

PART IV

WORK STATEMENT

Part IV - I. Objectives

A. General

1. The Pennsylvania Department of Education (PDE) seeks to develop Graduation Competency Assessments, a Diagnostic Assessment Tool, and corresponding Model Curricula to be made available to school districts for their use. The Offeror will respond to this Request for Proposal by explaining how it will meet the requirements and the tasks listed henceforth for all of the following components:

- a. Graduation Competency Assessments
- b. Diagnostic Assessment Tool
- c. Model Curriculum

2. The Commonwealth seeks potential Offerors experienced in assessment development and with the technical expertise necessary to develop, produce, distribute, collect, analyze, track, and report results of Graduation Competency Assessments. In addition, Offerors will create a diagnostic assessment tool to assess the competency of the students in grades 6 through 12 and establish K-12 Model Curriculum materials and resources to be utilized in schools and school districts throughout the Commonwealth. Offerors may utilize subcontractors but will serve as the lead Offeror and therefore be responsible for the full scope of work outlined in this Request for Proposal including all necessary coordination between subcontractors as well as the Offeror and subcontractors. All subcontractors must be approved by the project officer in the Pennsylvania Department of Education.

B. Specific

1. PDE seeks an Offeror who can:

- a. Develop the Graduation Competency Assessments
- b. Create the Diagnostic Assessment Tool
- c. Establish a Model Curriculum

2. All three components will be aligned to the Pennsylvania standards, concepts, and competencies as well as the assessment anchors for the 10 high school level content areas: Algebra I, Algebra II, Geometry, Literature, English Composition; Biology, Chemistry, American History, World History, and Civics & Government.

C. Graduation Competency Assessments (GCAs)

1. PDE seeks an Offeror who can provide, distribute, collect, score, track, and report results as specified in this RFP. The GCAs would be available for administration at least three times each school year, in the Fall, Spring, and Summer. In 2010 there will be one Spring administration for districts that choose to participate. GCAs will be composed of three modules containing specific course related content topics so as to permit a student who fails to achieve proficiency on the specific assessment to retake only those modules in which they were not successful.

D. Diagnostic Assessment Tool

1. PDE seeks an Offeror who can develop, deliver online, score and report the results from a diagnostic assessment tool. The diagnostic assessment system will be used to provide instructional feedback to students and teachers through:

- a. The assessment of prerequisite skills of students entering grade 6 through grade 12 obtained prior to, during or after participating in instruction that covers academic content assessed by the GCAs.
- b. The assessment of student's skill attainment while enrolled in courses that cover academic content assessed by the GCAs.

E. Model Curriculum

1. PDE seeks an Offeror who can develop curricular resources and materials aligned to PA academic standards, assessment anchors, and competencies assessed by the GCAs and the diagnostic assessment while incorporating the regular and systematic feedback of Pennsylvania's teachers, administrators and higher education faculty. These curricular resources and materials will be strictly aligned and incorporated fully into PA's standards aligned system development.

2. A comprehensive response to this RFP will clearly show the design of a system that creates continuity between all three components (the GCAs, diagnostic assessment tool and model curriculum) so that the teaching, learning, assessments and interventions in Pennsylvania classrooms are consistent and offer clear, accurate and informative data on student needs and achievement. It will also ensure that the system is:

- a. Aligned
 - i. Ensures optimal match to Pennsylvania's Academic Standards and the Assessment Anchors for all content areas that will be developed; provides reportable data on the essential competencies of each GCA content area.
- b. Focused
 - i. Is driven by the Pennsylvania standards and standards-aligned system (see [link](#)); and

- ii. Sets clear, focused expectations for content area performance by tightly defining the rigor level expected for content area proficiency.
- c. Standards-Based
 - i. Is “instructionally sensitive”: the assessment system measures student ability to meet the core competencies (criterion referenced), rather than being a norms-referenced assessment system that is designed to compare students to the group assessed.
- d. Accurate
 - i. Can be used with confidence to measure student achievement; and Meets or exceeds the Standards for Educational and Psychological Testing (APA, AERA, and NCME).
- e. Universally Applicable
 - i. Allows for the maximum number of students to take the assessments without threat to validity and comparability of scores and without losing clarity of expectations.
- f. Public
 - i. Are reportable by core competency skills at the student, school, and district levels and;
 - ii. Can be used for professional development to inform the field and assist the Pennsylvania Department of Education, districts, and schools in meeting achievement goals.

Part IV - II. Nature and Scope of the Project

A. This RFP is requesting the development of the Graduation Competency Assessments, Diagnostics Assessment Tool, and a Model Curriculum. The GCAs will measure achievement of State academic standards in: reading, writing, mathematics, science and social studies. A student can take a GCA at any grade level when the student feels s/he has the appropriate knowledge. The Diagnostic Assessment Tool and model curriculum resources will be used by teachers to inform and support classroom instruction to meet students’ needs. The scope of this project is to meet the requirements and provide the identified tasks listed in this Request for Proposal throughout the Commonwealth of Pennsylvania in an ongoing, cyclical process.

Part IV - III. Term of the Project

A. The term of this contract will be from the effective date of the contract until June 30, 2015.

Part IV -IV. Requirements

A. Requirements for Project

1. Project Management Plan: The Offeror must develop a project management plan to accomplish the work required to deliver the products and services described in this RFP. This includes, but is not limited to: a detailed project management plan, a proposed meeting schedule including start-up and quarterly planning meetings with appropriate PDE staff and relevant subcontractors for each year of the contract. The plan must also include a method of ongoing communication between the Offeror's project manager and PDE's program manager. The Offeror's program manager shall serve as the primary liaison with PDE for all components of the project. PDE will review the resume of the proposed project manager and any future candidates and must approve the candidate selected. The project manager will have significant experience with projects of similar scope to what is described in the RFP, including but not limited to: expertise in developing new statewide assessments; managing multiple project elements involving numerous stakeholders and partners; and a clear understanding of the Pennsylvania standards aligned system development.

2. A cohesive, dedicated, skilled core team is critical to the success of this project. This core team of key personnel shall be listed in the Offeror's proposal. The core team staff identified in the proposal for the work to be performed under this contract is subject to approval by the PDE. The Offeror shall provide an organizational chart showing all key staff and offices assigned to work on the various aspects of the three major project components. Roles and responsibilities for all key staff shall be identified. Except in the case of illness, death, or leave of absence and so long as the personnel remain partners, principals, or employees of the Offeror, no re-deployment of any member of the core team, as required by the work plan, may be made without prior written consent of PDE, which shall not be withheld without good cause. Replacement of such personnel, if approved, shall be with personnel of equal or greater ability and qualifications.

B. Key Deliverable Dates

Content Area	GCAs	Diagnostic Tool	Model Curriculum
Algebra 1 Algebra 2 Geometry	Operational May 2010	Operational September 2009	Operational September 2009
Biology World History US History English Composition	Operational December 2010	Operational September 2009	Operational September 2009

Literature. Chemistry Civics/Gov.	Operational December 2011	Operational September 2010	Operational September 2010
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C. Requirements for the Graduation Competency Assessment

1. All work for full GCA development, including appropriate field testing, must be performed so that the Geometry, Algebra I and Algebra II GCAs are available for administration by school districts that choose to implement the assessments in May 2010; Biology, English Composition, US History and World History are available in December 2010; and Literature, Chemistry and Civics and Government are available in December 2011.
2. The Offeror may be required to provide assessment materials to meet the needs of a maximum of 725 LEAs (local education agencies – which include public school districts, charter schools, and full-time Comprehensive Technical Centers/Area Vocational Technical Schools), approximately 820 high school buildings, and possibly 1,200 middle grade schools. A list of schools and districts can be obtained from (<http://edna.ed.state.pa.us/>). The current course enrollments for each of the GCA content areas are listed in Assessment Specifications for the Graduation Competency Assessments (Appendix A). The Offeror should prepare its Proposal with three estimated levels of participation: less than 51%, 51-75% and over 75% of the enrollment numbers presented in Appendix A.
3. The Offeror must develop a plan and include it in the proposal for targeting item development sufficient for three operational forms and a breach form each year. The plan must also allow for the release of a minimum of 10% of the items annually.
4. The Offeror must provide a plan for initial field testing.
5. The Offeror must provide a plan and include it in their proposal for recruiting, training, and maintaining item writers in each content area. PDE will review and approve the resumes of each content area leader including any future replacements and PDE will review the resumes of all content specialists who will participate in face-to-face item review meetings with PA educators.
6. All work, including mock-ups, assessment packets, paper stock, ink color, cover designs, report formats, labels, sites, and mailings are subject to approval by the PDE. Please describe how the Offeror will provide these services within the allotted time frame (see Appendix A).
7. All text for all printed documents (assessment booklets, answer documents, forms, communications, etc.) will be thoroughly proofread by a minimum of two different editors employed by the Offeror. A style guide including but not limited to the format, font and color of printed documents will be developed in collaboration with PDE. Please describe how the Offeror will provide these services within the allotted time frame (see Appendix A).

8. All production of materials must be performed under direct Offeror supervision. Both manual and statistical quality control must be exercised over all phases of materials production. The Offeror must assure that printed answer documents adhere to the tolerance limitations required for machine scoring
9. All computer programs will be appropriately documented and assessed before receipt of actual program materials. The Offeror must demonstrate 100 percent accuracy in all scoring operations.
10. The Offeror must provide cost estimates (Cost information may only be provided in the Offeror's Cost Submittal response) for the delivery of GCAs in a paper and pencil and an online format in the RFP. The Offeror may include any recommendations and any new technology available that may benefit PDE.
11. The Offeror must assure that the data from each answer document received is accurately recorded on data files. Please describe how the Offeror will ensure and check the accuracy of data.
12. The Offeror shall be responsible for the timely and accurate delivery of all on-line and paper and pencil materials. The distribution procedures will include a verification of receipt process. The Offeror must employ both automated and manual controls and procedures to ensure accuracy in packaging, assembly and shipment. All distribution shortages and losses will be the responsibility of the Offeror. The Offeror shall describe the process that will be used to ensure accuracy.
13. The Offeror must be responsible for the timely and accurate collection of all assessment materials from the schools to meet the established guidelines.
14. The Offeror must develop a plan for scoring and reporting results of the GCAs. This plan will include:
 - a. How the Offeror will ensure the reporting of results for graduating seniors no less than 10 calendar days prior to graduation.
 - b. How the Offeror will provide results from all other assessment administrations to schools and school districts as quickly as possible and provide cost options for both a 7 calendar day and 14 calendar day scoring/reporting window.
 - i. Since some school and districts may replace their current final exams with the GCAs they will need results in time to produce report cards.
15. The Offeror shall ensure that all assessment content and results are secure from distribution to any source other than the PDE or as authorized by the contract or by PDE in writing.

16. All materials must be easily retrievable upon request. All documents with student names will be stored in a secure environment accessible only to authorized personnel. In the event that any materials have been inaccurately processed, the Offeror will reprocess them without any additional cost. Please describe how the Offeror will store both on-line and hard-copy materials and how this will be accomplished.
17. The Offeror must destroy the materials upon written authorization from the PDE.
18. The Offeror shall assure that all computer-generated reports are of high quality readability, properly prepared and accurate.
19. The Offeror shall communicate and work with other suppliers as requested by PDE.
20. The Offeror must be able to ensure assessment and data security
 - a. The Offeror must assure that no reports, data files or any transmittal media containing students' names (except for the secured reports sent to the students' school districts) will, at any time, be provided to the Commonwealth or any other governmental or non-governmental agency.
 - b. The Offeror will hire a subcontractor, to be approved by PDE, to conduct an independent security audit of the entire assessment system within the second year of the contract at a time agreed upon by PDE and Offeror. Subsequent audits will be conducted annually or biannually, as determined by PDE and dependent upon the results of the most recent audit, at the same cost.

D. Performance Measures

1. With the exception of the 2009-2010 school year, the assessments must be administered at least three times during each school year, Fall, Spring, and Summer. The exact timeframes will be established between the Offeror and PDE. Please describe how you can meet the proposed assessment development and administration schedule and any recommendations you can provide for PDE's consideration.
2. GCA scores for graduating seniors must be accessible to all schools no later than 10 calendar days prior to graduation. For all other students scores must be delivered to schools and school districts as quickly as possible within either a 7 or 14 calendar day scoring/reporting window (to be determined as part of the contract).
3. All electronic data files (the Individual Student Data Files and the Summary Data files) will be forwarded to PDE at the same time as the GCA scores are reported to schools and districts. PDE must approve all file formats.
4. PDE shall conduct quality assurance tests to ensure the accuracy of data and analyses. Any discrepancies identified by the Department shall be corrected by the Offeror to PDE's satisfaction at no extra cost.

5. The Offeror will develop, produce, and distribute a Technical Report annually, including a statistical analysis of the assessment results for all subjects. The report will be distributed by September 30 each year (For details, see IV-XII.C.).
6. The Offeror must provide a secure website using established security through the PDE Ed-HUB. For compatibility information on the Ed-HUB see Appendix C.
7. The Offeror must use PAMSecureID as its standard for the student identifier in all assessment materials and reports. See Appendix D or for additional information on PAMSecureID access the [PIMS](#) website.
8. The Offeror must provide a status report update on the 1st day of each month that includes but is not limited to the identification of the work completed, underway and still to be accomplished. (See sections below for additional performance measures.) The Offeror shall continuously monitor the ongoing development and implementation operations of the assessments and development of the Model Curriculum using a detailed project plan and schedule. The Offeror shall provide an annual updated project plan and schedule for joint use by the PDE and the Offeror in monitoring all program activities. The PDE desires appropriate direct real time access to the project schedule(s).

E. Report of Errors

A. All responses to this RFP must contain a report of all errors that have occurred in the past two years that were in whole or in part the responsibility of the Offeror or its subcontractors on other projects done by the submitting Offeror. Error is defined as any event that results in any incorrect/incomplete results being reported, printing errors, or any delay in meeting the scheduled delivery of any component of the assessment program. The report will include the following:

B. Description of the error

1. Scope of the error (i.e. number of students, schools, etc.);
2. Identification of who identified the error (e.g. Offeror, client, student, teacher, etc.);
3. Description of the resolution;
4. Systemic changes implemented to prevent recurrence of the same or similar problems;
5. Name, address, and phone number of the client contact person who can respond to PDE inquiry regarding the impact of the error on the assessment program.
6. The description of errors should not contain any proprietary, FERPA-protected, or secure information, but should fully describe the problem identified.

Part IV - V. Requirements for the Diagnostic Assessment Tool

A. Tasks:

1. PDE has identified the following tasks as necessary to the successful completion of the project. The Diagnostic Assessment Tool will be used in grades 6 and up as both (a) a diagnosis of prerequisite skills for each GCA content area and (b) a monitoring tool of achievement for students currently enrolled in a GCA content course.

2. The diagnostic assessment tool should provide educators with real-time means to determine student's strengths and needs as a tool to differentiate instruction and to provide the appropriate interventions. The tool should provide immediate and specific feedback, preferably with suggestions for instruction, as part of every individual student report. It is suggested that this tool integrate fully with the curricular resources and materials so that interventions and strategies are suggested based upon the student and/or class results.

3. The diagnostic assessments must be aligned with Pennsylvania Standards, Assessment Anchors, associated competencies and curricular aims, reflecting substance and rigor of defined subject matter consistent with applicable Pennsylvania Standards, so that they induce confidence that results on the diagnostic assessments will predict later results on the GCAs.

a. All work for full diagnostic assessment tool development, including appropriate field testing, must be performed so full implementation, including trainings, would begin according to the dates listed in Section IV-5-C. Please describe how you will meet the development, training and implementation schedule necessary to meet this deadline.

b. The Offeror may be required to provide diagnostic assessment materials to meet the needs of approximately 725 LEAs (local education agencies – which include public school districts, charter schools, and full-time Comprehensive Technical Centers/Area Vocational Technical Schools), approximately 2,066 school buildings. A list of schools and districts can be obtained from (<http://edna.ed.state.pa.us/>).

c. The Offeror must provide the PDE access and use of the items through perpetual license or ownership.

d. The Offeror must ensure that the tool has predictive validity to anticipate whether students are on track and have the knowledge and skills needed to achieve at proficient levels on the GCA exams. Please explain how this will be developed.

e. All computer programs must be appropriately documented and tested before receipt of actual program materials. The Offeror will demonstrate 100 percent accuracy in all scoring operations.

f. The Offeror must design the diagnostic assessments in an online format. Offerors are invited to propose a separate solution that incorporates a computer adaptive testing approach.

g. The diagnostic assessments must work within the parameters of Pennsylvania's regional WAN/ network system.

h. The Offeror must ensure the reliability of the system and security of the data. Please describe how the Offeror would create such a system.

B. Performance Measures

1. The diagnostic assessment tool must be fully available for use by schools and teachers in September 2009. Please describe how you will meet the development, training and implementation schedule necessary to meet this deadline.

2. Diagnostic student profile and class reports will be available to teachers immediately after the student completes the assessment.

3. Building and district reports will be available to all schools and districts on an on-going basis and represent student results from all students that have completed the exam.

4. PDE will conduct quality assurance tests to ensure the accuracy of the reports generated by the Diagnostic Assessment tool. Any discrepancies identified by the Department shall be corrected by the Offeror to PDE's satisfaction at no extra cost.

5. The Offeror will develop a technical report annually, including a statistical analysis of the assessment results for all subjects. The report will be distributed to PDE by September 30 of each year. (For details, see IV-XII.D)

Part IV - VI. Requirements for the Model Curriculum

A. All work for model curriculum development, including appropriate field testing, must be performed so that the curricula are available for use by school districts in the following schedule: September 2009, for Algebra 1 & 2, Geometry, English Composition, Biology, World History, US History and in September 2010 for Literature, Chemistry and Civics/Government.

B. The Offeror must produce the curricular resources and materials aligned with the curricular framework (academic standards, big ideas, concepts, competencies and anchors.)

C. The Offeror must manage and work collaboratively with teams of teachers, administrators and higher education faculty who will assist in the development of all curricular materials and resources. Please describe how the Offeror will provide these services within the allotted time frame.

D. The Offeror must ensure that the Pennsylvania standards and its standards aligned systems drive the development of the model curriculum materials and resources. The Offeror must also

demonstrate alignment of the GCAs and diagnostic assessments with the curricular resources and materials (see http://apps.leaderservices.com/sas/pub/big_ideas.aspx?gskey=10 for an example of standards aligned systems for Geometry). Please describe how the Offeror will ensure this alignment.

E. The Offeror must ensure that all curricular resources and materials utilize a backward instructional design model that will support/enhance instruction and achievement. (See also: Understanding by Design. Wiggins and McTigue (1998)).

F. PDE will retain all ownership of curricular materials and resources developed by the Offeror including but not limited to units and lesson plans and templates, intervention and support materials, rubrics, exemplars, etc.

G. The Offeror will hire a subcontractor, approved by PDE, to conduct an independent curricular audit within the third year of the contract (i.e. 2010-2011) at a time agreed upon by the PDE and Offeror. Subsequent audits will be conducted as needed and determined by PDE.

H. Performance Measures

1. All curricular resources and materials developed as part of the model curriculum will be posted to the [Ed Hub website](#) following approval by PDE. The exact timeframes will be established between the Offeror and PDE but will include full training and implementation by September 2009. Please describe how you can meet the proposed schedule and any recommendations you can provide for PDE's consideration.
2. PDE will conduct quality assurance reviews to ensure the accuracy of the curricular materials and resources available on the Ed Hub website. Any discrepancies identified by the Department shall be corrected by the Offeror to PDE's satisfaction at no extra cost.
3. All dates, times, locations and participants of content team meetings must be listed as part of the monthly status updates provided to PDE (See IV-V above.) Additional elements of these monthly reports will be determined by PDE and the Offeror.

Part IV - VII. Tasks for Graduation Competency Assessments. (See also Assessment Specifications, Appendix A for details.)

A. PDE has identified the following tasks as necessary for successful completion of this portion of the project. Each GCA will have a modular format such that students who do not score proficient on one module may retake that module only.

B. Item Development

1. PDE requests Offerors to provide costs (Cost information may only be provided in the Offeror's Cost Submittal response) and plans for an English Composition assessment with 80% of the points based on open-ended items and 20% of the points based on selected response items; and

2. Three separate assessment design scenarios as follows:
 - a. All other content areas – 50% of the points based on open-ended items and 50% of the points based on selected response items; and
 - b. All other content areas – 35% of the points based on open-ended items and 65% of the points based on selected response items; and
 - c. All other content areas – 20% of the points based on open-ended items and 80% of the points based on selected response items.
3. The Offeror must provide items (including passages, graphics, and scenarios as appropriate) for all assessments. All items must be Norman Webb’s Depth of Knowledge levels 2 or 3. The items selected must be secure within Pennsylvania and released for public use only upon written permission by PDE. All materials must be reviewed for content alignment, grade-level appropriateness, difficulty, depth-of-knowledge, bias, sensitivity and fairness. All items written and field-tested specifically for Pennsylvania will be the property of the PDE. Items must be developed in sufficient quantities to satisfy the Assessment specifications in Appendix A. The Offeror shall describe how they will maintain all items in an item bank that will be accessible 24/7 via a secure website.
4. PDE expects to receive high quality items with little need for revision and reserves the right to reject, at no cost, any and all items that it deems as poor quality or not aligned to Pennsylvania’s GCA Anchors which clarify and focus the standards, concepts, competencies. Furthermore, scoring rubrics that are of poor quality will also be rejected. The Offeror is responsible for ensuring that all items are carefully written, edited and proofed before being submitted to PDE for review. During the first month of the contract, the selected Offeror shall submit a chart indicating the number of items to be developed by Assessment Anchor for each of the first three GCAs. PDE content personnel, along with the item review committees, will provide the Offeror with feedback regarding the match between assessment items that are developed and the Standards/Anchors/Concepts/Competencies. Beyond the contract period, PDE must be able to ensure the continuity of the Assessment system and efficiently move hard and electronic copies of the item banks from one Respondent to another. The Offeror shall propose how this need may be met, including supporting rationale and plan.
5. The Offeror will develop or provide items in sufficient quantity to cover six years of assessments.
6. The Offeror will describe a design for maximum use of items. Items may be repeated but not in two consecutive years. PDE intends to release a portion (10%) of items each year.
7. The awarded Offeror will make all arrangements for convening committees of teachers and other content matter experts to review items prior to field testing; and after field testing with schedules discussed with PDE. The diversity of participants at each meeting

will match the specifications for committee composition as specified in the Assessment specifications (see Appendix A). Committee members will not be provided a daily honorarium. However, Offerors should consider incentives to be provided to encourage committee members' participation to meet the participation requirements. The Offeror will produce a written, detailed report containing the process used during item reviews and results of each item review meeting. Please describe how the Offeror intends to encourage member participation.

8. The awarded Offeror will make all arrangements for convening committees of experts to review items prior to field testing for bias, sensitivity and fairness with schedules discussed with PDE. Offerors should consider incentives to encourage committee members' participation.

9. The Offeror will be responsible for and will describe all statistical and psychometric analysis of items following all field test and operational assessment administrations including modified and accommodated administrations.

C. Assessment Construction

1. The Offeror will be responsible for the construction of all on-line and hard-copy assessment forms which comply with the Assessment Specifications (see Appendix A). Additional criteria will be established in discussion with PDE and the Offeror.

2. The Offeror will be responsible for developing the initial field test plan that must be fully described in the proposal. The plan must identify the estimated number of students required, the anticipated number of forms per content area, estimated item survival rate, and a suggested sampling/recruitment plan.

3. After initial field testing, the field test passages/items must be embedded in the operational assessment in such a way that the field test items are not identifiable by the assessment administrators or students.

4. At least three parallel forms will be available each school year, with one form used for each administration window, except that the form used in May 2010 will be repeated once in May 2011.

5. One breach form will be developed for each content assessment. Additional breach forms may need to be developed depending upon the use of the breach form each year.

6. The Offeror will propose a plan for the construction and equating of the multiple test forms within and across years. All forms contain the same core item set, a set of linking items and a set of field items.

D. Assessment Materials

1. The Offeror will be prepared to provide the appropriate number of assessment booklets to serve those schools districts which opt to use the assessments in 2010. The approximate total course enrollment figures contained in Appendix A. Offerors should anticipate a 5% overage. The Offeror should provide costs (Cost information may only be provided in the Offeror's Cost Submittal response) for three levels of participation: less than 51%, 51-75% and over 75% of the enrollment numbers presented in Appendix A. If possible and practicable, reusable assessment booklets and consumable answer documents may be proposed for use. The Offeror shall provide proposals for separate assessment and answer documents or integrated assessment and answer documents depending upon the appropriateness and cost effectiveness for each content area. Please describe how this will be provided in detail.
2. Mathematical formula or other reference sheets will be included in the assessment booklets and/or the answer documents as appropriate.
3. General rubrics for open-ended items will be included in the assessment booklets and/or the answer documents as appropriate.
4. Large- print and Braille versions of each assessment and/or audio recorded versions for the visually impaired will be provided by the Offeror.
5. All assessment materials will be designed in such a fashion that they can be administered using state approved accommodations. See Appendix A for references to the current accommodations permitted on the statewide assessments.

E. Ancillary Materials

1. The Offeror will develop, produce and distribute electronically a maximum of six (6) "Assessment Updates" bulletins (1-4 pages in length) in both print and .PDF formats, to all LEAs and participating schools concerning current assessment topics. The Assessment Updates will consist of content developed by PDE and the Offeror.
2. The Offeror will develop, produce, and deliver electronically PDE Item and Scoring Samplers that include released items for each content area and grade level. The Item and Scoring Samplers will be available for teachers to download electronically from the PDE website and use as part of their instructional program to prepare students for the assessment.
3. The Offeror will develop, produce, and distribute Administration manuals and Assessment Coordinator's Handbook in both print and PDF electronic formats. The Handbook will include directions for the complete coordination of the assessment—preparation, receiving, distribution, training, collection, shipping, etc. The Offeror will assemble the Assessment Coordinator's Handbook and special instructions into a school coordinator's packet to avoid loss of these materials by the school.

4. The Offeror will develop a GCA Guide for Students and Families each year of the contract (to be posted on the web) and will construct and provide content for a GCA Parent and Family website.

F. Materials delivery

1. The Offeror will produce and distribute the assessment materials two weeks before the required assessment dates. This includes the following:

a. The awarded Offeror will develop a procedure to determine the quantities of materials needed. The awarded supplier will coordinate efforts with PDE, its PIMS data system and the individual LEAs' Assessment Coordinator as necessary to gather this information.

b. The Offeror will formulate accurate enrollment information and addresses for all schools and districts/LEAs, from PDE databases and review results with PDE to ensure accuracy.

2. The Offeror will collect individual student demographic and program information from participating school districts to meet the needs of PDE.

3. The Offeror will develop and provide pre-coded labels with student information to be placed on the assessment booklets. Pre-code student information will be generated via PDE's PIMS (Pennsylvania Information Management System).

4. The Offeror will assemble, package, and ship or send on-line all required assessment materials, label brightly and reading "PENNSYLVANIA GCA MATERIALS—Open immediately and inventory. Items are secure." A minimum of two deliveries per site will be required to each school/Assessment site. The District Assessment Coordinator packet including the Assessment Coordinator's Handbook and copies of all forms/special instructions will be shipped so as to arrive four weeks prior to the beginning of the assessment window. Assessment booklets should be received no later than two weeks prior to the assessment dates. This shipment will include the quantity information from the PDE PIMS system. The Offeror will calculate quantities with allowances for extra copies and print copies of packing lists, a distribution roster and all necessary shipping labels and forms. Included will be an acknowledgement of delivery. If the Offeror does not receive the acknowledgement within 7 days after shipping, the Offeror will telephone the coordinator to verify delivery.

5. The Offeror will, under separate cover, send a copy of the packing list(s) and a letter stating mode and anticipated date of delivery to each site.

6. The Offeror will be responsible for all postage and shipping costs for the distribution of materials. Deliveries must be scheduled during normal school hours, 9AM to 3PM weekdays, or by appointment with the district/school officials.

7. The Offeror will provide a fax/toll-free number and sufficient staffing for districts/schools to report shortages or deliveries not completed. Record of additional materials shipped will be combined with records of original shipments.

8. Immediately upon completion of packaging, the Offeror will provide PDE with a complete list showing each distribution site, the carrier, the shipping date, and the number of pieces.

G. Assessment Administration Supports

1. The Offeror will maintain a toll-free customer support line throughout the life of the contract. The toll-free customer support line shall provide sufficient staff during the hours of 8 a.m. and 5 p.m. EST and extended hours during the assessment period beginning one week before the assessment window through one week after the assessment window for districts/schools to report shortages or deliveries not received each year of the contract. Please describe how provisions will be made to increase normal staffing and the hours the support line will be extended.

2. The Offeror will assist in the development and delivery of assessment-administration procedural workshops throughout the Commonwealth in coordination with PDE. Workshops will be conducted via an on-line conferencing system.

3. The awarded Offeror will establish and implement procedures (with approval from PDE) that will maintain the security of assessment materials throughout the assessment administration process.

H. Assessment Materials Collections and Shipping

1. The Offeror will establish and implement procedures for the collection and verification of receipt of all assessment materials.

2. The Offeror will provide all boxes, envelopes, and shipping labels and forms for return of the materials. All return boxes will be clearly identified by school and district with labels attached to the boxes by the Offeror.

3. The Offeror will inform each district coordinator of the mode and date of pick-up or the instructions and toll-free number to call for pick-up. All carriers used must have a tracking system that gives the Offeror knowledge of the status of each shipment from the time it was picked up until it arrives.

4. The Offeror is responsible for all postage and shipping costs for return of all materials.

5. The Offeror will describe and utilize check-in procedures for the receipt of materials that meet the requirements necessary to provide effective control and accounting of materials.

6. PDE will receive a "missing materials" report within 20 days of the end of the assessment window.

I. Scanning/Imaging and Scoring

1. The Offeror is responsible for providing all equipment and software required for scanning, editing, scoring, merging, tracking and reporting, etc.
2. Offerors shall provide a plan for scoring of the GCAs. This plan will include:
 - a. how the Offeror will ensure the reporting of results for graduating seniors no less than 10 calendar days prior to graduation;
 - b. how the Offeror will provide results from all other assessment administrations to schools and school districts as quickly as possible and provide cost options for both a 7 calendar day and 14 calendar day scoring/reporting window.
 - i. Since some school/districts may replace their current final exams with the GCAs they will need results in time to produce report cards.
3. The Offeror must provide a quality assurance plan that addresses: document and data processing, reconciliation plans, and a security plan for handling assessment materials upon arrival at the processing center. The quality assurance plan will include, but not be limited to: the number of assessment materials reconciliations; logistics of preparing documents for scanning; handling of documents that appear impossible to scan; batch determination; images scanned for hand scoring; and matching constructed responses and multiple-choice questions to student information. The approved plan must be implemented by the approved contractor and/or subcontractors.
4. The Offeror will provide systems and equipment to scan and transcribe all data from the answer documents onto an electronic data file that is a single, individual record, linked to the school district from which it came, to PDE file specifications. All files shall be maintained on the Offeror's servers.
5. The Offeror will perform a computerized edit review of each respondent's document and make any corrections. The resolution of error data will be accomplished according to specifications developed in conjunction with PDE.
6. The Offeror shall describe how it will conduct pre-editing to identify suspected errors and omissions for the Offeror's editing staff's checking and disposition.
7. The Offeror shall describe how it will conduct post-editing to make certain that all data is correct and all corrections are valid.
8. The Offeror will describe in detail its plan for standards setting for all GCAs including the establishment for a cut score for each GCA and the associated modules.
9. The Offeror will create a plan to score all multiple choice items. The Offeror will specify its plan for verifying the accuracy of all scanned data as well as provide documentation procedures for any irregularities.

10. The Offeror shall describe how it will design and coordinate a system to score the open-ended items. This will include range-finding sessions. The Offeror will provide all training for scorers using scoring guidelines and anchor sets developed in collaboration with PDE. The plan must include a description of training procedures for scorers of open-ended items and of the protocol and procedures to qualify scorers. The Offeror must provide a written plan and implement procedures for monitoring and ensuring reader accuracy and reliability so that scoring is fair and consistent across readers and assessment administrations. Protocols used to ensure consistency in the work of scorers must be included in proposals. The protocol must describe the processes for daily checking of reader accuracy, an audit of 10% of each reader's scores by a lead reader, and the rescoring of responses scored by readers identified as failing to meet standards for accuracy. Procedures to ensure consistency in the work of scorers across years must be addressed in the submitted proposal.

11. The English Composition papers will each be read by two independent readers. The Offeror should propose a solution when either adjacent or non-adjacent scores are assigned. Readers who assign nonadjacent score points should be identified in the daily reader reports and they must be retrained in the application of the scoring guidelines.

12. The Offeror must conduct a demonstration of scanning and reporting procedures for the GCAs in order to confirm the accuracy and efficiency of these procedures. The Offeror must provide for up to two PDE staff members to be present at this demonstration. The demonstration must be performed no later than four weeks prior to each assessment administration. The results of the demonstration must be submitted to PDE for process review and approval.

13. The Offeror will provide summary reports from the open-ended scoring sessions to PDE. The contents of such reports will be identified jointly by the Offeror and PDE.

14. The Offeror will conduct annual scorer drift studies both for internal consistency as well as consistency across years. Proposals shall include a description of both studies.

15. The Offeror will include a documented report of the open-ended scoring process in the annual report (see IV-VIII.J.10).

16. All materials must be stored in an orderly fashion and must be quickly retrievable upon request. In the event that any materials have been inaccurately processed, the Offeror will reprocess them without additional cost. The Offeror will destroy materials upon written authorization by PDE.

J. Analysis of Assessment Data

1. The Offeror shall describe the specific procedures that will be utilized to ensure comparability of scores from one assessment administration to the next assessment administration.

2. The Offeror will specify all calibration and scaling procedures that it will utilize.

3. The Offeror will specify all equating procedures that will be used to ensure comparability of scores across forms and years. PDE requires that open-ended items be included in the equating. Proposals should address issues of positioning of items and their impact on equating.
4. The Offeror will describe the procedures to be used to evaluate all items, including field test items and operational items. Analyses must include standard item analysis statistics, including p-values, point-biserials, and Differential Item Functioning (DIF) analyses.
5. The Offeror will describe assessment construction analyses necessary to support the construction of technically sound modules and forms.
6. The Offeror will describe analyses to verify the accuracy of scoring.
7. The Offeror and PDE will determine additional ad hoc analyses needed to support validity and reliability studies.
8. The Offeror will design and assist in conducting standard setting sessions for each GCA content area. Proposals should address the method to be used to set standards including the composition of participants, the methodology to be employed, and the presentation of results for approval by the State Board of Education.
9. The Offeror will develop a plan for scoring modules in each GCA so that students who do not pass the GCA may retake only the module(s) in which they were not successful.
10. The Offeror will produce technical documentation, at a minimum of one Technical Report annually. Preliminary technical documentation may be requested prior to final reporting for purposes of review by the Technical Advisory Committee (TAC). (For details, see IV-XII.C.)
11. The Offeror will attend all Technical Advisory Committee (TAC) meetings. The statewide TAC meeting will be extended one day (to a three day) to include discussion regarding the GCAs. The Offeror will compensate TAC members for the one extended day for each meeting at an honorarium rate of \$1500 per day. TAC meetings take place three times per year.

K. Reports and Data Files

1. The Offeror will produce and distribute hard copy individual student/parent reports and a suite of electronic reports (school summary to each school and district summary reports to each LEA). The suite of reports should include the following:
 - a. A student/parent report, including results by module.
 - b. A GCA summary report for each school including, but not limited to, each students' results based upon each module.

- c. A Comprehensive summary report for each district containing the results of all 10 GCAs including the results for each module. Include samples of the reports you propose for this project.
2. The awarded Offeror will produce and make accessible, via a secure web site, all reports. The Offeror will include samples of the reports with this proposal. PDE must approve all forms to be used.
3. The awarded Offeror will produce a dynamic data query and reporting tool for the dissemination and analysis of assessment results from the Graduation Competency Assessments. The tool must provide for students who may take the individual GCAs multiple times. This tool must be a secure-access application that provides data for educators and policy makers at the state, intermediate unit, school district, and school levels. The data tool should enable users to query, sort and retrieve GCA results based on demographic and achievement parameters. The system also should provide the ability to display demographic characteristics at the individual student level or at the aggregate group level. The system should have the capability to generate various reports in both electronic and hard copy formats. Data interaction must comply with the security and operational requirements specified in both FERPA and COPPA policies. Please provide a description and planned implementation dates that PDE can expect this tool to be available for use.
4. The Offeror will provide a secure web site for the posting of annual District Student Data Files and all summary files by content area.
5. The Offeror will share data files with other suppliers as specified by PDE utilizing the PASecureID.
6. The Offeror will provide to PDE data files including results of the assessments as well as other student data information collected. The format will be determined in collaboration with PDE upon award.
7. The Offeror will generate disaggregated summary data files as required by PDE.
8. ALL data files will be transferred to PDE at designated times. Data files will be sent utilizing the PASecureID as the student identifier. PDE will have access to all finalized data files at all times.
9. The Offeror will produce data to be used with the Item and Scoring Samplers with item level information. The specific parameters will be provided by PDE.
10. The Offeror will propose reports and data systems which allow LEAs and schools to have access to multiple years of data, starting with the beginning of the project.

L. Validity Studies

1. The Offeror shall be responsible for establishing and documenting evidence of the validity of the GCA scores.

2. The Offeror shall propose a comparability study of the on-line assessment modality.

M. Assessment Schedule

1. The Offeror shall provide a three year schedule of proposed Assessment window recommendations for PDE to consider that takes into account the reporting of results for graduating seniors no less than 10 school days prior to graduation and 7 and 14 calendar day options described in Section IV-VIII.I.2. It is expected that the Offeror will provide results to schools and school districts as quickly as possible. Please provide a plan as well as various cost options that shows the amount of time needed to provide assessment results and the associated cost.

Part IV - VIII. Tasks for Diagnostic Assessments to support the GCA. (See also Assessment Specifications, Appendix B for details.)

A. Item Development

1. The Offeror will provide an extensive item bank with items (including passages, graphics, and scenarios as appropriate) for all assessments. All materials must be reviewed, by the Offeror, for content alignment, grade-level appropriateness, difficulty, depth-of-knowledge, prerequisite skills, and bias, sensitivity, and fairness. Items must be developed and provided in sufficient quantities to satisfy the Assessment specifications (See Appendix B). Items will be multiple-choice only. Item content must match the content of the GCA content areas and be aligned with the model curriculum, and the PA academic standards, concepts, competencies and assessment anchors. The Offeror shall describe how it will maintain all items in an item bank that will be accessible by the PDE 24/7 via a secure website.
2. The Offeror shall submit in their response to this RFP a chart indicating the number of items that will be developed or provided by content area and/or grade level as appropriate.
3. The Offeror shall also prepare a chart indicating depth of knowledge, item alignment to Pennsylvania's academic standards, concepts, competencies and assessment anchors in reading, mathematics, science, and social studies at each grade level (6-12). For grades 9-12, a chart should be created for each GCA except for English Composition. This chart will be provided on a mutually agreed upon date between PDE and the vendor.
4. The Offeror shall provide a constructed-response supplement to the diagnostic assessment tool for use by educators that would include an associated set of constructed-response items, rubrics, scoring guidelines, and professional development per content area. These items and rubrics should be designed to identify student's strengths and areas needing improvement and provide specific information to guide instruction and increase achievement. The supplement will be provided electronically in pdf format. The Offeror must specify the total number of items to be provided by content area. For English

Composition, PDE expects the Offeror to develop and make available sample prompts and rubrics designed to enhance student's English Composition performance as part of the response to Section IV-VIII of the RFP. Teachers will use these materials and score student responses, but they will not be reported or collected.

5. The Offeror will be responsible and will describe at regular intervals all statistical and psychometric analysis of items and scores given the type(s) of diagnostic assessments proposed.

6. All Offerors must describe the extent to which they may have products that could meet the needs of the diagnostic assessment tool as described and include whether these products are fully developed in specific content areas and/or grade levels and cite locations in which they are currently in use.

7. The Offeror shall develop a system for PA educators to provide feedback on the quality of specific items, reports generated by the system, as well as the overall functionality of the system.

B. Assessment Construction

1. The Offeror will develop a diagnostic assessment tool to be used by students and teachers prior to entering a GCA course to ascertain students' level of competency on prerequisite skills. The Offeror will detail the testing algorithms in the proposal. Final algorithms will be approved by the PDE.

2. The Offeror will develop online modular diagnostic assessments to be used by students while enrolled in a GCA course to ascertain students' level of proficiency in the course components.

3. The Offeror will construct the online assessments to meet the Assessment specifications specified in Appendix B.

C. Assessment Delivery

1. The Offeror shall describe the online assessment delivery system. The description must address security, bandwidth requirements, navigation tools, methods to determine school capacity to implement the system with ease and efficiency, etc.

2. The system must support accommodated assessment by permitting users to change screen color, font size, etc.

3. The Offeror should provide costs for audio delivery of the assessments.

D. Assessment Materials

1. The Offeror will provide both online and paper versions of the Assessment Administration Manuals for the Diagnostic Assessments.

2. Mathematical formula or other reference sheets will be embedded in the online materials and will be accessible during the diagnostic assessments.
3. Final drafts of all materials are subject to approval by PDE.

E. Ancillary Materials

1. The Offeror will develop, produce, and distribute the Diagnostic Assessment Handbook in both print and .pdf electronic formats. The Handbook will include directions for the complete coordinated use of the diagnostic assessment system. The Offeror will deliver the Diagnostic Assessment Handbook to all participating schools that serve students in grades 6-12 (approximately 2066 sites).

F. Delivery of Online and Print Materials

1. The Offeror will produce and prepare for online delivery of the assessment materials. This includes the development of a procedure for online registration of students. The Offeror will work with PDE's PIMS (Pennsylvania Information Management System) as needed. Please describe how the Offeror will be able to accommodate this requirement.
2. The Offeror will collect individual student demographic and program information to meet the needs of PDE and in coordination with the PIMS data system.
3. The Offeror will develop, produce and distribute an Administration Manual (directions for the administration of each assessment) for all participating grade 6 to 12 teachers in the commonwealth. These manuals can be in .pdf format and allow for easy download by the teachers. The Offeror will work with PDE to determine quantities of materials for grades 6 through 12.
4. The Offeror will be responsible for timely and efficient distribution of all materials. Included will be an acknowledgement of delivery. If the Offeror does not receive the acknowledgement within 7 calendar days after distribution, the Offeror will contact the coordinator to verify receipt.

G. Assessment Administration Supports

1. The Offeror will maintain a toll-free customer support line throughout the life of the contract.
2. The awarded Offeror will establish and implement procedures (with approval from PDE) that will maintain the security of assessment materials throughout the assessment administration process.

H. Scoring

1. The Offeror is responsible for providing all software required for scoring, merging, and reporting, etc.

2. The Offeror will provide systems and equipment to store all data from the assessments in an electronic data file that is a single, individual record, linked to the school district from which it came. PDE will develop file specifications. All files shall be maintained on the Offeror's servers.
3. The Offeror will provide online systems for real-time scoring of all multiple-choice items. The Offeror will specify its plan for verifying the accuracy of all scores.
4. All scored data files must be stored in an orderly fashion and must be quickly retrievable upon request. In the event that any assessments have been inaccurately processed, the Offeror will reprocess them without additional cost. The Offeror will destroy data files upon written authorization by PDE.

I. Analysis of Assessment Data

1. The Offeror will describe the procedures to be used to evaluate all items. Analyses must include appropriate item analysis statistics, including p-values, point-biserials, and Differential Item Functioning (DIF) analyses.
2. The Offeror will describe assessment construction analyses necessary to support the creation of technically sound online diagnostic assessment.
3. The Offeror will describe processes and analyses that will be used to verify the accuracy of scoring.
4. The Offeror and PDE will determine additional ad hoc analyses needed to support validity and reliability studies.
5. The Offeror will produce technical documentation, at a minimum of one Technical Report annually. Preliminary technical documentation may be requested prior to final reporting for purposes of review by the Technical Advisory Committee (TAC). (For details, see IV-XII.D).

J. Reports and Data Files

1. The Offeror will produce for all participating schools and LEAs a suite of reports provided electronically and printable, which should include the following:
 - a. A diagnostic student profile including strengths and areas for improvement;
 - b. A longitudinal profile of individual student growth that will include data from grade 6 through grade 12;
 - c. A class diagnostic report;
 - d. A building summary report
 - e. A district summary report

- f. A state-level report that includes information on usage by school building and aggregate results that provide summary data by district and building.
2. The diagnostic student profile report should connect to the curricular resources and materials to direct teachers to content and interventions that students may need based upon the results.
3. The awarded Offeror will produce and make accessible via a secure web site, all reports. Please include samples of the reports with this response.
4. The awarded Offeror will produce a dynamic data query and reporting tool for the dissemination and analysis of assessment results from the diagnostic assessment tool. This tool must be a secure-access application that provides data for educators and policy makers at the state, intermediate unit, school district, and school levels. The data tool should enable users to query, sort and retrieve diagnostic assessment results based on demographic and achievement parameters. The system also should provide the ability to display demographic characteristics at the individual student level or at the aggregate group level. The system should have the capability to generate various reports in both electronic and print formats. Data interaction must comply with the security and operational requirements specified in both FERPA and COPPA policies. Please provide a description and planned implementation dates that PDE can expect this tool to be available for use.
5. The Offeror will share data files with other suppliers as specified by PDE utilizing the PASecureID.
6. The Offeror will provide to PDE data files including results of the assessments as well as other student data information collected. The format will be determined in collaboration with PDE upon award.
7. ALL data files will be transferred to PDE at designated times. PDE will have access to all finalized data files at all times.
8. The Offeror will produce data to be used with the released Item Samplers with item level information. The specific parameters will be provided by PDE.

K. Assessment Schedule

1. It is anticipated that the online diagnostic tool be available throughout the school year. All work for full diagnostic assessment tool development, including appropriate field testing, must be performed so full implementation, including trainings, can begin in September 2009.

L. Professional Development

1. The Offeror shall propose a professional development plan to assist Pennsylvania educators in the use of the Diagnostic Assessment Reports to improve instruction and

student achievement. These items and rubrics should be designed to identify student's strengths, areas needing improvement and provide specific information to guide instruction and increase achievement.

Part IV - IX. Tasks for Model Curriculum

A. PDE requires the Offeror to lead a collaborative effort with PA educators in the development of K-12 curricular resources and materials (eg. units and lesson plans, interventions) in all core content areas of Reading, Writing, Speaking and Listening, Mathematics, Science and Social Studies which will include resources and materials for all 10 content areas assessed by the GCAs (Literature, English Composition, Algebra I, Algebra II, Geometry, Biology, Chemistry, American History, World History, and Civics & Government) as indicated in Table 1.

B. The vendor will compile new and existing resources and materials to bring to PA educator committees and together will utilize an Understanding by Design instructional design format in the development of Pennsylvania's model curriculum;

1. The vendor must manage and work collaboratively with the teams of teachers, administrators and higher education faculty to assist in the development of all curricular materials and resources.
2. The Offeror will create and operationally define a system of feedback for committees of educators including teachers, administrators and higher education faculty of current core content teams in Reading, Writing, Speaking and Listening, Mathematics, Science and Social Studies, which would include but not be limited to:
 - a. The review of curricular resources and materials for continuity and alignment as they are developed; and
 - b. The review of assessment items for the GCAs to ensure alignment with the curriculum.
3. PDE will provide names of participants. The Offeror will be responsible for all arrangements and costs, including single occupancy lodging, all meals, and transportation costs. Offerors should consider incentives to be used to encourage committee members' participation.
4. The Offeror must ensure committee approval prior to posting of the resources and materials on Ed Hub.
5. The Offeror will develop K-12 units and lessons aligned with the curricular framework in which each unit will be defined as follows:
 - a. Units and lesson plans will utilize Understanding by Design instructional design format in which cross-curricular and cross-thematic content units are prioritized and build progressively in complexity and content with explicit, defined connections to previous and future learning; and

- b. Units and plans will include but not be limited to:
- i. Rubrics
 - ii. Formative conceptual, procedural and performance assessments and
 - iii. Exemplars of student work
 - iv. End of unit assessments
 - v. Intervention materials to provide guidance to teachers to target student needs through scaffolding and differentiating content and instructional practices; and
 - vi. Other support materials such as graphic organizers, unit vocabulary modules.

Table 1	
Reading, Writing, Speaking and Listening	Estimated # of Units to be developed
Kindergarten	4
1st Grade	4
2nd Grade	4
3rd Grade	5
4th Grade	5
5th Grade	7
6th Grade	7
7th Grade	7
8th Grade	8
Literature	8
English Composition	6
Mathematics	Estimated # of Units to be developed
Kindergarten	4
1st Grade	4
2nd Grade	4
3rd Grade	5
4th Grade	5
5th Grade	7
6th Grade	7
7th Grade	7
Pre Algebra	8
Algebra I	8
Algebra II	8
Geometry	8
Science	Estimated # of Units to be developed
Kindergarten	4
1st Grade	4

2nd Grade	4
3rd Grade	5
4th Grade	5
5th Grade	7
6th Grade	7
7th Grade	7
Earth/Space Grades8/9	8
Introductory Physical Science Grades 8/9	8
Biology	9
Chemistry	9
Physics	9
Social Studies	Estimated # of Units to be developed
Kindergarten	4
1st Grade	4
2nd Grade	4
3rd Grade	5
4th Grade	5
5th Grade	7
6th Grade	7
7th Grade	7
8th Grade	8
World History	8
US History	8
Civics & Government	8

6. All curricular resources and materials must be reviewed for content alignment, grade-level appropriateness, difficulty, depth-of-knowledge, and bias, sensitivity, and fairness.

7. The Offeror will develop all curricular resources and materials to ensure compatibility with PDE’s portal requirements (see Appendix C).

8. The Offeror shall field-test the curriculum. Please detail the plan of how the Offeror would complete field-testing.

9. The awarded Offeror will make all arrangements for content teams to review curricular items prior to field testing and after field testing with schedules discussed with PDE. The Offeror will produce a written, detailed report containing the process used during curricular reviews and results of each review meeting.

10. The Offeror will develop student and teacher evaluation forms for field-testing the curriculum. Please provide sample forms that the Offerors would use.

Part IV – X. Archive, Business continuity and Disaster Recovery Requirements

A. The assessment system contains data files and online applications that must be available to PDE and its customers with a minimum of interruption or delay. Data files must be backed up daily. For applications, the goal is 99% availability between 6:00 a.m. and midnight seven days per week. After a declared disaster, recovery time must be within two weeks. Any system architecture considerations or other additional resources to meet these requirements must be included in this RFP.

1. For archive and business continuity purposes, the selected Offeror must:
 - a. Design a solution that has the ability and functionality to archive data that is six years old or for the life of this contract; the system must be able to support both online and offline archival and retrievals.
 - b. Implement recovery and back out capability in all aspects of the system life cycle, including implementation and operational environments.
 - c. Implement a solution that is architected to provide redundancy and fault tolerance. Capabilities such as clustering, load balancing, database replication, at a minimum, must all be used for the proposed solution. The Solution Provider must develop the system design and architecture to prevent any single point of failure from adversely affecting the assessment system.
 - d. Design the assessment system to be consistent with the ongoing Commonwealth Continuity of Government (COG) initiative and Business Continuity requirements. The overall Business Continuity framework must address all relevant technology components and platforms.
 - e. Design and implement a tape backup/restore plan that the Bureau of Assessment and Accountability has identified as meeting business continuity requirements.
2. For disaster recovery purposes for this RFP, the selected Offeror must:
 - a. Develop and document a Disaster Recovery plan for the assessment system. The plan must be signed off by the Bureau of Assessment and Accountability for acceptance. The scope of the recovery plan should be a total restoration of the hardware/software, applications, databases and all relevant technology components and platforms to support the assessment system.
 - b. Plan for and implement a formal test of the tape backup/restore. The test must be executed and be successful in restoration of all services, components and systems without failure. Any failures must be documented and any major issues will necessitate a retest of the plan. The plan must include success criteria and only failures of a minor or minimal system impact must be accepted, in order for the test to be deemed acceptable. Minor or minimal impact issues could be items such as documentation updates, facilities, environment or delays. The Bureau of

Assessment and Accountability must sign off and agree to the tape backup/restore success factor, to be an acceptable deliverable. The Solution Provider must conduct a tape backup/restore test AT LEAST once a year and be successful in recovery and restoration.

c. Include the tape backup/restore requirement identified in section IV-XI.A as part of the Disaster Recovery Plan.

Part IV - XI. Reports and Project Control

A. Task Plan

1. A work plan for each task that identifies the work elements of each task, the resources assigned to the task, and the time allotted to each element and the deliverable items to be produced. Where appropriate, a PERT or GANTT chart display should be used to show project, task, and time relationship (to be submitted with the Project Management Plan, see IV-V.A.1).

B. Status Report

1. The Offeror will be responsible for initiating and developing agendas for weekly conference calls and/or interactive web conferencing that will be held until such time as the Department waives the requirement. The Offeror shall contact the Department for input into developing the agenda, which will be distributed to all participants not less than twenty-four hours in advance of the meeting. Weekly status reports including action items and a summary of the weekly conference call will be received by PDE within 48 hours after the conference call. Face-to-face meetings and/or interactive web meetings will be scheduled between PDE and the Offeror when the Department determines it necessary. PDE anticipates it will require up to two annual face-to-face meetings, one to be held at PDE HQ in Harrisburg, PA and one to be held at the Offeror's HQ.

C. Technical Report

1. Produce a Technical Report annually for the Graduation Competency Assessments (GCAs) following the assessment cycle for each school year and distributed on September 30 of each project year. The entire report shall be framed as a way of documenting the validity of the system. The final scope of this report will be negotiated with PDE's Technical Advisory Committee but, at a minimum, the report shall include analyses and information related to:

- a. The assessment development procedures, including assessment blueprints and other documentation.
- b. A report of the item analysis results including a complete set of item statistics.
- c. An analysis of scorer consistency and scorer drift for the open-ended response items on the GCAs.

- d. A report of the scaling and equating procedures including estimates of error for equating results.
- e. A report of the Differential Item Functioning (DIF) analyses as well as any subsequent actions taken as a result of these analyses.
- f. A report of the assessment reliability and standard errors of measurement including measures of decision consistency and decision accuracy regarding the performance level determinations of students.
- g. A standards-setting report.
- h. Include evidence documenting the validity of the score inferences from those assessments. While it may be necessary for the Offeror to present content and/or predictive validity evidence, it will not be sufficient.

D. Produce a Technical Report annually for the Diagnostic Assessment Tool to provide documentation of all technical and statistical work associated with the development of the web-based diagnostic assessment tool. The report will include detailed narrative descriptions for all components of the online assessment tool. It will also provide sufficient information to allow for an independent evaluation of the quality of the web-based diagnostic assessment tool. The final technical report will be subject to approval by PDE.

E. Problem Identification Report. The Offeror should submit an “as required” report, identifying problem areas. The report should describe the problem and its impact on the overall project and on each affected task. It should list possible courses of action with advantages and disadvantages of each, and include Offeror recommendations with supporting rationale. This will be a permanent agenda item on the weekly meeting, as necessary.

Part IV - XII. Information Technology Bulletin (ITB) Compliance Requirement

Service providers delivering services/systems to agencies under the Governor’s jurisdiction are required to comply with the IT standards and policies issued by the Governor’s Office of Administration, Office of Information Technology (OA/OIT), for the Commonwealth enterprise (See www.oit.state.pa.us). When an agency or service provider believes there is a need to deviate from these standards/policies, they must first receive approval to do so from OA/OIT’s Deputy Secretary.

Part IV – XIII. Electronic Commerce Security Assessment (ECSA) Requirement

Information Technology Bulletin (ITB) B.5., titled "B.5. Security & Digital Certificate Policy and Encryption & Internet/Intranet Browser Standards for e-Government Web Sites and Applications" requires all Commonwealth agencies under the Governor's jurisdiction to submit, and obtain approval of, an Electronic Commerce Security Assessment (ECSA) prior to the implementation of any, and all, Internet and/or Intranet e-government applications or sites.

This ECSA application is designed to help agency personnel identify appropriate security requirements for an application in an automated fashion. All ECSAs will be reviewed by the ECSA Review Team, and approval must be granted prior to the launch of the application and/or web site.

Questions regarding the ECSA process or this application should be directed to Brenda D. Bobb, Office of Administration/Office for Information Technology (OA/OIT), via email at brbobb@state.pa.us.

Part IV – XIV. Contract Background Checks (Feb 2008)

a. The Contractor must, at its expense, arrange for a background check for each of its employees, as well as the employees of any of its subcontractors, who will have access to Commonwealth facilities, either through on-site access or through remote access. Background checks are to be conducted via the Request for Criminal Record Check form and procedure found at: <http://www.psp.state.pa.us/psp/lib/psp/sp4-164.pdf>. The background check must be conducted prior to initial access and on an annual basis thereafter.

b. Before the Commonwealth will permit access to the Contractor, the Contractor must provide written confirmation that the background checks have been conducted. If, at any time, it is discovered that a Contractor employee has a criminal record that includes a felony or misdemeanor involving terroristic behavior, violence, use of a lethal weapon, or breach of trust /fiduciary responsibility or which raises concerns about building, system or personal security or is otherwise job-related, the Contractor shall not assign that employee to any Commonwealth facilities, shall remove any access privileges already given to the employee and shall not permit that employee remote access unless the Commonwealth consents to the access, in writing, prior to the access. The Commonwealth may withhold its consent in its sole discretion. Failure of the Contractor to comply with the terms of this Section on more than one occasion or Contractor's failure to appropriately address any single failure to the satisfaction of the Commonwealth may result in the Contractor being deemed in default of its Contract.

c. The Commonwealth specifically reserves the right of the Commonwealth to conduct background checks over and above that described herein.

d. Access to certain Capitol Complex buildings and other state office buildings is controlled by means of card readers and secured visitor's entrances. Commonwealth contracted personnel who have regular and routine business in Commonwealth worksites may be issued a photo identification or access badge subject to the requirements of the contracting agency and DGS set forth in Enclosure 3 of Commonwealth Management Directive 625.10 Amended (January 30, 2008) Card Reader and Emergency Response Access to Certain Capitol Complex Buildings and Other State Office Buildings. The requirements, policy and procedures include a processing fee payable by the Contractor for contracted personnel photo identification or access badges.

Part IV – XV. Miscellaneous

In Section I-12 RFP-013.1a Disadvantaged Business Information (Oct 2006), the website for accessing the database for BWBMO-certified minority-and women-owned businesses has been changed to <http://www.dgsweb.state.pa.us/mbewbe/VendorSearch.aspx>