legality:

By: _____

By: _____

The Department and the Contractor have caused this Contract to be executed by their undersigned officials, duly authorized.

(Contractor Name)

Florida Department of Education

By: _____

By: _____

Title: _____

Title: _____

Date: _____

Date: _____

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
PROCUREMENT CONTRACT – ATTACHMENT A
DETAILED DESCRIPTION OF PERFORMANCE DUTIES
Page 1 of 1**

The detailed description of the Contractor's performance duties and related provisions for the procurement Contract awarded to _____, Contract No. ____, are as follows:

I. Project Overview:

A. Program Background and Purpose of Project:

B. _____
Scope of Work:

C. _____
Governing Statutory and Administrative Requirements.

The statutes and administrative rules or regulations to be implemented by, this project are as follows:

State: _____

Federal: _____

D. Required Outcome of the Project.

E. _____
Role of the Contractor in the Project Outcome.

F. _____
Role of the Department.

II. Project Phases and Deliverables:

A. Description of the Major Phases Stages or Other Organizational Structure of the Project.

B. _____
Deliverables.

The following is the itemized list of each Deliverable which the Contractor is required to provide to the Department, and for each Deliverable: the specifications for the Deliverable; the description of the activities leading to the Deliverable; and, the expected date of completion of the Deliverable. _____

C. Criteria for Final Completion of the Contract.

The criteria for final completion of the Contract are the delivery to, and approval by, the Department of all Deliverables required by the Contract.

D. Acceptance Testing.

To implement the provisions of Attachment C, Section IV., Deliverables shall be approved in accordance with the following acceptance testing plan: _____

E. Software Updates.

If the project involves the use of software to be provided by or through the Contractor, periodic updates to such software will be handled in accordance with the following:

III. Modification of Standard Terms and Conditions.

Each of the following enumerated provisions supersedes or modifies, as indicated, the Section of Attachment C, Standard Terms and Conditions, to which it expressly refers:

IV. _____
Performance Bond.

As provided in Attachment C, Section XVII.:

A. The Contractor shall provide a performance bond ف, another form of security ف or not applicable ف.

B. If applicable, the amount of the Contractor's performance bond is ٢ is not ٢ the total amount of the Contract. If the amount is not the total amount of the Contract it is the amount of \$_____.

C. If applicable, the form of the security shall be () in the amount of \$ _____.

IV. Additional Terms and Conditions.

The Contract includes the following enumerated additional terms and conditions: _____

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
PROCUREMENT CONTRACT – ATTACHMENT B
PAYMENT TERMS AND SCHEDULE
Page 1 of 2**

The Payment Terms and Schedule for the procurement contract awarded to _____, Contract No. _____ are as follows:

- I. An “X” in the box adjacent to each provision in this section signifies that the provision is applicable to the Contract into which this Attachment B is incorporated.
 - A. Either 1 or 2 applies:
 - ☐ 1. The total payment shall be the amount entered in the space provided in Section II, below.
 - Or
 - ☐ 2. The total payment shall be an amount not to exceed the amount entered in the space provided in Section II, below.
 - B. Either 1 or 2 applies:
 - ☐ 1. The total payment shall be paid as a single, lump sum payment upon the Contractor meeting the criteria for completion of the Contract.
 - Or
 - ☐ 2. The total payment shall be paid as scheduled progress payments in accordance Section III, below, which prescribes the amount of each payment, the specified Deliverable(s) that must be received and approved prior to each payment, and the projected payment date.
 - Or
 - ☐ Not Applicable
 - C. If I. A 2. applies, check whether any of the following apply:
 - ☐ 1. The total payment includes amounts, which are set aside for specific activities as described in Section IV, below. Records shall be kept by the Contractor to account for amounts earned for each activity. In the event that the full amount set aside for any activity is not earned, the unearned amount shall revert to the Department and shall be reflected as an adjustment to the final payment.
 - ☐ 2. Contract payments shall be based on a system of rates as prescribed in Section IV, below, which shall account for all or a portion of the total contract payment also as prescribed in Section V, below.
- II. As specified in Section I.A., the amount of the total payment, or the amount that the total payment shall not exceed is the following: One-hundred dollars (\$ 100.00).

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
 PROCUREMENT CONTRACT – ATTACHMENT B
 PAYMENT TERMS AND SCHEDULE
 Page 2 of 2**

III. The schedule of progress payments, the Deliverable(s) required to be received and approved, and the projected payment dates are set forth below. The actual date of payment shall be governed by the receipt and approval of the Deliverable(s), not by the projected payment date which is included to assist in planning the Contract activities and managing the project.

<u>Amount of Payment</u>	<u>Projected Date</u>	<u>Description of Deliverables</u>
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IV. The amounts included in the total payment which are set aside for specified activities in accordance with Section I.C.1, above, the specified activity to which each amount pertains, and the criteria under which the Contractor earns portions of the amount which is set aside are described below:

<u>Amount Set Aside</u>	<u>Description of Activity</u>	<u>Criteria for Earning Portion of the Amount which Is Set Aside</u>
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V. The system of rates upon which contract payments are based is prescribed as follows:

A. As applicable, the type of work or the professional designation of a worker to whom the rate applies, the dollar amount of the rate, and the time unit covered by the rate amount are set forth below:

<u>Dollar Amount</u>	<u>Per Time Unit</u>	<u>Type of Work or Professional Designation of a Worker</u>
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B. As needed, further description or explanation of the information prescribed in Section V.A, above, such as but not limited to conditions precedent to the commencement of work, payment caps by category, or conditions under which the time unit or dollar amount may be adjusted are as follows:

C. Each invoice which requests a payment based upon the system of rates:
 --shall identify the pertinent dollar amount per time unit and the category of type of work, or professional designation of worker, in language which corresponds to subsection V.A, above;
 --shall specify the totals of the time units and amount of payment sought for each category of type of worker and for each worker; and,
 --shall be documented by time and performance records which are adequate for preaudit and postaudit.

VI. For purchases pursuant to state term contracts, the total payment for completion of all requirements of the Contract which makes specific the Department's procurement under a State Term Contract awarded to the Contractor by the Department of Management Services reflects a savings to the Department in comparison to the total projected amount for the same work under the rates established in the State Term Contract No _____, as explained below.

VII. Federal funds awarded through the Department by this Contract, if any: \$ _____.

STATE OF FLORIDA, DEPARTMENT OF EDUCATION
STATEMENT OF WORK – ATTACHMENT C
STANDARD TERMS AND CONDITIONS
Page 1 of 4

- I. Pursuant to S. 287.058(1), Florida Statutes (“F.S.”):
 - A. Bills for fees or other compensation for services or expenses shall be submitted in detail sufficient for a proper preaudit and postaudit thereof.
 - B. Travel expenses will be reimbursed only if expressly authorized by the terms of the Contract. Bills for any travel expenses shall be submitted in accordance with s. 112.061, F.S.
 - C. The Department may unilaterally cancel this Contract if the Contractor refuses to allow access by members of the public to all documents, papers, letters and materials made or received in conjunction with the Contract that are subject to Chapter 119, F.S., and are not exempt from public inspection by s 119.07(3), F.S., or by other provisions of general or special law.
 - D. The Deliverables specified in the Contract must be received and accepted in writing by the Department’s Contract Manager before Contractor is entitled to payment.
 - E. To complete this Contract, all services must be performed and/or goods received on or before the date(s) specified in the Contract.
 - F. If this Contract is expressly renewable, it may be renewed for a period that may not exceed three years or the term of the original contract, whichever is longer. The renewal price for the contracted service is set forth in the bid, proposal, reply. Cost for renewal shall not be changed. Renewals shall be contingent on satisfactory performance evaluations by the Department and subject to the availability of funds. Exceptional purchase contracts pursuant to s. 287.057(5)(a) and (c), F.S., may not be renewed.
- II. The Contractor shall prepare an invoice for the amount due and mail it to the Department of Education Comptroller after having delivered the products and services required under this Contract to the Contract Manager. The invoice shall set forth details sufficient for a proper pre-audit and post-audit including, where applicable, the products and services delivered and completion dates. Upon receipt of the invoice, the Department of Education Comptroller will request confirmation from the Contract Manager that the delivered products and services are satisfactory and payment is due. If for any reason they are not satisfactory, payment will be withheld until the unsatisfactory condition or conditions are corrected. Upon receipt of the Contract Manager’s approval, the Department of Education Comptroller shall process each invoice in accordance with the provisions of s. 215.422, F.S.
 - A. Contractor agrees to submit invoice within thirty (30) days of the Department’s acceptance of deliverables. It is understood that should Contractor fail to submit invoice within thirty (30) days following the Department’s acceptance of the deliverables, the Department shall not be responsible for payment thereof under this contract or quantum meruit.
- III. Section 215.422, F.S., provides that agencies have five (5) working days to inspect and approve goods and services, unless bid specifications or the Contract specifies otherwise. With the exception of payments to health care providers for hospital, medical, or other health care services, if payment is not available within forty (40) days, measured from the latter of the date the invoice is received or the goods or services are received, inspected and approved, a separate interest penalty set by the Comptroller pursuant to s. 55.03, F.S., will be due and payable in addition to the invoice amount. To obtain the applicable interest rate, please contact the Department’s Fiscal s. at 850/245-0401 or Purchasing Office at 850/245-0483. Payments to health care providers for hospitals, medical, or other health care services, shall be made not more than thirty-five (35) days from the date of eligibility for payment is determined, and the daily interest rate is .02740 percent. Invoices returned to a vendor due to preparation errors will result in a payment delay. Invoice payment requirements do not start until a properly completed invoice is provided to the agency. A Vendor Ombudsman, whose duties include acting as an advocate for vendors who may be experiencing problems in obtaining timely payment(s) from a State Agency, may be contacted at 866/352-3776 or by calling the Chief Financial Officer’s Hotline, 800/342-2762.
- IV. As used in this Contract, the term “Deliverable” refers to tangible “commodities”, as defined in s. 287.012(5), F.S., which the Contractor provides pursuant to the Contract and to reports or other tangible or documentary evidence which demonstrate that the Contractor has performed the services required by the Contract. The following provisions govern Deliverables, as applicable:
 - A. Each Deliverable must be physically delivered to the Department’s Contract Manager, or to a person designated by the Contact Manager. If delivery is made to a designee, the Contractor shall give written notice to the Contract Manager of the delivery. A Deliverable is not received until the Contract Manager has physical control of deliveries or has written notice that the designee has physical control.
 - B. In each case in which the approval of a Deliverable is dependent upon tests being conducted by the Department or Contractor, independently or jointly, the Department’s inspection and approval of the Deliverable shall not be subject to the five (5) day provision in s. 215.422, F.S., but shall be governed by

STATE OF FLORIDA, DEPARTMENT OF EDUCATION
STATEMENT OF WORK – ATTACHMENT C
STANDARD TERMS AND CONDITIONS
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- the terms and conditions of the acceptance testing plan as stated in Attachment A, until approved in accordance with the plan.
- C. In each case of a Deliverable of information technology, as defined at s. 287.012(15), F.S., unless specified otherwise in Attachment A, the acceptance testing plan is deemed to include as a minimum the reliable performance of the information technology in accordance with its design specifications in:
1. a test environment that simulates the production environment as much as is reasonably possible; and
 2. the production environment for which it is intended for a period of time sufficient for the information technology to have experienced the major foreseeable exigencies of the production functions.
- D. The Department's inspection, including testing when applicable, shall determine whether or not the Deliverables appear to be in compliance with the Contract. The Contractor shall be notified in writing of any apparent deficiency. The written notice shall detail the specific action required by the Contractor to correct the deficiency. The Contractor shall timely correct such deficiency and resubmit the deliverable for acceptance.
- V. The Contractor represents and agrees that information submitted in support of its requests for payment is the basis of payment and is true and accurate to the best of knowledge of the responsible signatory. A violation of this provision shall subject the violator to the provisions of s. 68.082, F.S., pertaining to false claims against the State, and/or s. 837.06, F.S., pertaining to false official statements.
- VI. This paragraph applies if this Contract expires in a fiscal year subsequent to the fiscal year in which the Contract is entered. The State of Florida's fiscal year comprises July 1 through June 30. The Department's and State of Florida's performance and obligation to pay under this Contract is contingent upon an annual appropriation by the Legislature. If the Legislature fails to make the necessary appropriation, the Department will determine if there are other unencumbered funds which are available and which can be lawfully expended to pay for the Department's obligations hereunder. If the Department determines that there are no such funds, the Department shall promptly notify the Contractor. The giving of notice shall be deemed to have cancelled this Contract by mutual consent, with the date of notice being the date of cancellation.
- VII. Notwithstanding anything to the contrary contained in a State Term Contract, Contractor warrants that all commodities, as defined in s. 287.012, F.S., shall meet the specifications of the Contract and shall be merchantable and fit for the particular purposes intended by the Contract.
- VIII. The Contractor further warrants that as to each Deliverable produced pursuant to this Contract, Contractor's production of the Deliverable, and the Department's use of the Deliverable, will not infringe on the copyrights of any third party. This provision applies to each work of authorship in which copyrights subsist pursuant to 17 U.S.C. Sections 102-105 and to each exclusive right established in 17 U.S.C. Section 106. In furtherance of this provision the Contractor additionally warrants that:
- A. As to each work of software or other "information technology", as defined in s. 287.012(15), F.S., in which copyrights subsist, the Contractor has acquired the rights by conveyance or license to any third party software or other information technology, which was used to produce the Deliverable;
 - B. As to each image and sound recording incorporated into a Deliverable, the Contractor has acquired the necessary rights, releases, and waivers from the person whose image or sound is included, or from the holder of the copyrights subsisting in the literary, musical, dramatic, pantomime, choreographic, pictorial, graphic, sculptural, motion pictures, audiovisual work or sound recording from which the included image or sound recording was taken.
- IX. The Contractor further warrants that the Contractor shall not disclose to any third party, without the express, prior, written approval of the Department, any personally identifiable information about any student. This applies to information which came from any record or report of a Florida public education institution or from any education record which is subject to the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g. The terms "record a report" and "student" shall have the meanings prescribed in s. 1002.22(2)(c) and (d), F.S. The term "educational record" shall have the meaning prescribed in 20 U.S.C. Section 1232g(a)(4).
- X. In the event that the Governor and Cabinet are required to impose a mandatory reserve on appropriations, the Department shall amend this Contract to place in reserve the amount determined by the Department of Education to be necessary because of the mandatory reserve. Such amendments may provide for adjustments in the Deliverable products and services as may be necessary.
- XI. Intellectual property is subject to following additional provisions:
- A. Anything by whatsoever designation it may be known, that is produced by, or developed in connection with, this Contract shall become the exclusive property of the of the State of Florida and may be copyrighted, patented, or otherwise restricted as provided by Florida or federal law. Neither the Contractor nor any individual employed under this Contract shall have any proprietary interest in the product.

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STATEMENT OF WORK – ATTACHMENT C
STANDARD TERMS AND CONDITIONS
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- B. With respect to each Deliverable that constitutes a work of authorship within the subject matter and scope of U.S. Copyright Law, 17 U.S.C. Sections 102-105, such work shall be a "work for hire" as defined in 17 U.S.C. Section 101 and all copyrights subsisting in such work for hire shall be owned exclusively by the Department pursuant to s. 1006.39, F.S., on behalf the State of Florida.
- C. In the event it is determined as a matter of law that any such work is not a "work for hire", Contractor shall immediately assign to the Department all copyrights subsisting therein for the consideration set forth in the Contract and with no additional compensation.
- D. The foregoing shall not apply to any preexisting software, or other work of authorship used by Contractor, to create a Deliverable but which exists as a work independently of the Deliverable, unless the preexisting software or work was developed by Contractor pursuant to a previous Contract with the Department or a purchase by the Department under a State Term Contract.
- E. The Department shall have full and complete ownership of all software developed pursuant to the Contract including without limitation:
 - 1. The written source code;
 - 2. The source code files;
 - 3. The executable code;
 - 4. The executable code files;
 - 5. The data dictionary;
 - 6. The data flow diagram;
 - 7. The work flow diagram;
 - 8. The entity relationship diagram; and
 - 9. All other documentation needed to enable the Department to support, recreate, revise, repair, or otherwise make use of the software.
- XII. The Department reserves the right, at its option, to issue a change order to delete work tasks reducing the total Contract amount by up to 10%. An addition of work tasks within the scope of the Contract, an increase in the total Contract amount, or a decrease of more than 10% of the total Contract amount, shall be implemented only by a Contract amendment signed by both the Department and the Contractor.
- XIII. Pursuant to s. 216.347, F.S., no funds awarded under this Contract may be used for the purpose of lobbying the Legislature, the judicial branch, or a State agency.
- XIV. The Contractor shall grant access to all records pertaining to the Contract to the Department's Inspector General, General Counsel and other agency representatives, the State Auditor General, the Office of Program Policy and Government Accountability, and the Chief Financial Officer.
- XV. The Contractor agrees to permit onsite visits by designated Department employees or agents to conduct audits to ensure compliance with Section 20.055, Florida Statutes. These audits may require Department access to records and data, computers and communications devices, and other materials whether owned or operated by the Contractor. Access may include, but is not limited to, user level and/or system level access to any computing or communications device; access to information (electronic, hardcopy, etc) that may be produced, transmitted or stored on the Contractor's equipment or premises; access to work areas; and access to interactively monitor and log traffic on the Contractor's networks.
- XVI. The Contractor must carry general liability insurance, which shall include errors and omissions coverage. The amount of coverage shall be a minimum of \$1,000,000 or the aggregate total of all contractual agreements between the Contractor and the agencies and political subdivisions of the State of Florida, whichever is greater. The Contractor shall add the Department as an additional insured on the general liability coverage. The insurance shall cover all of the Contractor's operations under this Contract and shall be effective throughout the Term of this Contract, as well as any renewals or extensions thereto. It is not the intent of this Contract to limit the types of insurance otherwise required by this Contract or that the Contractor may desire to obtain or be required to obtain by law. The Contractor must submit a Certificate of Insurance indicating coverage for general liability purposes and additional insured coverage, and shall maintain and pay for same throughout the Term of this Contract. A Certificate of Insurance indicating adequate coverage shall be submitted to the Department prior to the time the Contract is entered. Any and all insurance policies shall be through insurers qualified to do business in Florida.
- XVII. The Contractor agrees to provide the Department upon execution of this Contract with a performance bond or other security deposited with the Department in the total amount of the Contract or another amount if specified in the procurement specifications or Attachment A, guaranteeing that the Contractor will perform all work according to this Contract, within the time and price specified in the Contract. A performance bond shall be issued from a surety company, qualified to do business in Florida.

STATE OF FLORIDA, DEPARTMENT OF EDUCATION
STATEMENT OF WORK – ATTACHMENT C
STANDARD TERMS AND CONDITIONS
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- XVIII. The Contractor may not assign or subcontract all or any portion of this Contract without the advance written consent of the Department.
- XIX. In all cases in which the Contractor, with the advance written consent of the Department, assigns or subcontracts, all or any portion of the Contract:
- A. The Contractor shall monitor the subcontractor or assignee and establish controls to avoid or mitigate risks identified by the Department or the Contractor; and
 - B. The Contractor shall allow the Department to monitor subcontractor or assignee activity and compliance, and the Contractor shall require the subcontractor or assignee to promptly submit to the Department, at the Department's request, complete and accurate documentation pertaining to the subcontract or the Contract.
- XX. The Contractor shall coordinate with and assist the Department's Contract Manager in the performance of the latter's responsibilities, which include without limitation:
- A. Monitoring the activities of the Contractor;
 - B. Receiving and reviewing the reports of the Contractor to determine whether the objectives of the Contract are being accomplished;
 - C. Receiving and reviewing the invoices for payment of funds to assure that the requirements of the Contract have been met and that payment is appropriate;
 - D. Evaluating the process used by the Contractor to monitor the activities of any subcontractor or assignee; and
 - E. Accessing, directly, the subcontractors and assignees, as the Contract Manager deems necessary.
- XXI. This Contract may not be modified unless in writing signed by the Department and the Contractor.
- XXII. The Department and the Contractor waive application of the principle of contract construction that ambiguities are to be construed against a contract's drafter, and agree that this Contract is their joint product.
- XXIII. The Department and the Contractor acknowledge that they have had their respective attorneys review and approve this Contract or that they have had the opportunity to do so.
- XXIV. This Contract shall be governed by the laws of the State of Florida, and venue for purposes of any action brought to enforce or construe the Contract shall lie in Leon County, Florida.
- XXV. Failure of the Department to declare any default immediately upon the occurrence or knowledge thereof, or delay in taking any action in connection therewith, does not waive such default. The Department shall have the right to declare any such default at any time and take such action as might be lawful or authorized under the Contract, at law, or in equity. No Department waiver of any term, provision, condition or covenant of the Contract shall be deemed to imply or constitute a further Department waiver of any other term, provision, condition or covenant of the Contract, and no payment by the Department shall be deemed a waiver of any default under the Contract.
- XXVI. Time is of the essence with regard to each and every obligation of the Contractor contained in the Contract. Each such obligation is deemed material, and a breach of any such obligation (including a breach resulting from the untimely performance thereof) shall constitute a material breach.
- XXVII. The Contractor shall indemnify and hold harmless the Department, its attorneys, agents and employees, from and against any and all third party claims, suits, debts, damages, and causes of action, whatsoever, whether arising in law or in equity, arising out of or relating to Contractor performance or failure to perform under this Contract. The indemnification shall include reasonable attorney fees and costs incurred by the Department, its attorneys, agents and employees, in the defense of any such claim, suits or causes of action, as aforesaid.
- XXVIII. This Contract may be cancelled by written agreement of the Department and the Contractor specifically referencing this Contract. Such agreement shall specify the remaining measures necessary to be taken by each party.
- XXIX. The Department reserves the right to cancel this contract without cause by giving the Contractor thirty (30) days written notice.
- XXX. Should Contractor fail to perform to Contract terms and conditions, Contractor shall be notified in writing, stating the nature of the failure to perform and providing a time certain (which shall be not less than ten (10) days following receipt of such notice) for correcting the failure. Such failure to perform shall otherwise be dealt within accordance with Rule 60A-1.006, F.A.C.
- XXXI. A person or affiliate who has been placed on the convicted vendor list following a conviction for a public entity crime may not submit a bid on a contract to provide any goods or services to a public entity, may not submit a bid on a contract with a public entity for the construction or repair of a public building or public work, may not submit bids on leases of real property to a public entity, may not be awarded or perform work as a contractor, supplier, subcontractor, or consultant under a contract with any public entity, and may not transact business with any public entity in excess of the threshold amount provided in s. 287.017, F.S., for CATEGORY TWO for a period of thirty-six (36) months from the date of being placed on the convicted vendor list.

- XXXII. The employment of unauthorized aliens by any contractor is considered a violation of Section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract.
- XXXIII. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- A. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- B. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. The Department may cancel this contract if an attached explanation is not acceptable to the Department or the Federal government.

XXXIV MyFloridaMarketPlace

A. MyFloridaMarketplace Vendor Registration

Each Vendor doing business with the State of Florida for the sale of commodities or contractual services as defined in section 287.012, Florida Statutes, shall register in MyFloridaMarketPlace, in compliance with Rule 60A-1.030, Florida Administrative Code, unless exempt under Rule 60A-1.030(3) Florida Administrative Code.

B. MyFloridaMarketplace Transaction Fee

The State of Florida, through the Department of Management Services, has instituted MyFloridaMarketPlace, a statewide eProcurement system. Pursuant to section 287.057(23), Florida Statutes (2002), all payments for commodities and/or contractual services as defined in Section 287.012, Florida Statutes, shall be assessed a Transaction Fee of one percent (1.0%), which the Vendor shall pay to the State, unless exempt under Rule 60A-1.032, Florida Administrative Code. Notwithstanding the provisions of Rule 60A-1.030, et seq., the assessment of a transaction fee shall be contingent upon Federal approval of the transaction fee assessment program and continued payment of applicable federal matching funds.

For payments within the State accounting system (FLAIR or its successor), the Transaction Fee shall, when possible, be automatically deducted from payments to the Vendor. If automatic deduction is not possible, the Vendor shall pay the Transaction Fee pursuant to Rule 60A-1.031(2), Florida Administrative Code. By submission of these reports and corresponding payments, Vendor certifies their correctness. All such reports and payments shall be subject to audit by the State or its designee.

The Vendor shall receive a credit for any Transaction Fee paid by the Vendor for the purchase of any item(s) if such item(s) are returned to the Vendor through no fault, act, or omission of the Vendor. Notwithstanding the foregoing, a Transaction Fee is non-refundable when an item is rejected or returned, or declined, due to the Vendor's failure to perform or comply with specifications or requirements of the agreement.

Failure to comply with these requirements shall constitute grounds for declaring the Vendor in default and recovering reprocurement costs from the Vendor in addition to all outstanding fees. VENDORS DELINQUENT IN PAYING TRANSACTION FEES MAY BE EXCLUDED FROM CONDUCTING FUTURE BUSINESS WITH THE STATE.

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STATEMENT OF WORK – ATTACHMENT D
AUDIT REQUIREMENTS
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The administration of resources awarded by the Florida Department of Education to _____ may be subject to audits and/or monitoring by the Florida Department of Education as described in this section.

MONITORING

In addition to reviews of audits conducted in accordance with OMB Circular A-133 and Section 215.97, F.S., as revised (see "AUDITS" below), monitoring procedures may include, but not be limited to, on-site visits by Florida Department of Education staff, limited scope audits as defined by OMB Circular A-133, as revised, and/or other procedures. By entering into this agreement, the recipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the Florida Department of Education. In the event the Florida Department of Education determines that a limited scope audit of the recipient is appropriate, the recipient agrees to comply with any additional instructions provided by the Florida Department of Education staff to the recipient regarding such audit. The recipient further agrees to comply and cooperate with any inspections, reviews, investigations, or audits deemed necessary by the Comptroller or Auditor General.

AUDITS

PART I: FEDERALLY FUNDED

This part is applicable if the recipient is a State or local government or a non-profit organization as defined in OMB Circular A-133, as revised.

- A. In the event that the recipient expends \$300,000 or more in Federal awards in its fiscal year, the recipient must have a single or program-specific audit conducted in accordance with the provisions of OMB Circular A-133, as revised. EXHIBIT 1 to this agreement indicates Federal resources awarded through the Florida Department of Education by this agreement. In determining the Federal awards expended in its fiscal year, the recipient shall consider all sources of Federal awards, including Federal resources received from the Florida Department of Education. The determination of amounts of Federal awards expended should be in accordance with the guidelines established by OMB Circular A-133, as revised. An audit of the recipient conducted by the Auditor General in accordance with the provisions OMB Circular A-133, as revised, will meet the requirements of this part.
- B. In connection with the audit requirements addressed in Part I, paragraph A., the recipient shall fulfill the requirements relative to auditee responsibilities as provided in Subpart C of OMB Circular A-133, as revised.
- C. If the recipient expends less than \$300,000 in Federal awards in its fiscal year, an audit conducted in accordance with the provisions of OMB Circular A-133, as revised, is not required. In the event that the recipient expends less than \$300,000 in Federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of OMB Circular A-133, as revised, the cost of the audit must be paid from non-Federal resources (i.e., the cost of such an audit must be paid from recipient resources obtained from other than Federal entities)
- D. OMB Circular A-133 is available by selecting Circular A-133 at the Office of Management and Budget's web site www.whitehouse.gov/omb/circulars.

PART II: STATE FUNDED

This part is applicable if the recipient is a nonstate entity as defined by Section 215.97(2)(l), Florida Statutes.

- A. In the event that the recipient expends a total amount of state financial assistance equal to or in excess of \$300,000 in any fiscal year of such recipient, the recipient must have a State single or project-specific audit for such fiscal year in accordance with Section 215.97, Florida Statutes; applicable rules of the Executive Office of the Governor and the Comptroller; and Chapters 10.550 (local governmental entities) or 10.650 (nonprofit and for-profit organizations), Rules of the Auditor General. EXHIBIT 1 to this agreement indicates state financial assistance awarded through the Florida Department of Education by this agreement. In determining the state financial assistance expended in its fiscal year, the recipient shall consider all sources of state financial

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
STATEMENT OF WORK – ATTACHMENT
AUDIT REQUIREMENTS
Page 2 of 5**

assistance, including state financial assistance received from the Florida Department of Education, other state agencies, and other nonstate entities. State financial assistance does not include Federal direct or pass-through awards and resources received by a nonstate entity for Federal program matching requirements.

- B. In connection with the audit requirements addressed in Part II, paragraph A, the recipient shall ensure that the audit complies with the requirements of Section 215.97(7), Florida Statutes. This includes submission of a financial reporting package as defined by Section 215.97(2)(d), Florida Statutes, and Chapters 10.550 (local governmental entities) or 10.650 (nonprofit and for-profit organizations), Rules of the Auditor General.
- C. If the recipient expends less than \$300,000 in state financial assistance in its fiscal year, an audit conducted in accordance with the provisions of Section 215.97, Florida Statutes, is not required. In the event that the recipient expends less than \$300,000 in state financial assistance in its fiscal year and elects to have an audit conducted in accordance with the provisions of Section 215.97, Florida Statutes, the cost of the audit must be paid from the nonstate entity's resources (i.e., the cost of such an audit must be paid from the recipient's resources obtained from other than State entities).
- D. The following web sites contain information useful in understanding and complying with the Florida Single Audit Act. Directory to State Government at <http://www.myflorida.com/myflorida/directory.html>, Executive Office of the Governor <http://www.myflorida.com/myflorida/government/governorinitiatives/fsaa/>, Office of the Comptroller <http://www.dbf.state.fl.us/aadir/FSAIndex.html>, Auditor General <http://www.state.fl.us/audgen/pages/whatsnew.htm> and <http://www.state.fl.us/audgen/pages/rules.htm>, Current Florida Statutes <http://www.leg.state.fl.us/Statutes/index.cfm?Tab=statutes&submenu=1>

PART III: REPORT SUBMISSION

- A. Copies of reporting packages for audits conducted in accordance with OMB Circular A-133, as revised, and required by PART I of this agreement shall be submitted, when required by Section .320 (d), OMB Circular A-133, as revised, by or on behalf of the recipient directly to each of the following:
 - a. The Florida Department of Education at each of the following addresses:
*Florida Department of Education Comptroller
Room 944 Turlington Building
325 W. Gaines Street
Tallahassee, FL 32399-0400*

*Contract Manager
Department address(es) (i.e., office(s) responsible for program oversight)*
 - b. The Federal Audit Clearinghouse designated in OMB Circular A-133, as revised (the number of copies required by Sections .320 (d)(1) and (2), OMB Circular A-133, as revised, should be submitted to the Federal Audit Clearinghouse), at the following address:
*Federal Audit Clearinghouse
Bureau of the Census
1201 East 10th Street
Jeffersonville, IN 47132*
 - c. Other Federal agencies and pass-through entities in accordance with Sections .320 (e) and (f), OMB Circular A-133, as revised.
- B. In the event that a copy of the reporting package for an audit required by PART I of this agreement and conducted in accordance with OMB Circular A-133, as revised, is not required to be submitted to the Florida Department of Education for the reasons pursuant to Section .320 (e)(2), OMB Circular A-133, as revised, the recipient shall submit the required written notification pursuant to Section .320 (e)(2) and a copy of the recipient's audited schedule of expenditures of Federal awards directly to each of the following:

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*Florida Department of Education Comptroller
Room 944 Turlington Building
325 W. Gaines Street
Tallahassee, FL 32399-0400
Contract Manager
Department address(es) (i.e., office(s) responsible for program oversight)*

C. Copies of financial reporting packages required by PART II of this agreement shall be submitted by or on behalf of the recipient directly to each of the following:

a. The Florida Department of Education at each of the following addresses:
*Florida Department of Education Comptroller
Room 944 Turlington Building
325 W. Gaines Street
Tallahassee, FL 32399-0400
Contract Manager
Department address(es) (i.e., office(s) responsible for program oversight)*

b. The Auditor General's Office at the following address:
Auditor General's Office
Room 401, Pepper Building
111 West Madison Street
Tallahassee, Florida 32399-1450

D. Any reports, management letter, or other information required to be submitted to the Florida Department of Education pursuant to this agreement shall be submitted timely in accordance with OMB Circular A-133, Florida Statutes, and Chapters 10.550 (local governmental entities) or 10.650 (nonprofit and for-profit organizations), Rules of the Auditor General, as applicable.

E. Recipients, when submitting financial reporting packages to the Florida Department of Education for audits done in accordance with OMB Circular A-133 or Chapters 10.550 (local governmental entities) or 10.650 (nonprofit and for-profit organizations), Rules of the Auditor General, should indicate the date that the reporting package was delivered to the recipient in correspondence accompanying the reporting package.

PART IV: RECORD RETENTION

A. The recipient shall retain sufficient records demonstrating its compliance with the terms of this agreement for a period of five years from the date the audit report is issued, and shall allow the Florida Department of Education, or its designee, Comptroller, or Auditor General access to such records upon request. The recipient shall ensure that audit working papers are made available to the Florida Department of Education, or its designee, Comptroller, or Auditor General upon request for a period of three years from the date the audit report is issued, unless extended in writing by the Florida Department of Education *NOTE: Records need to be retained for at least five years to comply with record retention requirements related to original vouchers prescribed by the Department of State, Division of Library and Information Services, Bureau of Archives and Records Management.*

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EXHIBIT – 1

Section .400(d) of OMB Circular A-133, as revised, and Section 215.97(5)(a), Florida Statutes, require that the information about Federal Programs and State Projects included in Exhibit 1 be provided to the recipient.

I. FEDERAL RESOURCES AWARDED TO THE RECIPIENT PURSUANT TO THIS AGREEMENT CONSIST OF THE FOLLOWING:

NOTE: Do the resources awarded to the recipient represent more than one Federal program?

Yes No

If YES, provide the same information shown below for each Federal program and show total Federal resources awarded.

Federal Program (*list Federal agency, Catalog of Federal Domestic Assistance title and number*) - \$ (*amount*)

	\$	
	\$	
	\$	

II. COMPLIANCE REQUIREMENTS APPLICABLE TO THE FEDERAL RESOURCES AWARDED PURSUANT TO THIS AGREEMENT ARE AS FOLLOWS:

NOTE: Do the resources awarded to the recipient represent more than one Federal program?

Yes No

If YES, list applicable compliance requirements for each Federal program in the same manner as shown below.

Federal Program:

Recipient must comply with the following specific laws, rules, or regulations:

- a. *First applicable law, rule or regulation*
- b. *Second applicable law, rule or regulation*
- c. *Other*

NOTE: Attach copies of laws, rules, or regulations listed above.

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III. STATE RESOURCES AWARDED TO THE RECIPIENT PURSUANT TO THIS AGREEMENT CONSIST OF THE FOLLOWING:

A. MATCHING RESOURCES FOR FEDERAL PROGRAMS:

NOTE: Do the resources awarded to the recipient for matching represent more than one Federal program?

Yes *No*

If YES, provide the same information shown below for each Federal program and show total State resources awarded for matching.

Federal Program (*list Federal agency, Catalog of Federal Domestic Assistance title and number*) - \$ (*amount*)

	\$	
	\$	
	\$	

B. SUBJECT TO SECTION 215.97, FLORIDA STATUTES:

NOTE: Do the resources awarded to the recipient represent more than one State project?

Yes *No*

If YES, provide the same information shown below for each State project and show total state financial assistance awarded that is subject to Section 215.97, Florida Statutes.

State Project (*list State awarding agency, Catalog of State Financial Assistance title and number*) - \$ (*amount*)

	\$	
	\$	

IV. COMPLIANCE REQUIREMENTS APPLICABLE TO STATE RESOURCES AWARDED PURSUANT TO THIS AGREEMENT ARE AS FOLLOWS:

State Projects:

Recipient must comply with the following specific laws, rules, or regulations:

- a. *First applicable law, rule or regulation*
- b. *Second applicable law, rule or regulation*
- c. *Etc.*

NOTE: Attach copies of laws, rules, or regulations listed above.

ATTACHMENT E

**STATE OF FLORIDA DEPARTMENT OF EDUCATION
MINORITY SUB CONTRACTORS UTILIZATION SUMMARY**

In November 1999, the Governor announced the One Florida Initiative, an initiative to unite Floridians behind a shared vision of opportunity and diversity for the state. One of the goals of the initiative is to increase opportunity and diversity in state contracting without using policies that discriminate or that pit one racial group against another.

In accordance with the Governor's Initiative, the Department is dedicated to support, track and increase its minority spending with prime contractors and subcontractors. This form was developed to assist in these efforts.

The Prime Contractor shall report all Minority Subcontractors, identifying the Name, Address, Type of Certification and Dollar Amount on the form below. The Prime Contractor shall submit this form with each invoice submitted for payment, whether or not funds have been spent with a Minority Subcontractor for the period covered by the invoice. The Office of Supplier Diversity, Florida Department of Management Services will assist in furnishing names of qualified minorities. The Office of Supplier Diversity can be reached at (850/487-0915); the Internet Web address is <http://mbaao.fdles.state.fl.us/dcontent.htm>.

PRIME CONTRACTOR: _____

CONTRACT NO.: _____

CONTRACT TITLE: _____

MBE CONTRACTORS Full Name, Address, Telephone Number	State Certified	Non- Certified	Non- Profit	Dollar Amount

Total Amount \$ _____

Certified True and Correct by:

Prime Contractor

Title

Date

Submit Report to:

Ms. Gwendolyn Parker
The Office of Contracts, Grants, and
Procurement Management Services

901 Turlington Bldg.

325 West Gaines Street
Tallahassee, FL 32399-0400

For additional information, you may call Ms. Parker 850/245-9170, or email

Gwendolyn.Parker@FLDOE.org .

APPENDIX L

FA-4a
Rev. 12/98

DISCLOSURE STATEMENT

PARTNERSHIP OR INDIVIDUAL

I hereby certify that I, if an individual, or each of us, if a partnership, doing business as _____ (am) (is) not now involved in nor have I ever engaged in
(Name of Individual or Partnership)

any private business venture or enterprise, directly or indirectly, with the Commissioner of Education, the Deputy Commissioner of Education, any Associate Commissioner of Education, Division Director or Bureau Chief within the Florida Department of Education.

I further certify that neither I, nor any partner, if a partnership, nor anyone acting in my or our behalf has requested that any of the above designated persons or any other employee of the Department of Education exert any influence to secure the appointment of _____ under this
(Name of Individual or Partnership)
proposed agreement.

(1) _____
Signature

Signature

(1) If partnership, each partner must sign and execute _____
Signature

COMPANY OR CORPORATION

I hereby certify that neither I nor any owner, officer, director, or shareholder of _____, a _____ (1)
(Name or Corporation (Company)) (Name of State of Inc.)

corporation, licensed to do business in Florida, is presently involved in or has been engaged in -any private business venture or enterprise, directly or indirectly, with the Commissioner of Education, the Deputy Commissioner of Education, any Associate Commissioner of Education, Division Director or Bureau Chief within the Department of Education.

I further certify that neither I nor any owner, officer, director, or shareholder of this corporation or anyone acting in behalf of this corporation or any of its owners, officers, directors, or shareholders has requested that any of the above designated persons or any employee of the Department of Education exert any influence to secure the appointment of _____ under this
(Company) (Corporation)
proposed agreement.

(1) If company is not incorporated, insert "not incorporated" in this space (2) _____
Signature

(2) If incorporated this statement is to be executed by same person _____
who will execute contract, if awarded Title

APPENDIX M

CRITERIA FOR SURETY BOND COMPANIES

SURETY COMPANIES ACCEPTABLE TO THE FLORIDA DEPARTMENT OF EDUCATION

To be acceptable to the Department of Education as Surety for Bid Bonds and Performance and Payment Bonds a Surety Company shall comply with the following provisions:

1. The Surety Company must be admitted to do business in the State of Florida.
2. The Surety Company shall have been in business and have a record of successful continuous operations for at least five years.
3. The Surety Company shall have at least the following minimum ratings:

(a) <u>CONTRACT AMOUNT</u>	<u>POLICYHOLDER'S RATING</u>	<u>REQUIRED FINANCIAL RATING (Best's Financial Rating)</u>
0 to 100,000	B	Class VII
100,000 to 500,000	A	Class VIII
500,000 to 750,000	A	Class IX
750,000 to 1,000,000	A	Class X
1,000,000 to 1,250,000	A	Class XI
1,250,000 to 1,500,000	A	Class XI
1,500,000 to 2,000,000	A	Class XII
2,000,000 to 2,500,000	A	Class XII
2,500,000 or more	A	Class XII

(b) Best's Policyholder's Rating of "A" or "B" (which signifies A excellent, and B - Good, based upon good underwriting, economic management, adequate reserves for undisclosed liabilities net resources for unusual stock and sound investment) or an equivalent rating from the Insurance Commissioner if not rated by Best's.

4. The Surety Company shall not expose itself to any loss on any one risk in the amount exceeding ten (10) percent of its surplus to policyholders, provided:
 - (a) Any risk or portion of any risk which shall have been reinsured (in which case these minimum requirements contained hereon also apply to the reinsuring carrier) in assuming insurer authorized or approved by the Insurance Commissioner to do such business in this State shall be deducted in determining the limitation of risk prescribed in this section.
 - (b) In the case of a surety insurance company, there shall be deducted in addition to the deduction for reinsurance, the amount assumed by any co-surety.

APPENDIX N

DRUG-FREE WORKPLACE

(will be considered in case of identical tie proposals)

Preference shall be given to businesses with drug-free workplace programs. Whenever two or more bids which are equal with respect to price, quality, and services are received by the State or by any political subdivision for the procurement of commodities or contractual services, a bid received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedures for processing tie bids will be followed if none of the tied vendors have a drug-free workplace program. In order to have a drug-free workplace program, a business shall:

- 1) Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions that will be taken against employees for violations of such prohibition.
- 2) Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.
- 3) Give each employee engaged in providing the commodities or contractual services that are under bid a copy of the statement specified in subsection (1).
- 4) In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under bid, the employee will abide by the terms of the statement and will notify the employer of any conviction of, or plea of guilty or nolo contendere to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction.
- 5) Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community, by any employee who is so convicted.
- 6) Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.

Vendor's Signature

APPENDIX O

CERTIFICATION OF COSTS

This is to certify that the work tasks proposed by

(Bidding Contractor)

for the Department of Education and all supporting requirements identified in the proposal will be available and delivered in accordance with the schedule indicated in the timeline of the Request for Proposal. All costs relative to the tasks to be performed are correct as of the date of this proposal and are acceptable to the organization as a contractual obligation. From the date it is submitted, this proposal shall remain in effect until such time that a contract is executed but not for a period of time that exceeds a year.

It is understood that the requesting agency will compare the proposer's capability, costs, and job understanding with those of other proposers, and selection will be based on criteria established in Section 9.0 of the Request for Proposal.

(Signature)

(Title)

Appendix P

CRITERIA FOR EVALUATING BIDDER QUALIFICATIONS AND EXPERIENCE

Criterion Number	Required Services	Criteria	Necessary Documentation
C1 – Item and Test Development	<p>Section 3.0 Implement procedures for developing, pilot testing, and field testing test items in reading, writing, mathematics, and science, including items for end of course tests.</p>	The bidder must have demonstrated completion of test development projects in reading, writing, mathematics, and science for large-scale assessment programs for tests that involved multiple item types including constructed-response items.	The proposal must address all required aspects of Sections 3 through 7 of the RFP. The proposal evaluation committee will be asked to evaluate the extent to which the bidder and any proposed subcontractors have provided services similar or identical to those required in this RFP. This shall apply equally to all corporate criteria C1 – C7.
C2 – Item Bank and Test Construction System	<p>Section 3.0 Provide an item banking system for importing and maintaining historical and statistical data on items. Provide a system for constructing annual test forms that incorporates both multiple-choice and constructed-response items and that utilizes IRT test information to estimate the statistical characteristics and comparability of various forms of tests.</p>	The bidder must have demonstrated completion of item banking and test construction projects in reading, writing, mathematics, and science for large-scale assessment programs for tests that utilized IRT pre-equating statistics and involved multiple item types including constructed-response items.	
C3 – Test Administration	<p>Section 4.0 Provide materials that support a secure, efficient, and standardized administration, paper-based and computer-based, of all tests, including training of test administrators and the shipment/delivery and return of test materials and test files.</p>	The bidder must have demonstrated prior use of accurate and efficient methods for handling materials (documents and files) in large-scale assessment programs under restricted time frames, including packing and shipping, delivery and return shipment, and retrieval and disposition of test documents and files.	

Criterion Number	Required Services	Criteria	Necessary Documentation
C4 – Scoring, Reporting, and Special Studies	<p>Section 5.0 Provide timely and accurate scoring and reporting of results for all students tests in electronic and paper formats, including integration of computer- and paper-based responses, with detailed advance planning/ specifications and appropriate data quality controls under restricted time frames.</p>	<p>The bidder must have demonstrated prior use of IRT models, both post- and pre-equated, pattern scoring, and the timely reporting of reliable and valid results in large-scale assessment programs, including computer-based systems. Documentation to support all claims must be provided.</p>	
C5 – Interpretive Products	<p>Section 6.0 Develop, write, and produce high-quality print and web-based publications that provide information about, help to develop understanding of, and help in the correct interpretation of results for Florida’s testing program for all stakeholder groups.</p>	<p>The bidder must have demonstrated prior use of high quality design and development processes, including technical writing, in the production of interpretive materials for large-scale assessment programs. Bidder must have proven ability to print, ship, and deliver web-based materials electronically under restricted time frames, including print and web-based products. Products should include data analysis and interpretation of tests and results.</p>	
C6 – Computer-Based Test System	<p>All Sections 2-7 and Appendix E Provide a computer-based test platform with limited end user system requirements, including hardware and connectivity, appropriate security features, design flexibility, and infrastructure capacity for use in grades 3 – adult.</p>	<p>The bidder must have demonstrated the prior use of a flexible and secure computer-based test system and related infrastructure with the capacity to support the testing of all Florida students in a relatively brief testing window.</p>	

Criterion Number	Required Services	Criteria	Necessary Documentation
C7 – Program Management	<p>Section 7.0 Provide effective management of the program and all projects, including adequate and qualified staff, appropriate assignment of workloads, and organized workflow so that high-quality products and services are assured. Provide highly qualified management staff that have experience and authority within the company. Provide subcontractors that meet the same requirements.</p>	<p>The bidder must have demonstrated effective management, and high-quality, sufficient staffing of large-scale assessment programs comparable in scope to Florida's.</p>	
C8 – Quality Assurance	<p>Sections 5.2 and 7.8 Implement, maintain, monitor, and assure the highest quality of all operations and products, guarantee accuracy, and conduct quality reviews of all processes and products at designated times, including the use of performance metrics.</p>	<p>The bidder must have demonstrated effective practices and quality reviews to guarantee accuracy of all products, scores, and reports of results, including the use of performance metrics.</p>	

Appendix Q

CRITERIA FOR EVALUATING THE TECHNICAL PROPOSAL

Criterion Number	Required Services	Criteria ¹	Necessary Documentation ²
T1 – Test and Item Development	Section 3.0 Design and implement procedures for developing, pilot testing, and field testing test items in reading, writing, mathematics, and science, including items for end of course tests.		
T2 – Item Bank and Test Construction System	Section 3.0 Design and implement an item banking system for importing and maintaining historical and statistical data on items. Design and implement a system to construct annual test forms that incorporates both multiple-choice and constructed-response items, and that utilizes IRT test information to estimate the statistical characteristics and comparability of various forms of tests.		
T3 – Publication Production	All Sections 2-7 and Appendix A Design and implement a system that meets the highest industry standards to develop and print and electronically publish, on time and in high-quality color as required, test books and answer books, ancillary materials, reports of results, and interpretive products.		

¹ The proposal evaluation committee will holistically rate the quality of the technical solutions proposed for the work tasks specified in Sections 2 through 7 of the RFP considering the extent to which the proposed services are similar or identical to those requested in this RFP. This shall apply equally to all technical criteria T1-T14.

² The proposal must fully address all required aspects of Sections 2 through 7 of the RFP and include descriptions of the technical solutions proposed by the bidder. This shall apply equally to all technical criteria T1 – T14.

Criterion Number	Required Services	Criteria ¹	Necessary Documentation ²
T4 – Test Distribution	<p>Section 4.0 Design and implement systems for the packing, distribution, and return of tests and answer books and related materials. Provide secure and efficient methods of delivering and retrieving test documents and computer-based test files.</p>		
T5 – Training and Ancillary Materials	<p>Section 4.0 Provide accurate, effective, and easily accessible training for test administrators. Provide materials that support the standardized administration of the test, and facilitate the shipment and return of test materials and files.</p>		
T6 – Handscoring	<p>Section 5.0 and Appendix D Design, effectively staff, and implement innovative, efficient, and effective procedures for handscoring student responses to performance tasks within very limited time constraints.</p>		
T7 – Computer-Based Test	<p>All Sections 2-7 and Appendix E Provide a computer-based test platform with limited end user system requirements, including hardware and connectivity, appropriate security features, design flexibility, and infrastructure capacity for use in grades 3 – 10.</p>		
T8 – Scoring and Data Verification	<p>Section 5.0 and Appendix B Design and implement effective and efficient systems for the processing, scanning, imaging, and scoring of student responses to test forms incorporating both multiple-choice and constructed response items (mixed-format) within the limited time constraints of the assessment schedule. Develop and implement data verification procedures for all processing, scoring, and report production steps.</p>		

Criterion Number	Required Services	Criteria ¹	Necessary Documentation ²
<p style="text-align: center;">T9 – Calibration, Equating, and Scaling</p>	<p>Section 5.0 To support early processing and scoring activities, retrieve and score student responses from selected schools to complete calibration and scaling within critical time periods. Provide psychometric expertise to conduct accurate and defensible calibration, equating, and scaling of test forms for each administration. Provide psychometric expertise and direction in the assembly of equivalent pre-equated test forms.</p>		
<p style="text-align: center;">T10 – Reporting</p>	<p>Section 5.0 Design and implement an effective and innovative reporting system, including informative, easily interpreted reports design for school, district, state, and student reports, including images of student responses. Provide secure and user-friendly electronic reporting sites for various stakeholders, including parents. The reporting system must post and deliver reports within critical time periods.</p>		
<p style="text-align: center;">T11 – Interpretive Products</p>	<p>Section 6.0 Develop, write, and produce high-quality print and web-based publications that provide information about, help to develop understanding of, and help in the correct interpretation of results for Florida’s testing program for all stakeholder groups. Provide plans, designs, specifications, special formats, translations, and schedules that will ensure the accuracy and on-time delivery of the products.</p>		

Criterion Number	Required Services	Criteria ¹	Necessary Documentation ²
<p>T12 – Psychometric Services and Special Studies</p>	<p>Section 5.0 Design, implement, and provide high-quality staff for recurring and special measurement projects including selecting statistically based samples, constructing parallel test forms, conducting vertical scaling investigations, and designing and supporting standard setting.</p>		
<p>T13 – Program Management</p>	<p>Section 7.0 Provide effective management of all the program components, including staffing, assignment of workloads, and organization of workflow so that high-quality products and services are assured. Implement program management and organizational practices that will effectively manage the workload and activities of internal program operations and those of all subcontractors.</p>		
<p>T14 – Quality Staffing</p>	<p>Section 7.0 Provide qualified staff with appropriate workloads so that high-quality products and services are assured. Provide highly qualified management staff that have related experience and authority within the company. Provide subcontractors that meet the same requirements.</p>		
<p>T15 – Quality Assurance</p>	<p>Sections 5.2 and 7.8 and Appendix B Plan for, maintain, monitor, and assure the highest quality of all operations and products, guarantee accuracy, and conduct quality reviews of all processes and products at designated times, including the use of performance metrics.</p>		

Appendix R

CRITERIA FOR THE TECHNICAL EVALUATION OF COST OPTIONS

Criterion Number	Required Services	Criteria³	Necessary Documentation⁴
CO1 – Science Labs	Cost Option 3.1 (RFP s. 3.2) Design and recommend procedures for developing and implementing science laboratory experiments that would be completed prior to the test administration of science end-of-course tests including field testing of items, a study of the reliability and dimensionality of scores, and a proposal for operational implementation of these activities.		
CO2 – Additional Computer-Based Tests	Cost Option 3.2 (RFP s. 3.5) Design and recommend procedures for additional computer-based tests for the Florida Standards Assessments including the development of ancillary materials, practice sessions and later testing/earlier reporting for the grades/subjects as specified in Table 3.4.		
CO3 – State-Owned Item Bank	Cost Option s 3.3 (RFP s. 3.6) Design, create, and implement a state-owned item banking system with all of the functionalities described in RFP Section 3.6.2. with at least three levels of security.		
CO4 – Delivery of Materials to Schools	Cost Option 4.1 (RFP s. 4.1) Develop and implement processes for test material delivery to and retrieval from schools for the two methods from which districts could choose as described in RFP Section 4.1.		

³ The proposal evaluation committee will holistically rate the quality and completeness of the technical solutions proposed for the cost options specified in the RFP considering the extent to which the proposed services fully address those requested. This shall apply equally to all cost option criteria CO1-CO6.

⁴ The proposal must fully address all required aspects of the cost options specified in the RFP and include complete descriptions of the technical solutions proposed by the bidder as well as a description of any prior experience with similar services. This shall apply equally to all cost option criteria CO1-CO6.

Criterion Number	Required Services	Criteria ³	Necessary Documentation ⁴
<p align="center">CO5 – Preidentification Labels</p>	<p>Cost Option 4.2 (RFP s. 4.6) Develop and implement a process for district printing of preidentification labels and uploading student information for CBTs for the three options from which districts could choose as described in RFP Section 4.6.</p>		
<p align="center">CO6 – English-to-Heritage Translation Dictionary</p>	<p>Cost Option 4.13 (RFP s. 4.13) Design, create, and implement CBT accommodations for English language learners that provide on-screen English to Heritage Language word translations in at least Spanish and Haitian Creole.</p>		