

**State of Delaware
Department of Education**

**Delaware Comprehensive Assessment System
(DCAS)**

**Request for Proposal
RFP DOE #2010-02**

September 21, 2009

- *Deadline to Respond* -

October 21, 2009

12:00 p.m. EDT

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STATE OF DELAWARE DEPARTMENT OF EDUCATION

Request for Proposal (RFP DOE # 2010-02) Delaware Comprehensive Assessment System (DCAS)

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**REQUEST FOR PROPOSALS FOR PROFESSIONAL SERVICES
TO PROVIDE DELAWARE COMPREHENSIVE ASSESSMENT SYSTEM (DCAS)
ISSUED BY THE DELAWARE DEPARTMENT OF EDUCATION**

1. OVERVIEW AND SUMMARY OF SOLICITATION

The State of Delaware, Department of Education, seeks proposals from qualified Offerors experienced in online, web-based development, delivery and scoring systems for the Delaware Comprehensive Assessment System (DCAS) in reading/English language arts, mathematics, science and social studies as described herein. This request for proposals (“RFP”) is issued pursuant to 29 *Del. C.* §§ 6981 and 6982.

The proposed schedule of events subject to the RFP is outlined below:

Public Notice	Date: 9/23/09 and 9/30/09
Deadline for Receipt of Proposals	Date: 10/21/09
Notification of Award	Date: 11/13/09

Each proposal must be accompanied by a transmittal letter which briefly summarizes the proposing firm’s interest in providing the required professional services. The transmittal letter must also clearly state and justify any exceptions to the requirements of the RFP, including any terms and conditions, which the applicant may have taken in presenting the proposal. Furthermore, the transmittal letter must attest to the fact that no activity related to this proposal contract will take place outside of the United States. The State of Delaware reserves the right to deny any and all exceptions taken to the RFP requirements.

1.1 PURPOSE OF SOLICITATION

The Delaware Department of Education (DDOE) seeks proposals from qualified Offerors experienced in online, web-based delivery and scoring systems for the Delaware Comprehensive Assessment System (DCAS) in reading/English language arts, mathematics, science and social studies. The initial term of the resulting Contract will be from the Contract’s effective date, on or about November 25, 2009 through June 30, 2014. The DDOE reserves the right to extend any contract awarded as a result of this Request for Proposal (RFP) for as many as five additional one-year extensions if it is deemed to be in the best interest of the State of Delaware.

The Contract to be established will include duties and responsibilities for the development of an online, web-based state assessment system designed specifically to address the purposes stated in Section 1.2 below, serving as the developer, publisher and technical advisor to the system.

Delaware is a participant in the Common Core Initiative, and expects to revise its Content Standards in the spring and summer of 2010. Delaware also expects to collaborate with other states on the development of items to assess the Common Core State Standards, and to utilize such items on the DCAS system.

For the 2009-2010 school year, DDOE anticipates the Contractor will begin development and piloting of all summative assessments described herein in reading/English language arts, mathematics, science and social studies; and the Benchmark Growth Assessment in reading and mathematics and, if included, with a phase-in option in science. DDOE anticipates implementation to begin in the 2010-2011 school year.

Funding for Contract(s) resulting from this Request for Proposal (RFP) is contingent upon approval by the Delaware General Assembly each year of appropriations, limitations, or other expenditure authority. The DDOE will award the contract to a single Offeror. The Contract becomes final upon the execution of a State of Delaware purchase order. If all qualified proposals exceed the DDOE's budget, the DDOE reserves the right to negotiate in accordance with 29 *Del. C.* § 6982 within DDOE's budgetary limits.

1.2 ASSESSMENT PROGRAM PURPOSE AND DESIGN

The State of Delaware is redesigning its student assessment system. The DCAS will enhance and strengthen the Delaware Student Testing Program (DSTP), in place since 1998, by providing a more accurate measure of student growth and more timely and detailed information to educators for planning and improving educational programs at the school, district and state levels. In addition, the DCAS will provide multiple opportunities for students to demonstrate proficiency and will provide academic achievement information to students and parents, including a measure of fall-to-spring and year-to-year individual student growth.

The purposes of the DCAS are fourfold:

- To provide valid and reliable test scores of student achievement of state academic standards;
- To provide valid and reliable information of each student's growth over time along the assessment scale;
- To provide the primary basis for student, school and school district accountability, pursuant to Delaware law and the No Child Left Behind Act (PL 107-110); and
- To provide schools and school districts with timely information useful for instructional program improvement.

In addition, as prescribed by the Delaware General Assembly, the DCAS is to be cost-effective and, to the full extent possible, developed in common or in collaboration with other states.

The Delaware online assessment system will consist of three components:

- Summative Assessments for grades 3 through 8 in reading and mathematics; and two grades each for science and social studies;
- Summative End-of-Course Assessments for high school in English language arts, mathematics, science, and social studies; and
- Benchmark Growth Assessments for grades 2 through 10 in reading, mathematics and, optionally, science.

A detailed description of the DCAS system is found later in this RFP.

2. BACKGROUND INFORMATION

2.1 DEFINITIONS

For the purpose of the RFP, unless otherwise specifically defined, the following definitions apply:

Agency Delaware Department of Education

AYP Adequate Yearly Progress

BGA Benchmark Growth Assessment - In the context of this RFP, a BGA is an adaptive assessment designed to measure accurately students' achievement on a growth scale representing a continuum of student learning based on the Delaware Content Standards for grades 2 through 10. The BGA will be linked to the performance standards for the Summative Assessment and will be used to show student growth towards Delaware Standards. BGA is used to improve teaching and student learning.

CAT Computer Adaptive Test – A traditional CAT is a computer-based assessment in which items are presented in a sequence that is dependent on the correctness of the student's response to the proceeding item(s) in order to maximize measurement precision while minimizing test duration.

Charter Schools

18 charter schools with additional schools added annually

DCAS The Delaware Comprehensive Assessment System (new assessment system)

Delaware Standards

In the context of this RFP, the standards being referred to are only those within the test design blueprint to be assessed for NCLB and/or state accountability.

Department Department of Education

Designated Official

The agent authorized to act for the Delaware Department of Education

District 19 school districts

DDOE Delaware Department of Education

DRC Delaware Recommended Curriculum (for more detailed information refer to <http://www.doe.k12.de.us/infosuites/staff/ci/>)

DSTP Delaware Student Testing Program (current statewide assessment system)

DTAC Delaware Technical Advisory Committee

DTC District Test Coordinator

ELA English language arts; includes reading and writing

ELL English language learners

EOC End-of-course – In the context of this RFP, EOC test is an assessment designed to measure if students meet the expectations by the end of a specific course at the high school level. Each student will have two opportunities to demonstrate meeting the course expectations per year per course.

GLEs Grade Level Expectations – describe student behaviors typical at the end of a specified grade level relative to the content standards. They can be found at http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/ela.shtml and http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/math.shtml .

IRT Item Response Theory

NAEP National Assessment of Educational Progress

NCEO National Center on Educational Outcomes

NIMAS National Instructional Materials Accessibility Standard – established under sections 612(a)(23)(A) and 674(e)(4) of the IDEA, this standard is a file set that includes all information typically prepared for publishing, including metadata, images and text, and is used to produce accessible instructional materials for students who are blind or who have other print disabilities. Under IDEA, all State educational agencies (SEAs) must adopt NIMAS.

Non-standardized test administration

A non-standardized test administration is one in which the testing conditions change the test construct such that the resulting scores are no longer comparable to the scores resulting from standardized testing conditions.

Offeror All those interested parties that submit a formal response to this Request for Proposal

PLD Performance Level Descriptor

RFP Request for Proposals

RTI Response to Intervention

SA Summative Assessment – In the context of this RFP, summative assessment is an assessment designed to measure student attainment of Delaware Content Standards as required by federal regulations.

State The State of Delaware

Successful Offeror

The Offeror that would be awarded a contract to complete the work of this Request for Proposal

SWD Student with Disabilities

TA Test Administrator

UD Universally Designed

USED United States Education Department

2.2 HISTORY OF THE DELAWARE STUDENT TESTING PROGRAM

In 1995, Delaware adopted content standards for English language arts, mathematics, science, and social studies. Immediately, DDOE began developing the Delaware Student Testing Program (DSTP) and in 1998, the State Legislature passed laws (*Delaware Code*, Title 14, §151 and §152) that made the DSTP the official measure of progress toward the Delaware content standards and a major measurement tool for Delaware's accountability system. The current assessment program is a paper-and-pencil based system which includes assessment of English language arts (reading and writing) and mathematics at grades 2 through 10 as well as assessment of science and social studies at grades 4 and 6 (in the fall) and grades 8 and 11 (in the spring). Multiple-choice and short-answer items are used for all content areas, as well as extended-response items in reading, writing and mathematics.

The reading and mathematics assessments include norm-referenced items in order to provide both standard-based scores (SBS) and national percentile ranks for each student. The SBSs are currently reported on a unique state scale that runs from approximately 150-800 for reading and mathematics. The DSTP writing test is comprised of two components: (1) a text-based writing prompt and (2) a stand-alone writing prompt. Hand-scoring is provided by the current Contractor, using a 5-point holistic scoring rubric and two trained raters for the stand-alone writing. Writing scores are reported at the state, school district, school, and individual levels.

Five performance levels are used to report student performance on the DSTP. A comprehensive review of the performance levels at all grades for reading, writing, and mathematics was conducted in summer 2005; changes were effective with the March 2006 DSTP.

Currently, no sections of the DSTP are delivered online. Reading, writing, and mathematics assessments are taken in March, and results are delivered to school districts in late May via an online reporting system followed by printed reports in early June.

2.2.1 Accommodations and Exemptions

The complete state guidelines for student participation in the DSTP are published in an annual DDOE document entitled, *Delaware Student Testing Program, Guidelines for the Inclusion of Students with Disabilities and English Language Learners*. This document provides the criteria regarding students who may qualify for Delaware's Alternate Assessment based on alternate achievement standards for students with the most severe cognitive disabilities.

Special versions of the tests – Braille, large-print, computer-assisted read-aloud, and Spanish (for mathematics, science, and social studies) – are currently developed and maintained by the Contractor.

2.2.2 Recent Budget Reductions and Impact on the DSTP

Effective July 1, 2008, the budget for the DSTP was reduced. The consequences of the budget reduction for the 2008-2009 and 2009-2010 school years are as follows:

- The writing assessment was given in grades 5, 8, and 10 only in 2008-2009; the writing assessment will not be given in 2009-2010;
- The Fall Science and Social Studies tests for grades 4 and 6 will be eliminated in 2010/2011;
- All summer retests for students in grades 3, 5, and 8 have been eliminated;
- All high school retests have been eliminated; and
- Individual student accountability consequences (Individual Improvement Plans, summer school, retention, and high school retests and diploma requirements based on the DSTP) have been eliminated for the remainder of the DSTP contract which extends through December 31, 2010.

2.3 DELAWARE’S ACCOUNTABILITY SYSTEM

Delaware has a comprehensive system of student, school, district and state accountability. The Offeror must be cognizant of the federal and state requirements for student accountability (refer to Appendix VI for the web links). The state is required to be in compliance with the reauthorization of the federal Elementary and Secondary Act of 1965, commonly referred to as the No Child Left Behind Act (NCLB) of 2001.

Only the summative assessments described in this RFP are intended for use in high-stakes accountability decisions.

The future requirements of student accountability in Delaware are unknown at this time; changes in state or federal accountability law or regulations may necessitate changes to the Contract awarded under this RFP.

2.4 DELAWARE PUBLIC SCHOOLS ENROLLMENT

There are 19 school districts (16 traditional districts and 3 county-wide vocational/technical districts) and 18 charter schools in three counties in Delaware. Additionally, testing is supported in one special district – Department of Services for Children, Youth, and their Families (DSCYF) with several sites around the state. Approximately 9,400 to 10,000 students are tested at each grade level in 210 schools statewide (105 elementary, 34 middle, 33 high, and 38 special schools). Detailed information for Delaware schools can be found on the School Profiles web site (<http://profiles.doe.k12.de.us>). For planning purposes,

the DDOE will supply the Offeror with current fall enrollment figures for each school district and charter school in each year of the contract.

3. OVERVIEW OF DCAS - THE DELAWARE COMPREHENSIVE ASSESSMENT SYSTEM

In 2007, the General Assembly passed House Concurrent Resolution 32, which required the design of a new state assessment system that:

1. is cost effective and, to the full extent possible, is developed in common or in collaboration with other states;
2. provides more useful information to teachers, students, and parents regarding each student's current achievement and instructional needs;
3. returns scores as expeditiously as possible;
4. consists of end-of-year assessments in elementary grades and five End-of-Course Assessments in high school, one (1) of which must be a writing assessment;
5. transitions Delaware as soon as possible to online testing in order to ensure faster scoring and reduced printing costs; and
6. is ready for use as a comprehensive new assessment system, no later than the 2010-2011 school year.

The purpose of the DCAS is defined in Section 1.2 of this RFP. The state assessment system provides information that can be used within accountability systems at the individual student, school, district, and state level. The DCAS will provide information about each student's growth over time and attainment of Delaware content standards.

The summative assessments must include the following:

- The ability to provide valid and reliable test scores of the performance of Delaware students relative to Delaware standards in reading/English language arts, mathematics, science, and social studies.
- The ability to provide information regarding the strengths and weaknesses of students in reading/English language arts, mathematics, science, and social studies;
- The ability to provide student level data that can be effectively combined and utilized in school, district, and state level statistics appropriate to meet accountability requirements of the federal No Child Left Behind legislation and its subsequent revisions or successor.

3.1 STRUCTURE OF THE ASSESSMENT SYSTEM

For the DCAS Five-Year Assessment Plan described in this RFP, the Offeror will provide an assessment delivery system which will be a web-based system capable of delivering, on demand by Test Administrators (or by DDOE for mandatory sessions) within a preset testing window, the following options: a) the summative assessment only; b) the benchmark assessment only; or c) a combined summative and benchmark assessment. These assessments will include:

- The computer adaptive Reading and Mathematics Summative Assessments for grades 3 through 8 to enable each student to have up to three opportunities per year per content area to demonstrate meeting the standard for NCLB purposes. These assessments must be able to be given alone or in combination with the Benchmark assessments, as described below, and meet federal requirements.
- The online Science and Social Studies Summative Assessments for one elementary grade and one middle school grade level (grades 5 and 8 for science and grades 4 and 7 for social studies) to enable each student to have a single test experience per year per content area to demonstrate meeting the standard.
- The online Reading, Math and, optionally Science Benchmark Growth Assessments for grades 2 through 10 to enable at least three test experiences for each student per content area per academic year and must be able to be given alone or in combination, in a unified administration, with the Summative Assessments. In addition, there must be a set of short assessments for use as placement tests. For reading and mathematics in grades 3 through 8, the first of these benchmark assessments must be given within thirty days of the start of the school year, and the rest of administrations will be decided by school districts and charter schools to meet curriculum and classroom instructional needs.
- For 2010-2011 school year and through the end of the contract, online fixed form End-of-Course Assessments for English II, Algebra I, Integrated Mathematics I, and Biology with four fixed form or adaptive versions of each available, to enable summative assessments for a mid-year test administration and an end-of-year test administration with one retake opportunity for each. Fixed forms may be reused after a period of at least five semesters. For 2011-2012 school year, the End-of-Course for U.S. History should be in place. For 2012-2013 school year through the end of the contract, additional higher-level End-of-Course tests in each content area of English, mathematics, science, and social studies will be provided, again with two primary forms of each and two retest forms, with specific courses to be determined by DDOE. One Practice Test for each End-of-Course Assessment administered must be provided, beginning at least 60 calendar days prior to the first administration.
- A student questionnaire for each student participating in the assessment program. Items will be provided by DDOE utilizing current available item types. The student questionnaire will be developed by DDOE and distributed during test administration by the Offeror. The Offeror is responsible for collecting students' responses for the DCAS data files.
- The system must produce immediate student scores and next-day online reports for teachers. It must include computer-based accommodations and a paper version, which can be scanned for online results within two days. The reports, including the results of all students who are tested with a paper/pencil version, and with or without accommodations, must be available within a week.

The Project Plan should provide the process and timelines for report development.

3.1.1 The Web-Based Summative Assessment System for Grades Three Through Eight

Delaware seeks to implement online web-based summative assessments for grades three (3) through eight (8) which support adaptive delivery, meet all NCLB requirements, provide immediate student scores, and allow students up to three opportunities per school year to demonstrate proficiency in reading and mathematics. Assessments, which measure student growth and student attainment of Delaware content standards and Grade Level Expectations and meet the purposes defined in Section 1, shall be given in the following grades and content areas:

- Reading and mathematics: grades three through eight (adaptive);
- Science in grades 5 and 8 and social studies in grades 4 and 7 (either fixed-form or adaptive).

The reading and mathematics assessments shall be computer-adaptive in order to produce the most precise estimate of student achievement and growth, and greater detail in diagnostic feedback. The science and social studies assessments may initially be fixed-form assessments, but the system must allow for the future transition to adaptive assessments in these two content areas. Further description of the attributes of the adaptive engine can be found in the Scope of Work.

The Offeror shall conduct an adequacy analysis of the existing Delaware item banks to support computer-adaptive testing in reading and mathematics. Based on the adequacy analysis, a plan shall be developed for implementation of the adaptive tests. The plan must include a timeline for item development or acquisition, field testing of items and the full implementation of the three adaptive summative tests per year.

The system must allow student testing to occur between September 15 and May 30 of each school year, with the option for students to take it up to three times, as locally determined, without repetition of items.

Results from all grades must be reported on a single longitudinal scale based on Item Response Theory (IRT), so that progress can be placed into a larger context. A means of providing national context for individual student results in reading and mathematics is also desirable, such as percentiles and/or Normal Curve Equivalents.

The Offeror must provide cost options for the delivery of one vs. two assessments per year in science and social studies.

3.1.2 The Web-Based End-Of-Course Assessments for High School

Delaware does not currently have an end-of-course assessment system but plans to transition from end of tenth grade (reading, writing, and mathematics) and end of eleventh grade (science and social studies)

assessments to an online, web-based end-of-course (EOC) assessment system for the DCAS beginning in the 2010-2011 school year. The EOC assessments will be criterion-referenced and standards-based and will be designed to measure the knowledge and skills a student should have mastered by the end of certain courses. Any student enrolled in and/or receiving credit for an EOC course, regardless of grade and inclusive of middle school students taking high school courses for high school credit, will be required to take the EOC assessment upon completion of that course. The EOC assessments will be offered at the end of the fall and spring semesters. Schools on block schedules will administer the EOC assessments in December/January as well as May of each year; schools on semester schedules will administer the EOC assessments in May of each year. The DOE will determine, pending state legislation and subsequent policy decisions, whether the EOC assessments will be a requirement for graduation decisions and/or factor into course grades.

The first administration for which the Offeror will be responsible will be the end of the first semester of the 2010-2011 school year, for high schools that operate on the block schedule.

The EOC tests shall be composed of two parts, as described below. The Offeror is responsible for Part A, and shall propose to provide Part B as an Additional Service under Section 4.10.1 of this RFP.

Part A: is an online, immediately scored fixed form or adaptive test. Multiple item types must be utilized to provide immediate online test scores. Students must have the option of taking a second version/form of the test again within days of the first administration or subsequently, such as after a summer review session, without any repetition of items. Only Part A will be used for state and federal accountability purposes. Part A may be fixed-form during the initial years of the assessment.

Part B: includes a small number of challenging extended-response items or writing prompts for English language arts, which may be purchased from the Offeror, obtained from the existing Delaware item bank or from another source, or developed by Delaware educators. These items will be hand-scored by teachers at the local level using state scoring rubrics and guidelines, and will be used only for student accountability purposes and local educational decisions, such as inclusion in course grades.

While Part A of the assessments may initially be fixed-form, it is desired to prepare for future use of adaptive item delivery for the EOC tests for the following purposes:

- a) to obtain greater score accuracy and smaller Standard Error of Measurement at the proficiency cut score to support high-stakes decisions; and
- b) to achieve more precise measurement at higher levels along the assessment scale, such that additional cut scores could be utilized by postsecondary education institutions possibly to waive placement tests or award college credit.

3.1.3 The Benchmark Growth Assessment

The purpose of the Benchmark Growth Assessment is twofold:

- 1) to provide timely, relevant feedback to inform classroom instruction; and
- 2) to provide an accurate measure of individual student growth from fall to spring and year to year, along a continuous vertical scale, to inform student progress toward the Standards and for program evaluation.

It is critical this assessment maximizes for classroom teachers and school leaders information regarding the performance of students on grade level as well as those performing well below or well above grade level.

There is a high level of consensus in Delaware that a fully (across grade levels) computer-adaptive assessment system is needed in order to accurately measure each student's fall-to-spring and longitudinal growth as well as to determine whether or not students who have not yet met Delaware standards are on the path to proficiency. These are core required attributes of the DCAS assessment system in reading and mathematics. In addition, this system must:

- Assess student achievement and growth in reading and mathematics, and science if possible, for students in grades 2 through 10;
- Produce immediate scores for students;
- Produce diagnostic reports for educators within one day of completion of the assessment in sufficient detail to inform classroom instruction (e.g., selection of intervention strategies for specific students);
- Produce user-friendly reports for parents to see their child's achievement level and rate of growth compared to peers within Delaware and beyond; and
- Predict performance on the summative assessment.

To fulfill these requirements, the Offeror shall provide an online system which allows educators at the school level to:

- a. determine when assessments shall be given;
- b. assign students to take the assessment;
- c. receive online assessment reports at the student, classroom, grade level, school level, and district levels; (preferred to have the flexibility of report generation for other sub-groups of interest to school-based leaders); and
- d. track student performance and growth through the school year.

In addition, it is highly desirable that the system provide data on each student's rate of growth as compared to typical growth for students at that grade level and/or initial scale score.

3.2 **UNIVERSALLY DESIGNED ASSESSMENTS**

The principles and practices of “universally designed” (UD) assessments are to be followed in the development and implementation of all components of the DCAS. Any UD principles used must not affect the assessment validity for students with or without disabilities. As part of the development process, items should be reviewed to determine if they meet the following UD principles:

- Multiple means of Representation – variations in the manner in which the test is presented
- Multiple means of Expression – allowing a variety of ways in which a student can show what they know
- Multiple means of Engagement – allowing opportunities for establishing interest in tasks

When applied to computer –based testing, the Principle of Universal Design maintains that the interface students use to access test content, interact with test materials (e.g., manipulatives, calculators, reference sheets, digital rulers, etc.) and record responses should not adversely affect test validity for students with or without disabilities or special needs. A universally designed computer-based test will provide multiple techniques for students to access test content, interact with testing materials, and record responses. Each technique will be designed to meet a specific need or accommodate the manner in which a student is accustomed or prefers to access test content, interact with test materials, or record responses.

See:

NCEO: A State Guide to the Development of Universally Designed Assessments - <http://cehd.umn.edu/nceo/OnlinePubs/StateGuideUD/default.htm>

NCEO: Universal Design Applied to Large Scale Assessments - <http://cehd.umn.edu/nceo/OnlinePubs/Synthesis44.html>

NCEO: Using Computer-based Tests with Students with Disabilities
<http://www.cehd.umn.edu/nceo/OnlinePubs/Synthesis45.html>

Education Resources Information Center: Maximizing the Effectiveness of Online Accountability Assessments for Students with Disabilities
<http://eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED489140>

CAST Universal Design for Learning Guidelines
<http://www.cast.org/publications/UDLguidelines/version1.html>

3.3 TEST SCORES

The DCAS Summative Assessment will produce Standards-Based scores for each of the content areas. The Standards-Based Scores show how students are performing relative to a set of established standards and performance levels. The number, names, and descriptions of the performance levels for the DCAS shall be determined by the DDOE. For all content areas and all grade levels, the Standards-Based Score will be based on those items that are contained in the online, electronically scored portion of the assessment, or the paper-and-pencil alternative form. If more than one score is available for a student during a school year, the highest score will be used in the state's accountability system. The Standards-Based Score for each content area shall be reported on a single longitudinal scale based on Item Response Theory (IRT), so that progress can be placed into a larger context.

The Benchmark Growth Assessment will produce the following information for each student, in each of the assessed content areas:

- **A Scale Score** showing individual student performance along a continuous vertical scale.
 - This score is based on a scale such that growth from fall to spring and across multiple years can be easily computed. A strong preference is for a scale that will be used broadly beyond Delaware to include national norms. National growth norms are also desired.
- **Sub-Scores** that provide diagnostic data on each student's strengths, weaknesses, and immediate instructional needs related to each of the Delaware content standards.
- **A Growth-to-Standard Score** indicating whether or not the student is currently on the path to reach proficiency by the end of the school year or within a designated number of years.

The proposal shall outline the methodology for maintaining an appropriate balance between the length of the assessment and an acceptable standard error of measurement for each type of score reported. The level for the standard error of measurement must meet nationally recognized professional standards for benchmark assessments.

3.4 DEVELOPMENT

3.4.1. Involvement of Committees

The development of the DCAS will involve several Delaware Committees (standing and/or ad hoc), the DDOE, and the successful Offeror. Some of these groups have already been established within the State of Delaware and their membership will be maintained or modified under the direction of the DDOE.

The DDOE will organize all committees and facilitate every aspect of the development and implementation of the DCAS. The Offeror and DDOE staff will be in a partnership to oversee the performance of the required tasks. A contract manager(s) will be designated and will serve as the point of contact between the Offeror and DDOE. Quality control is the responsibility of the Offeror with final quality review to be agreed upon and done jointly with the DDOE team.

The Offeror is not required to involve Delaware educators in the development of test items, but the Offeror must propose an appropriate and effective plan for the involvement of Delaware educators in the review of items. The plan must be reviewed and approved by the DDOE and following processes that will be approved by USED.

Innovative processes and committee structures that minimize educator time and state expense while ensuring quality are encouraged. The DDOE will work cooperatively with the Offeror to put into place an effective and efficient plan for item reviews. Offerors must assume all associated costs for meetings with committees. Reviews must include:

- Item Review
- Readability Review
- Bias Review
- Spanish Version Review
- Braille Version Review
- Auditory Speech File Review

3.4.2 Technical Advisory Committee

The Delaware Technical Advisory Committee (DTAC) advises the Delaware Department of Education (DDOE) to ensure that the state assessment system will derive valid and reliable test scores for all Delaware students to meet the federal requirements and improve teaching and learning. The DTAC is responsible to and reports directly to the Department. The DTAC serves as a consulting committee to the DDOE regarding the technical quality of the statewide assessments. The Offeror shall work collaboratively with the DDOE to ensure that appropriate materials are developed and made available for DTAC members to review at least three (3) weeks prior to the scheduled meetings. At the DTAC meeting, the DTAC members will review the contractor's work, discuss

technical issues, and make recommendations for corrections or improvement. The DTAC members are experts in educational measurement with deep understanding of the psychometric issues in the design, development, and implementation of the state assessments. These members must demonstrate updated knowledge and skills through their research interests, projects, and publications. Typically, the DTAC holds two two-day meetings each year. The Offeror will assume all associated costs for the DTAC meetings. Offeror staff may be required to be in attendance, at the request of the DDOE and, if so, are required to cover their own travel costs.

3.4.3 Test Development

The DCAS tests must be developed to measure the Delaware Content Standards and the Grade-Level-Expectations (GLE) or the end-of-course expectations and, for grades two through eight at a minimum, individual growth over time across the assessment scale.

Test items must be developed to:

- Align to the standards and GLEs or expectations for end-of-course;
- Assess the range of cognitive demand described within the above; and
- Ensure maximum accessibility for students.

3.4.3.1 The DCAS summative assessments for reading/English language arts, mathematics, science and social studies shall contain the following types of secure test items:

1. Selected-response items - requiring students to select from the available response options. These items have one answer that is clearly right or clearly the best answer, while the other choices are wrong. These items are immediately electronically-scored.
2. Medium to high constraint short-answer items - requiring students to construct a response which can then be immediately electronically scored, without the use of artificial intelligence software, for use in an item-by-item adaptive assessment. Responses may include words, numbers, manipulation of a graph, or other forms of computer-based input permitted within the technology specifications of the contract.
3. Innovative items – If the Offeror has or develops the means to score such items in a cost-efficient and timely manner, they may propose the inclusion.

3.4.3.2 Test Specifications: The test specifications will be developed primarily by the DOE with input from Delaware educators and finalized jointly by the successful Offeror and the DDOE.

Appendix VII provides web links to the Delaware Content Standards, GLEs, and expectations for end-of-course. Additional links can be found for item samplers with scoring rubrics and anchor papers, item specifications, and performance level descriptors for the DSTP. These documents provide an indication of the types of skills and knowledge to be measured within each content area for each grade level. However, these are expected to be revised as the Common Core State Standards are addressed in Delaware in the spring of 2010.

3.4.3.3 DDOE content personnel, along with item review committees, will provide the Offeror with feedback regarding the alignment of test items to the Delaware content standards and GLEs.

The DDOE will review all items proposed for use of the DCAS summative assessments prior to field testing and/or operational use. For summative assessments, the DDOE requires that the Offeror provide an electronic file including all items used in the summative system. The Scope of Work contains the specifications for the item bank and item viewing system.

The Offeror will assure that items related to specific accommodations will be field tested both with and without their accommodations, being exposed to students requiring the accommodations and students not requiring them. When sufficient data have been collected, a study will be conducted to evaluate the impact of providing the accommodation on item difficulty.

3.5 PASSAGES AND INFORMATION RESOURCES

All passages, stimuli and resources developed for this project, unless otherwise agreed and specified, shall either be copyright-free or become the property of the Delaware Department of Education to avoid web copyright issues. Reading passages and informational passages shall meet Delaware passage specifications and industry standards for quality and appropriateness. Passages will represent a variety of genres, such as short fiction, poetry, long fiction, and informational text. An overage of passages shall be supplied to allow for attrition. Resources developed or selected will be a combination of materials commonly used by students in performing research for personal and academic projects such as tables of contents, indexes, appendices, glossaries, advertisements, charts, graphs, maps, tables, articles, or web pages. The passages that require graphics and all other types of graphics shall be formatted for electronic use as .jpg files, and the original files shall be supplied to DDOE in addition to the Word documents with the graphics embedded. The length of reading passages used for the current DSTP is about 800-1,000 words per passage. The passages developed for DCAS must be appropriate for use in online testing.

3.6 COPYRIGHT OR PROPRIETARY MATERIALS

The Offeror shall provide reference sources for passages that state the author, title of work, publisher, and year, and shall provide documentation of permission to use any material if the use of which is restricted by copyright. The DDOE would prefer not to use any materials that need copyright permission. Many benchmark assessment items and released summative assessment items will be posted on the DDOE website from time-to-time and may appear in school newspapers, brochures or newsletters. Any materials developed for this project shall not appear in other publications outside of Delaware without prior written approval from the DDOE. These assurances shall be so stated in the Offeror's proposal.

3.7 PRODUCTION OF PAPER/PENCIL TEST MATERIALS

For each assessment administration that requires a paper/pencil version of the assessment, either for all students or for those students requiring the accommodation of a paper/pencil version of the assessment, the Offeror shall produce sufficient copies of test booklets and answer documents. Requirements for the paper-based assessments are included in the Scope of Work.

3.8 MOTIVATING THE USER

The Offeror should design a system that is interesting to the user. Any appropriate motivation techniques that have been used in computer-based educational software should be considered to apply to this project. For example, presentations may utilize text, graphics, color, or sound. Special visual techniques (e.g., animation and graphics) may increase a user's work intensity and attention to the material presented. The program can encourage the student to improve his or her previous performance on each use of the system. A good system of feedback must be developed that provides teachers useful information for modifying instruction. Students receive information not only on their performance on each test, but also on their progress across time. The individual improvement data are expected to enhance the student's intrinsic learning motivation and use of this system.

3.9 OVERVIEW OF SCORE REPORTS AND DATA

For the DCAS score reports on the summative assessments:

1. In addition to an annual printed report for each assessed student, the Offeror shall propose a system that generates reports that can be printed or viewed online for teachers, students and parents.
2. The reports for the assessments shall include SBS scores and performance levels at the state, district, school, and individual student levels. Student performance level and corresponding Performance Level Descriptors should be referenced in the score reports and interpretive materials. Detailed information can be found in the Scope of Work. The Offeror must make all data available for the purpose of reporting at the state, district, school, and individual student levels by all appropriate sub-groups.
3. The Offeror is responsible for producing score report files according to DDOE specifications. The Offeror shall propose an online reporting system as a

component of their proposal. The State may include this system in the contract, or may utilize a separate online information system.

4. SCOPE OF WORK

4.1 TECHNOLOGY REQUIREMENTS

4.1.1 Use of Existing Technology Infrastructure

The Department of Education operates a computer center that houses approximately 100 servers. These servers are largely Microsoft based, and host a number of applications that use Microsoft technologies such as SQL Server, IIS, and .NET based programming languages. The Department's computer center is connected to the state's education network via 100Mb optical fiber. This connection is shared by all of the application users as well as all Department employees that reside in the Townsend Building. Approximately 30% of this connection is used by application and user traffic during the day and a substantial portion is used at night for file copying and replication.

The computer center is staffed by 3 full-time employees and 3 contractors, equaling a total of 6 full time positions. These staff members provide support for the computer center infrastructure as well as all the Department's other technology such as printers, desktops, and local area networks located in four separate buildings. The Department's data systems are supported by an additional eight full-time and contracted staff members. Many of these staff members will be involved in developing the means for data exchange between DDOE's student, staff, and security systems and the Offeror's system.

The Offeror's proposed system must be designed to conform to existing technology installed in the Delaware school districts and the DDOE. The proposed system must also adhere, at a minimum, to the DDOE's current Software Standards (see Appendix IX) and state technology and communication standards, which can be found at <http://dti.delaware.gov/information/standards-policies.shtml>. These standards will evolve over time to meet industry best technology practices. The proposed system shall allow for connections to DDOE's systems and Delaware school districts and charter schools with a minimum degree of latency. It should be noted that school districts in the state of Delaware are largely independent entities; however, the Department of Technology and Information has created and maintains the WAN connections for all the school districts. Most upper level schools such as high schools and middle schools are connected to the education network via TLS circuits. These circuits run at 10Mb/sec. In many cases these connections run at 70-80% utilization during the day, due to educational and business traffic. Many elementary schools and charter schools are connected via T1 circuits that are often at 50% or more utilization. Any new applications that the school

districts will use need to cooperate with existing applications, such as EschoolPlus which is hosted at the DDOE ,and applications hosted at the state's data center such as PHRST, and First State Financials.

Due to the level of utilization on most of the school network connections, it is very important that the proposed system be as bandwidth efficient as possible and all possible steps are taken to ensure beforehand that the system will work with the bandwidth available at each school. The bandwidth available for use of the DCAS is a major concern and responses to this RFP should include detailed information on how this concern will be ameliorated. The detailed information should include any hardware or software that is proposed to meet the bandwidth requirements. More detailed information about the bandwidth available at Delaware schools can be obtained from the Department of Technology and Information. The Offeror should also submit a per-student estimate of the bandwidth requirements of their proposed system, so that districts, charter schools, DDOE, and the Department of Technology and Information can be aware of the requirements.

4.1.2 System Requirements

The Department of Education does not wish to host the system. Therefore, the Offeror should describe how and where the proposed system will be hosted. Along with this, the Offeror should describe and identify any minimum technology architecture, computing hardware infrastructure, and software requirements needed within Delaware to meet the following technical requirements for the Online Assessment System:

- A secure browser that restricts access to other applications and to the internet.
- The browser and other components of the system that functions on
 - o Macintosh OS 10.3.9 and any subsequent versions of Macintosh
 - o Windows 2000 and any subsequent versions of the Microsoft operating system
 - o Linux K12 LTSP and any similar versions of Linux.
- Updates to the allowed operating systems must be supported by the Offeror within 45 calendar days of their official release without diminishing functionality under the older operating systems.
- All applications will be available 24 hours per day, 365 days a year. Down time for application maintenance and for security purposes may be negotiated.
- The system must support a minimum of 10,000 concurrent users with a mean refresh time of less than one second.

4.1.3 Data Dictionary and Models

Offeror will maintain:

- An active data dictionary function including cross-reference between data elements, recording and tracking, output definitions, outputs, screen displays, etc.
- A detailed system model and entity relationship model.

4.1.4 Controls

Offeror will describe in their proposals

- Its facility and timeline for systematic archival process, recovery, and restart procedures for the systems including indices, pointers and tables, to a status prior to any system-wide failure.
- The design and implementation of its database architecture including critical features to ensure data integrity such as record level locking.
- A method to rerun processes.
- The controls to ensure only authorized and tested changes are made to application source and compiled code.
- Procedures to ensure adequate program configuration management.
- Controls and procedures for operations problem management.
- Controls and procedures for operations change management.
- Security and authentication policies and procedures.
- Change management procedures to control the movement of code from the development to the production environment.

4.1.5 Secure System Design

Each component of the system must be built in accordance with best practices in secure system design including:

- The use of IDs and passwords that meet the requirements of the DDOE UserID and Password Policy (Appendix IX).
- The ability to utilize IDs and passwords already in place for teachers, administrators, and DDOE staff. DDOE has developed a custom Single Sign-on User Management System. This system has a Web Service module which would allow for current User IDs and Passwords to be utilized across the network for access to remote systems, thus removing the need for creating yet another authentication method.
- DDOE's Single Sign-on User Management System currently has IDs for all of the teachers and most of the administrators in the Delaware School System. This system utilizes a paperless system for creation of IDs and Passwords, for granting access to various systems, and for Password recovery. It is DDOE's requirement that the system must work with our Single Sign-on User Management System.
- All materials backed up in full at least weekly, and backed up incrementally nightly.
- All backup tapes/media stored off site in a secure, locked fireproof

container.

- Database information logged in real time and demonstrated to be recoverable up to the point of failure; a minimum amount of data should be lost.
- A backup site with all equivalent hardware and software needs to be in place to allow failover in the event of a problem at the primary host facility (up at second location within 4 hours).
- Communication lines of equivalent capacity from multiple different communication Offerors and locations in the event communication lines go down.
- The application hosted on multiple application/web servers that provide instant failover in the event of failure.
- The application associated with database servers configured for high availability in order to provide for instant failover in the event of failure.
- Backup power that allows operation without the primary power source for a minimum of 12 hours. A disaster recovery plan in the event of a disaster (e.g., fire) at the hosting facility that allows the Delaware application to be up and running within 24 hours.
- A security plan satisfactorily meeting all industry standards for physical access, electronic access control, intrusion protection and virus protection should be in place and documented/updated on at least an annual basis.
- Current 24/7 maintenance and support agreements for all hardware and software used by the application.
- Up to date licenses in place for all software used with the application; all software should use either the most recent version or one version back—nothing older, but with the ability to interact with older operating systems at the schools.
- DDOE must be informed prior to the implementation of any software updates that may impact the operation of the system, software requirements or hardware requirements for DDOE, or Delaware's districts and schools. DDOE reserves the option to reject or delay such updates.
- Remote secure data transmission from the schools/school districts to the Offeror and to DDOE.
- Automated validations and reports regarding system and data errors. System reports will include, but not be limited to:
 - Data backup logs
 - Server Response time/down time reporting
 - User accounts and domains
 - System event logs to track system, application and security events
- System access summary reports
- Results of load tests
- QA reports of tests of Bandwidth use and capacity among Delaware schools

4.1.6 Scalability

The System must be scalable to accommodate increases in testing volume and more sophisticated test designs. Offerors must describe in their proposals:

- The capacity for their system to support additional students, content areas and testing opportunities
- The capacity for their system to support the likely number of concurrent Delaware users
- The capacity for their system to support innovative item types such as multi-step interactive simulations
- The capacity to link to curriculum packages and instructional resources, based on student score, to support targeted learning activities after test completion.
- The capability to provide accessibility of the test to all students, including those needing accommodations, such as text to speech, highlighting, etc.

4.1.7 Modifications

The System's design must be flexible so that the software modifications, database changes and reporting requirements can be made efficiently and cost effectively. The Offeror should describe in detail how the Offeror's system can support these modifications.

4.1.8 Annual Improvements

Offeror agrees to make at least annual improvements to the assessment system without increasing the price of the contract as long as the services are consistent with the requirements identified in the RFP.

4.1.9 Support

Ability to provide 24/7 systems engineer support for problem resolution during testing windows (Sept – May for grades 3 through 8 summative and grades 2-10 Benchmark assessments, final six weeks of each semester for end-of-course tests with expedited support for problems that occur during test sessions.). Help desk support provided from 5 a.m. to 10 p.m. Eastern Time on weekdays for routine user issues and problems.

4.2 DATA REQUIREMENTS**4.2.1 Security of Test Items and Student Information**

Security of student information, student performance data, and test items must be maintained. Individual test information shall only be made available to DDOE and school district authorized personnel, and, if requested under FERPA guidelines, to the student's parent/guardian. No other individuals or organizations shall have access to test results. All applications, data transactions and reports must be built such that they

protect individual student's privacy consistent with Delaware public records laws and FERPA and other federal laws.

4.2.2 Archiving

The proposed system must support collecting and maintaining records for students as they move through the school system, and archived until four years after graduation from high school or the student's 22nd birthday, whichever occurs first. Offerors must describe in their proposal:

- The mechanism for detailed test results (test history) to be archived in off-line storage
- The normal time period for maintaining historical online information
- The process to archive data off-line through user-controlled purge criteria
- The process to restore archived data into current system, use it, and then purge it in a controlled manner, retaining the archived data off-line
- The method used to restore all databases, including indices, pointers and tables, to a status prior to any system-wide failure
- The automated backup, recovery, and restart procedures for the system

4.2.3 Longitudinal Data System

The Department of Education uses assessment data in various internal systems such as Adequate Yearly Progress, Education Success Planning and Evaluation System (ESPES), Delaware Professional Assessment System, federal and state reporting, and other systems under development. The Offeror will need to provide access to DDOE to assessment data on a regular basis. DDOE uses Microsoft SQL Server and Microsoft Analysis Server for our Longitudinal Data System (LDS) data warehouse. The Offerors should describe in their proposal:

- Method for exchanging data with the DDOE, including sending test data to DDOE, and receiving student demographic, enrollment, program, and accommodation data from DDOE
- Format of the file the Offeror anticipates it will exchange with the DDOE, especially considering the database software utilized by the DDOE
- How the Offeror will ensure secure transfer of data
- Development of any interfaces required to allow for smooth transfer of data to DDOE systems
- How often the DDOE can count on receiving student testing data
- Recommendation on automating the data exchange process

4.2.4 System Interfaces

The Offeror shall develop the interfaces with the DDOE's Student Information System (Delaware Student Information System - DELSIS) including accommodations data, the DDOE Code Library, and DDOE's

Single Sign-on System. Data to be used includes the statewide unique student identifier, and District and School identifier. Offerors must describe in their proposal their approach for developing and implementing the interfaces. Interfaces must include data transfer capabilities from DELSIS and the Delaware Code Library.

The proposed system must offer a means by which Delaware Student Identifier (SID), first name, last name, grade level to be tested, and other demographic data delineated by DDOE can be automatically uploaded from DDOE's DELSIS database daily. Approximately 200 students move from one school to another or from one district to another every day. Firewall issues will require exploration of technology such as a Web Service or SFTP file upload from DDOE to proposed system. Some requirements for the data are:

4.2.5 Item Database Requirements

- The Offeror will provide an electronic database that includes all items, passages, artwork, resources, scoring rubrics for constructed response questions, item statistics and other components developed under this contract, as well as all legacy items, passages, etc., provided by the previous contractor. The data must be in a single database. It is not acceptable to provide multiple databases that must be subsequently merged by the State or a subsequent contractor. Identifiers for items, passages, artwork, resources, scoring rubrics, and other item bank components will be included.
- The item database will support batch or single item import of items in XML format following QTI standards, and export in multiple, non-proprietary file formats.
- The Offeror will provide DDOE with an access to a fully operational item bank via a secure website. Annually DDOE will receive updated versions of the database, and at the conclusion of the contract, the Offeror will provide a complete system that can be replicated on the State's internal website.
- The Offeror will provide DDOE with an electronic Item Bank Status Report twice a year in electronic version. The version shall include the information of items by content, grade, standards, item parameter, and other related categories.
- The Offeror will store items in XML format and follow QTI standards. The Offeror will provide text and graphics in a format suitable for print and computer/online display.
- The item bank database may utilize low-resolution item images and item/passage graphics to maximize system speed and minimize 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 online tests. Items must be formatted in accordance with the State's Assessment and Analysis Work Group's

Publication Style Guide (to be designed cooperatively between DDOE and the Offeror).

- The item bank may contain multiple versions of items for alternate format test versions, such as Braille, computer-online delivered items, and alternate text for screen readers. The alternate versions must include any descriptions or art modifications needed to reproduce the item in these alternate forms.
- Item metadata will be included in the item bank for items, passages, artwork, resources, scoring rubrics, and other item bank components, such as the following elements:
 - Status codes defined by DDOE to be assigned to items as they move through the test development and test administration processes.
 - Item content and classification code (e.g., grade, subject, standard), word counts for passages, item type, and other appropriate categories required by DDOE.
 - Each item may be coded to more than one content standard, one is the primary and the other one is secondary.
 - Answer keys and distractor rationales for selected-response items; scoring rubrics, and associated resources for constructed-response questions and writing prompts; and protocols for navigating complex items such as simulations;
 - Item tracking/status data to help monitor the flow of items through the process, status codes assigned to items based on DDOE definitions, item and passage review data (e.g., dates, ratings, comments), item history, versions, authorship, and source.
 - Links items to passage, links to items within a passage, current permissions and copyright data information, code tables such as content classification codes, availability codes, and status codes, and anchor/linking designations.
 - Item statistics based on classical item statistics (e.g., p-values and point biserial) and IRT item parameters (e.g., b-parameter, information function, model-data fit index), DIF by sub-groups (e.g., $MH\chi^2$, standard mean difference) associated with field test and operational administration across occasions (e.g., by year).
- The item viewing system, to be provided by the Offeror, must include the following capabilities:
 - a. Display all items as the student will see them (all item types);
 - b. Display and operate accommodations and student tools such as audio and calculators, as necessary;
 - c. Filtering, searching and sorting of items based on selected attributes;

- d. Filtering, searching and sorting of items based on where items align to Delaware's Standards and/or test blueprint, or on item number;
- e. Addition, removal or revision of item attributes, and the tagging, labeling or flagging of item attributes;
- f. Enables users to apply predefined classifications to items (Accepted, Not Accepted, etc.);
- g. Enables users to link comments to a specific item;
- h. Enables users to apply custom classifications to items (e.g., for a bias/sensitivity review);
- i. Secure access and download; and
- j. User security controls for access to items that may be set up for groups of users or for individuals, permitting controlled access to specific items based on group or individual permissions.

4.3 TECHNICAL QUALITY OF ASSESSMENTS

4.3.1 Technical Quality of Summative Assessments

The Offeror shall be responsible for the design, development, and implementation of the DCAS summative assessments, including end-of-course tests, which will derive valid and reliable test scores for all Delaware students. The technical quality of the DCAS summative assessments, including the EOC tests, must meet the Standards for Educational and Psychological Testing (American Educational Research Association, American Psychological Association, and National Council on Educational Measurement, 1999) and follow the Guidelines for Computer-Based Testing (Association of Test Publishers, 2000) or another agreed-upon set of more recent guidelines for computer-based testing. The Offeror shall work collaboratively with the DDOE and cooperate with the DTAC to develop legally defensible summative assessments to support the use of high-stakes accountability.

4.3.2 Evidence of Technical Expertise

The Offeror shall provide evidence of expertise and experience in psychometric aspects (e.g., scaling, equating) of large-scale, high-stakes assessments, online testing, and capability of identifying technical issues/problems and the subsequent solutions. The Offeror shall also provide evidence of expertise and experience in item development and test construction to measure state content standards.

4.3.3 Technical Services:

4.3.3.1 Scaling and Equating: For the fixed form summative assessments (e.g. end-of-course tests and alternate versions), the Offeror shall be responsible for proposing a design for data collection and conducting scaling and equating. The Offeror shall also be responsible for designing and conducting comparability

studies (e. g., online test and paper/pencil test and cross unique test forms for computer adaptive test) and prepare documentations or reports.

4.3.3.1.1 The Offeror shall propose a design for field test and item calibration. Delaware has a long history of using Rasch model to estimate student ability.

4.3.3.1.2 The Offeror shall design and conduct an analysis to link the DCAS scores to the DSTP scores and prepare interpretive guidelines for using the linking results.

4.3.3.1.3 For summative assessments, DDOE desires a longitudinal scale for reading and mathematics in grades three through eight that enables the tracking of student growth across grade levels. The Offeror shall provide detail about the scale they propose to use or develop to meet the needs of the DCAS. The DDOE strongly prefers the use of an existing scale, and one that can be used by Delaware in the future, even beyond the period of this Contract.

For the summative science and social studies tests, the Offeror may use the existing Delaware horizontal scale or develop a new scale.

The Offeror shall provide rationales and detailed information in the proposal for the use of the specified scale(s). The information must include, but is not limited to, the year the scale was developed, the design for development of the scale, studies used to create the scale and research studies on scale drift.

4.3.3.1.4 The Offeror shall propose a design for data collection and shall conduct equating, including pre-equating and post-equating or re-calibration, across test forms. Equating error and item parameter drift should be examined. If fixed form summative assessments are to be administered in the 2010-2011 school year, the Offeror will develop at least three parallel forms per content per grade with additional scrambled forms to support multiple administrations. The proposed equating approach and methodology shall be clearly described in the Offeror's proposal. The Offeror shall be responsible for the costs of any independent quality assurance check for equating and item calibration. The Offeror shall communicate to the DDOE during the equating process about any potential

issues that arise for discussion and resolution. The DDOE may choose to have staff at the Offeror's site for quality control purposes.

4.3.3.1.5 The Offeror shall be responsible for designing, conducting, and creating documentation for the necessary comparability studies, overall and at each of the performance levels. The study should examine the comparability of test scores across test forms, across test versions (e.g., computerized vs. paper/pencil; linear form vs. adaptive test), and across unique test forms for individual students (e.g., CAT).

4.3.3.2 Standard Setting Studies: Under the supervision of DDOE, the Offeror shall propose a design for standard setting, which is to be approved by DDOE with the consultation of the DTAC. The standard setting workshops shall be conducted to set cut scores for all summative tests. Approaches and procedures for setting standards for the fixed form and adaptive tests shall be described in the proposal. The Offeror shall conduct appropriate analyses, and document the results in a comprehensive report. The Offeror will be responsible for all costs of materials, participants, and staff support necessary for the workshops.

4.3.3.3 Alignment Studies: In cooperation with DDOE, the Offeror will provide all necessary testing materials for conducting the alignment studies. The Offeror shall be responsible for all costs of materials, staff support, and participants. The alignment results will be reviewed and discussed at the DTAC meeting for the improvement of the Offeror's test development. The alignment analysis is an on-going process to ensure that the assessments measure the state standards.

4.3.4 Universal Design

The Offeror shall describe in the proposal how the system will attend to the principles of Universal Design (see Section 3.2) so that all options available to students are provided, based on the students' appropriate accommodations. Accessibility and full interaction via a computer-adaptive test should be available to the largest array of students.

4.3.5 Technical Reports and Documentation

The Offeror shall prepare a comprehensive technical report for all assessment components each year for the DCAS based on the Standards for Educational and Psychological Testing (American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 1999) and the requirements of the

most recent Standards and Assessments peer review guidance from the USED. The report must describe in detail the rationale for the test design, process of test development (e.g., criteria for item review and selection), and psychometric characteristics of assessments (e.g., conditional standard error of measurement, accuracy and consistency of classifications) with empirical evidence to support valid and reliable interpretation of test results. The Offeror will collaborate with DDOE in defining the full range of technical reports required throughout the contract. The technical reports will be reviewed by the DDOE and the DTAC for approval.

Additionally, the technical reports for computer adaptive testing will include, but not be limited to, the rationale for design decisions (e.g., model selection, ability estimation method) through simulation studies, validity evidence (e.g., comparability of test scores, match test specifications), maintenance of item bank (e.g., content balance, information functions), and test security (e.g., the system design, control item exposure rate).

The Offeror shall provide DDOE with additional technical documentations and reports required by NCLB or its replacement legislation.

The Offeror will describe in their proposals the extent to which the system will support embedded psychometric studies, such as paper/pencil-to-adaptive test comparability studies for the summative assessments for grades three (3) through eight (8), and differential item analysis.

4.3.6 Psychometric and Analytic Services

Offeror must provide additional psychometric and analytical services as needed for the Delaware assessment system.

4.3.7 Student Questionnaires

Delaware has a long history of administering student questionnaires along with the summative assessment each year to collect consequential validity evidence for the overall assessment program. The Offeror must submit a proposal to be responsible for producing a set of student questionnaire items annually for each grade and content area either embedded within the online assessment or available within a specified time period of the summative assessment administration for a given student. The DDOE will be responsible for determining the nature and content of all items that comprise the student questionnaires each year. The Offeror shall provide a method to distribute the survey questions during test administration and collect responses to the questionnaire items for each student. The Offeror may propose that these responses will be included in the test data file. A matrix sampling process for administering the questionnaire items to students may be used for data collection.

4.4 SUMMATIVE ASSESSMENT FEATURES AND DEVELOPMENT

4.4.1 Assessment windows

The proposed system shall be designed to allow the DDOE to establish and set assessment windows for each grade level and content area.

4.4.2 Electronic Student Resources

The Offeror shall have the capacity of allowing students to access electronic resources for different tests. These electronic resources may include but are not limited to, periodic tables, graphing calculators, rulers, and mathematics and science formulas as specified by DDOE.

4.4.3 Test Sessions

The Offeror must describe in detail the method that students will use to log in to the test. The description must include at a minimum:

- A secure method for test administrators to define test event opportunities
- A secure method for students to log in to the system and for the system to validate the login
- A method by which test administrators can approve students to begin tests, choose testing enhancements, and terminate tests, if required.

4.4.3.1 The system will allow a testing session to be saved and, with Test Administrator approval and log-in, for the test session to be resumed.

4.4.3.2 Within a single test session, the system will allow students to mark items for subsequent review, go back, and change responses. This must be possible for both adaptive and fixed-form assessments.

4.4.3.3 The system will allow the DDOE to establish an expiration period for tests if not completed after a certain number of days. This period is anticipated to be approximately 30 calendar days for grades 2 through 10 and 15 calendar days for EOC assessments.

4.4.3.4 The system will recover data from any unforeseen test interruption and return the test-taker to the point of interruption. Students must not be able to submit an answer to a test question unless all elements of the item are presented to the student.

4.4.4 Score Availability and Data Files

The online system must be able to deliver (subject to DDOE decisions) student scores to students and teachers immediately upon completion of the online test. Online reports for teachers must be available within 24 hours of completion of testing. Data files containing scores must be available at the DDOE within two (2) calendar days after a student completes the assessment. The DDOE will determine, in consultation with the Successful Offeror, the nature and detail of the data files containing student scores as well as the detailed layout and the frequency of the submission of the data files to the DDOE. The DDOE may determine windows for the assessment throughout the school year; it is possible that scores will be transmitted to the DDOE at the end of various testing windows. These determinations will be made in planning meetings with the Successful Offeror.

4.4.4.1 The data files must include student level and item level data. The output file must conform to DDOE specifications.

4.4.4.2 Student test records must be identified with Delaware Student Identification number (SID). DDOE will supply the ID file to the Offeror on a daily basis for Offeror to import and update their system. The Offeror will restrict student login to matches based on the ID file.

4.4.4.3 Offeror must provide a method for:

- Changing the ID associated with a test without having to end the test
- Ending a test event in cases where the test results are likely invalid
- Changing an Institution Identifier associated with a test
- Restarting a test from the beginning while not incrementing the total number of opportunities used by a student
- Restarting or resuming a test after a student moves to another location within the Delaware public schools, based on the ID

4.4.5 Online User Menus

The system will provide user login and menus, with appropriate information control by user type (role), for system users including administrators at the state, district, school, and teacher levels. The roles should be assigned via DDOE's Single Sign-on system. A minimum of the following user menus will be provided:

- State Administrator Menu
- District Test Coordinator (DTC) Menu
- School Test Coordinator (STC) Menu
- Test Proctor Menu
- Teacher/Test Administrator Menu

Final design of each user menu is subject to DDOE approval. The proposal shall describe typical functionality of each menu. Examples of possible functionality include:

- **State Administrator Menu**
 - add, modify, or delete DTC and school accounts and information;
 - access reports detailing system usage by school and district;
 - access the User Guide that covers all state administrator-level functions;
 - enter and record student voids for every test administration; and
 - assign the testing windows for each administration.
- **District Test Coordinator Menu**
 - add, modify, or delete school test coordinator accounts and information;
 - access reports detailing system usage by school within the district;
 - access a report of students not tested;
 - access the User Guide that covers all district administrator-level functions;
 - schedule each school for testing in the district;
 - add and edit school information (e.g., site code, school name); and
 - monitor the registration progress of each school throughout the registration period.
- **School Test Coordinator Menu**
 - add, modify, or delete teacher and test administrator accounts and information;
 - access reports detailing system usage within the school;
 - access the User Guide that covers all school administrator-level functions;
 - register each school for testing;
 - assign new classes to a teacher;
 - delete a teacher's class(es);
 - print and/or e-mail teacher user ID and password letters;
 - view teacher rosters;
 - add, edit, or delete students;
 - access a report of students not tested;
 - assign students to a class;
 - view and/or print class and student rosters;
 - assign accommodations to students as appropriate; and
 - add, edit, or delete test administrators;
- **Test Proctor Menu**
 - add, edit, or delete students;
 - access a report of students not tested;
 - assign students to a class;
 - view and/or print class and student rosters;
 - start, stop and resume student test sessions.

- **Teacher Menu**

- access the User Guide that covers all teacher-level functions;
- view or print student rosters containing student registration codes and birth dates; and
- start and stop student test sessions.

4.4.6 Security Documentation

Offeror must describe in its proposals:

- The security controls over all system aspects;
- The “levels” of security provided in the system;
- The ability to limit access to specific system functions or modules;
- The authentication process to ensure that an individual is the person logging-in to the system (e.g., the student taking the test is who they say they are); and
- Restrictions of students to tests within the system and to the number of times that they can access tests.

4.4.7 Languages

The Spanish version must be available for Mathematics, Science and Social Studies and the system must have the capacity to add additional languages if required in the future by DDOE.

4.4.8 Practice Tests

The Offeror must develop and provide practice tests for online testing for all content areas in English and Spanish, and must specify the number and types of practice tests to be provided for each summative assessment.

4.4.9 Item Development

Delaware is participating in the Common Core Initiative being lead by the Council of Chief State School Officers and the National Governor’s Association. In the spring of 2010, Delaware will review the Common Core State Standards and expects to adopt them as a minimum of 85% of the State standards. It is anticipated that this will reduce the number of standards and/or GLEs to be assessed at each grade level. In addition, Delaware intends to work with other states in the joint development of high quality assessment items aligned to the Common Core State Standards.

To the extent that additional items are needed, Offeror will be responsible for item development to measure the Delaware Content Standards. (Appendix VII). The item development plan, procedures and costs, by item type, must be provided in the proposals, and should assume that 5% of summative items are released annually. The DDOE’s historical item development processes may be used, or the Offeror may propose an alternate, more cost-efficient process. A method that does not require the involvement of Delaware teachers in item development is preferred.

- 4.4.9.1** The online and printed assessments must contain multiple items types, all of which can be scored electronically without the use of artificial intelligence software. Delaware's assessment must over time include a greater variety of item types that are constructed response questions, and progressively more innovative items to measure the standards and cognitive complexity that traditional paper/pencil test cannot measure. In the proposal, the Offeror must provide samples of the range of item types that are currently available in their system and those that would be available for the 2010-2011 DCAS.
- 4.4.9.2** Offeror must address the approach to innovative item types and the manner in which they would eventually support Delaware's inclusion of complex items such as simulations.
- 4.4.9.3** Offerors must specify the costs associated with the use of items secured by Delaware from other sources, assuming the items are in a compatible electronic format and have been properly reviewed for alignment.
- 4.4.9.4** Review of summative assessment items: Offerors must propose efficient and effective processes for the involvement of Delaware educators in the review of summative assessment items, utilizing processes that have been used in states that have received USED approval of their assessments or have preliminary approval from the USED. The Offeror may propose a system using distributed electronic review of items.
- 4.4.9.5** The Offeror must propose criteria to be used to determine item quality and alignment to the Delaware Standards.
- 4.4.9.6** The Offeror must propose criteria to be used to develop test items across a wide range of content domains and cognitive levels.
- 4.4.9.7** The Offeror must propose a method to determine if above criteria are used consistently throughout the item development process.
- 4.4.9.8** The Offeror shall conduct an analysis of the adequacy of the Delaware item banks to support computer-adaptive testing in reading and mathematics, and in science and social studies for a long term plan. Based on the adequacy analysis, the Offeror shall propose a plan for the implementation of CAT no later than the 2011-2012 school year; however, the State's priority is

for full implementation of the adaptive assessments in the 2010-2011 school year. The plan must include a timeline for item development or acquisition, item review, and field tests, and a detailed field test plan by grade level so that the impact on instructional time can be readily identified.

- 4.4.9.9** The Offeror shall propose a plan for stand-alone and/or embedded field testing of new items, stimuli, and reading passages. Field test items will not be included in students' scores.
- 4.4.9.10** The Offeror shall submit a chart indicating the number of items to be developed and the total number to be available to meet the needs of the assessment system for each year of the contract for each test. The chart must also indicate whether items are to be developed, purchased or otherwise acquired.
- 4.4.9.11** Offerors must describe in their proposals innovative and cost-efficient methods to determine the alignment of items to Delaware's Standards and Grade Level Expectations. These methods must be in use by states that have USED approval or have a high degree of likelihood to be approved by the USED.

4.4.10 Accommodations

Assessments must comply with the provisions of the Americans with Disabilities Act of 1990. In addition, the assessment must include accommodations and enhancements to individual students including capacity to securely print reading passages, use tests presented in a language other than English, adjust the size of the items and graphics, use pre-recorded wave files and convert item text to speech, and meet as many as possible of the other accommodations outlined in the Inclusion Guidelines promulgated by DDOE. The Offeror must work with the DDOE to add accommodations to the web-based system as quickly as possible to increase the percentage of students who are able to participate in the online assessments, with each such accommodation subject to studies of its impact on validity and approval of DDOE and DTAC. Proposals must contain a proposed sequence and timeline for the development, testing, and addition of accommodations.

Accommodations must be able to be set by test administrators while approving students to take tests. Accommodations must also be set through an upload process in advance of student testing. Offeror should identify all accommodations available with the system and allow for online monitoring/tracking of accommodations by approved state, district and school personnel. Proposals shall include a discussion of the impact of the proposed accommodations on the validity of the tests and a method

for “flagging” students’ scores resulting from nonstandard test administrations or those that result in an invalid score.

The Offeror will be responsible for the development and maintenance of special versions of the tests, such as Braille, large-print, computer-assisted read-aloud, and other versions for the use of accommodation.

4.4.11 User Feedback

The Offeror shall propose a process for annually soliciting feedback from users of the DCAS on potential enhancements to the system. Users shall include district and school level educators, teachers, parents/guardians, and students. The Offeror shall include a proposal for efficiently collecting and tabulating such feedback. The DDOE shall be responsible for making final decisions about communicating this to various constituency groups.

4.4.12 System Enhancements

The Offeror shall identify and make available to DDOE options offered to other clients without incurring additional development charges beyond those which are necessary to integrate the enhancement into Delaware’s system.

4.5 TRAINING AND DOCUMENTATION

The Offeror must provide sufficient training and documentation to ensure that DDOE and stakeholders can use the system effectively and communicate its level of technical quality to policymakers and the U.S. Department of Education:

4.5.1 Training of DDOE Staff

Offeror shall train the main DDOE staff to use the system effectively and enable DDOE staff to provide ongoing on-site training to the school districts on how to use each aspect of the system. The Offeror will also provide help desk services including:

- All support necessary to DDOE staff to use administrative functions of the system (e.g. item management and test construction systems)
- All support necessary to Delaware schools and districts and other stakeholders to use the system effectively
- A training plan and schedule by March 1 of each year for the following summer and school year
- A toll free number for schools and districts to use to seek assistance with the system
- Offeror shall assign a contact person who is able to answer technical and detailed questions regarding the assessment design, implementation and logistics issues. Average response time for questions should not exceed 4 business hours.

4.5.2 Training of School and District Personnel

The Offeror shall propose a plan to train, at a minimum, one person per grade level per content area in each school. The Offeror shall be responsible for all costs and arrangements related to the training to include meeting spaces, materials and any other associated costs. In addition, the Offeror shall pay DDOE for the cost of the substitute teachers at the current rates. The Offeror will handle all administrative tasks associated with the training.

4.5.3 User Manuals and Guides

Offeror must provide user manuals and user guides which can be used to train school staff on the use of the proposed system and be accessible as a reference. The manuals and guides should reflect UD principles. The user manual shall contain sufficient information that describes the process of test administration covering all steps from set-up to reporting as appropriate for each role (teachers, building test coordinator, etc). The manual should describe a brief list of the steps a user might take to solve common technical problems. The teacher guide shall contain basic information about the assessment system. The guide may include color, photographs, diagrams, and text, and should be of high quality and visual appeal. A professional design will be submitted to DDOE for comments and approval. It is the responsibility of the Offeror to distribute the manual to all test proctors and the teacher guide to all teachers in Delaware public schools. The Offeror is responsible for reviewing and updating manuals and guides annually or as required to ensure information contained in them is correct. All printed teacher/test administrator manuals and guides must be provided at the rate of one per 15 students. School-level manuals and guides must be provided at the rate of 3 per school and an additional 3 per district.

4.5.4 Technical Manual

Offeror must provide a technical manual which describes the system in-depth including the item management process and specifications, test design as supported by the system, the item selection engine, reports, as well as formats used for examinee results and item responses. The technical manual will be incorporated into Delaware's Assessment Technical Manual and any subsequent federal compliance reviews. Offeror must provide psychometric services, and additional documentation and amend the manual as required by external audits of DDOE or federal compliance review (e.g. USED peer review and Title I audits).

4.5.5 Informational Brochures

The Offeror shall produce informational brochures that describe the DCAS assessments. The brochures will be designed for parents, teachers, and students, as well as policymakers and administrators. Although all

elements of production and distribution to schools will be the responsibility of the Offeror, the work will be closely managed by the DDOE to insure that the brochures adequately and accurately reflect the nature and goals of the DCAS. The brochures must be produced in English and Spanish in print for distribution with copies in Adobe PDF and Microsoft Word formats sent to the DDOE. The brochures will also be available on the DDOE web site. These brochures shall be produced annually, with updates, as deemed necessary by the DDOE. Extra copies of the brochures will be needed in the first year of the DCAS in response to public relations needs (sufficient copies to allow for one for every student/parent, teacher, and school administrator in the State of Delaware, as well as all the DDOE staff, and representatives from various state organizations and media). The estimated need for Spanish printed brochures is 6000 copies. In subsequent years, sufficient copies will be needed to allow for one brochure for every student at each assessed grade.

4.5.6 Public and Educator Practice Sites

The Offeror will provide a practice test site available to the public that can be accessed with a non-secure browser and uses released items to display the functionality of the test and to help prepare students to use the test interface and tools successfully. Assessment items used on the practice site must reflect the full range of the types of assessment items which a student might encounter while taking the assessment. As new types of assessment items are introduced, the Offeror will provide practice items of that type sufficiently ahead of time so that students may experience these new item types before they appear on actual, secure assessments. The practice site should contain the same essential functionality as the operational site but must be altered as necessary to maintain security, enforce copyrights or otherwise make the site accessible to the general public. The practice site must have the capacity to allow or disallow on a grade and/or content area basis to allow or prevent instant score results.

- In addition, the Offeror must provide a training site that mimics the entire test administration system such that DDOE, School Districts and School staff will be able to learn to use the system.

4.6 SCORE REPORTS

The Offeror shall propose a design and plan for development and delivery of the efficient and informative score reports for summative assessments.

4.6.1 Development of Score Reports

Under the supervision of DDOE, the Offeror will design student score report for online and print reports.

- The Offeror shall propose design and processes with a timeline for the creation and production of various level reports (student, school, district, and state-level), on the DCAS. The proposal shall include a

process for obtaining feedback and suggestions from a representative sample of Delaware teachers, parents and administrators.

- The reports must include a section on student strengths and weaknesses for each content area based on Delaware standards and GLEs.
- There may also be feedback in the reports on the item level.
- Interpretive sheets will be included to assist parents in understanding what the score report means and will include a table of the appropriate cut scores. The interpretive information may be a separate sheet or integrated into the student score report. (*Sample score reports for the DSTP are included in interpretive sheets - refer to Appendix VII for the web links.*)
- The Offeror should propose options for the student score reports to include, but not be limited to the following: reporting standard error of measurement, increased use of graphics, use of color, utilization of the content-specific performance level descriptors as part of the score reporting system, reporting of sub-scores, item-level feedback, narrative descriptions, etc.
- Student level reports on the summative assessment must include:
 - An overall standards-based score in reading/English language arts, mathematics, science, and social studies;
 - Performance level in reading/English language arts, mathematics, science, and social studies – number of performance levels to be determined;
 - Performance compared with Delaware students in reading/English language arts, mathematics, science and social studies;
 - Strengths and weaknesses in reading/English language arts, mathematics, science, and social studies; and
 - Comparative national data, if available.

4.6.2 Printing of Score Reports

All printed reports shall be laser-printed in a highly readable font and provide the maximum amount of usable information. Offerors shall submit sample reports to illustrate possible formats. The Offeror will provide one printed copy of the student report annually per assessed student to the districts and charter schools. The two-sided 8.5” x 11” paper tri-fold, four colors on one side and one color on the other, in a laser-print quality format, in a highly readable font will provide the maximum amount of usable information. The report will not require a separate envelope for mailing.

4.6 3 Reprints

The Offeror shall include in the proposal the ability to print corrected copies of student reports, as needed, up to several months after each test administration. All requests for corrections will be initiated by and/or approved by the DDOE.

4.6.4 Timeline for Delivery of Score Reports

All printed reports must be distributed to schools, districts, and the DDOE in accordance with an agreed upon schedule in key project dates to be determined in the initial project planning meeting.

4.6.5 Shipment of Score Reports

The Offeror shall assume all costs associated with shipping reports to the schools, districts, and DDOE within the specified timeline. The Offeror's proposal shall include the capability and procedures for mailing printed reports directly to the student's home address. The Offeror shall include as a cost option mailing all student score reports directly to the student's home address.

4.6.6 Key Team Members

The Proposal must provide a detailed description of each key team member listed below who will provide services under the resulting contract, including their names, role, responsibilities, estimated FTE, qualifications and resume. The list below is not an exhaustive list of key team members. Key team members can only be replaced with persons who have equivalent or greater skills and expertise than the person being replaced. Replacement of a key team member must be approved by the DDOE. The Offeror will be responsible for ensuring adequate staffing to manage the project and ensure quality implementation; as such, the following are minimum staffing requirements to be met for the duration of the contract:

- The Offeror must have one (1) Senior Measurement Specialist with no less than three (3) years related work experience and a PhD in measurement (e.g., educational psychology or related field) with demonstrated experience in and knowledge of computer adaptive testing. The Senior Measurement Specialist must oversee the technical tasks and issues that relate to item selection, test form equating, sample selection, calibration, scaling, reporting, research studies, and other technical analyses.
- The Offeror must have a minimum of one (1) Project Management Institute (PMI) Certified manager or a project manager with a minimum 3 years experience on projects exceeding \$1 million, dedicated to work full-time (100%) on Delaware's System. The Project manager oversees and monitors the planning, scheduling, progress and quality of work.
- The Offeror must have one (1) senior network engineer with at least 3 years experience in routing and with Tier 1 and Tier 2 internet service providers.
- The Offeror must have one (1) senior application developer with at least 7 years application development experience and also at least 3 years experience with the programming languages used by Offeror.

The senior application developer oversees the technical tasks and issues and supervises the programming group.

- The Offeror must have one (1) Item Development Leader with at least 3 years of supervising item development activities. The Item Development Leader must oversee and monitor the scheduling, coordination, and quality control of the item development activities for the three (3) through (8) summative and the EOC tests.

4.7 REQUIRED FEATURES OF COMPUTER ADAPTIVE TESTS (CAT)

- 4.7.1** The system will include adaptive item selection based on a cumulative estimate of student ability and the content requirements of DDOE as defined by DDOE's test specifications.
- 4.7.2** The adaptive engine must prevent students from being presented with the same item more than once. This function must be controlled by the adaptive test engine such that in extremely rare circumstances a student may see an item more than once if it is the only item that can reasonably satisfy the requirements of the test specifications.
- 4.7.3** Students must be restricted from completing more than one test in the same content area in a timeframe to be set for each content area, and modified as needed, by DDOE.
- 4.7.4** Rasch calibrated scoring must be used.
- 4.7.5** Offeror must build the summative assessment system to allow four assessment delivery options as follows:
- A fixed-form assessment;
 - An adaptive administration restricted to items assigned to a specific grade level;
 - An adaptive administration that allows the tests to use items above and below grade level as required to achieve the most precise estimate of student achievement; and
 - An adaptive administration that is restricted to items assigned to a specific grade level until a determination is made with a DDOE-determined level of confidence whether or not the student has met the standard, after which the system immediately and seamlessly administers, for students whose score has not yet reached a defined standard error of measurement (SEM), items from the Benchmark assessment until a) the required SEM is reached or b) a DDOE-defined time limit has been reached.

Each of the above administration delivery options must be selectable by the DDOE for statewide use for each content area. In addition, and within parameters set by the DDOE, educators at the school level must be able

to select from the following options for each student at each assessment session, provided every student completes a fall-to-spring measurement of growth and completes at least one summative assessment per required content area:

- The summative assessment;
- The benchmark growth assessment; or
- The combined summative/benchmark assessment (reading and math).

- 4.7.6** Offeror shall describe how the CAT algorithm allows students to revisit an item and how the system ensures that students are not given the same item on a subsequent administration.

4.8 ONLINE END-OF-COURSE ASSESSMENTS

- 4.8.1** For the 2010-2011 school year, the courses that will be assessed are English II, Algebra I, Integrated Mathematics, and Biology. For the 2011-2012 school year, the End-of-Course test for U. S. History will be in place. From 2012-2013 school year through the end of the contract, additional higher-level End-of-Course tests in each content area of English, mathematics, science, and social studies will be determined by DDOE.

- 4.8.2 Test Specifications:** The assessments must measure the end-of-course expectations. The test specifications for EOC tests will be developed primarily by DDOE with input from Delaware educators and finalized jointly with the successful Offeror (Refer to Appendix VI for the draft end-of-course specifications). The EOC test specifications in English language arts, mathematics, science and social studies will include the basic test design/blueprint, minimum numbers of items for each content standard, and specifications for multiple-choice and constructed-response items.

The end-of-course assessment shall be composed of two parts, as described in Section 3.1.2 of this RFP.

- 4.8.3 Item Development for EOC Assessments, Part A:** The Offeror shall submit a plan and timeline for item development and/or acquisition of items. The EOC tests shall each be comprised of sufficient number of items to measure the end-of-course expectations (e.g., a maximum of 60 items) with acceptable standard error of measurement appropriate to the purpose of the assessment. Three parallel forms with one additional form using scrambled items, must be developed and pre-equated to support the use of operational and re-testing in school year 2010-2011. One new form with additional scrambled-item forms will be developed each year from the 2011-2012 school year through the end of the contract. Each year approximately 5% of items may be released. This process will be

replicated for test development of end-of-course tests for additional courses.

- 4.8.4 Field Testing for EOC Assessments:** Prior to the first operational assessment for each Part A EOC, there shall be a separate field test to be administered on date(s) specified by the DDOE, in consultation with the Offeror. These dates will be agreed to in the key contract dates at the annual planning meeting. Subsequently, field test items will be embedded in operational tests. The Offeror must propose a design for field tests of Part A that will derive accurate and stable item statistics. In 2010, the first year field test could be in place as early as January/February of 2010 for schools on block schedule and in May for schools on block and semester schedules. Subsequently, field test items will be embedded in operational tests. This process will be replicated for test development of end-of-course tests for additional courses.
- 4.8.5 Operational Testing for the EOC Assessments:** The Offeror shall develop a plan for phasing in the EOC tests for field testing and operational testing throughout the duration of the contract.
- 4.8.6 Test Materials:** The Offeror shall be responsible for developing all test materials necessary for the administration of Part A of the EOC tests, including one paper-based form annually to be used to provide allowable accommodations required by students when those accommodations cannot be provided via online administration and, in the case of a major temporary system failure, for general student use.
- 4.8.7 Practice tests:** The Offeror will provide at least one fixed-form full length practice test containing a representative sample of content, item types and cognitive demand, which shall be made available in print and online, with a scoring key, at least 60 calendar days prior to the first operational administration of a given EOC. These practice tests may be reused from year to year provided the content of the operational test remains constant.
- 4.8.8 Equating and Scaling:** The Offeror shall propose a design for equating and scaling for the EOC tests. The design will be confirmed by the DTAC and approved by DDOE.
- 4.8.9 Psychometric Support:** The Offeror shall propose additional psychometric services to determine test and classification reliability, validity, score and classification accuracy and any other suggested psychometric support needed for the summative EOC tests to meet USED requirements.

4.9 BENCHMARK GROWTH ASSESSMENT SYSTEM

4.9.1 Offerors shall submit a proposal to develop and provide a Benchmark Growth Assessment that will fulfill the purposes of this assessment. The Benchmark Growth Assessments will:

- Be aligned to Delaware standards and grade level expectations;
- Be available in reading, mathematics, and optionally in science, for students in grades 2 through 10;
- Be adaptive across grade levels in order to obtain the most precise measurement of student achievement based on Delaware standards;
- Be given in the fall and spring and at least one additional time during the school year;
- Contain a short placement test option;
- Allow retesting if a student session is invalid or interrupted;
- Produce immediate scores for students;
- Produce diagnostic reports for educators within one day of completion of the assessment in sufficient detail to inform classroom instruction (e.g., selection of intervention strategies for specific students);
- Produce user-friendly reports for parents to see their child's achievement level and rate of growth compared to peers within Delaware and beyond;
- Report scores on an IRT longitudinal scale;
- Predict student performance on the summative assessment; and
- (optionally) include progress assessments which can be given more frequently, such as every four to six weeks.

4.9.2 School-Level Controls: To fulfill these requirements, the Offeror shall provide an online system which allows educators at the school level to:

- determine when assessments shall be given;
- assign students to take the assessment;
- receive report generation by sub-groups as an option of interest to schools and districts; and
- track student performance and growth through the school year.

4.9.3 The Benchmark Growth Assessment will produce the following information for each student, in each of the assessed content areas:

- A Standard-based score and a scale score showing individual student performance along a continuous vertical scale. This scale score is based on a scale such that growth from fall to spring and across multiple years can be easily computed. A strong preference is for a scale that will be used broadly beyond Delaware to include national norms. National growth norms are also desired.

- Sub-Scores that provide diagnostic data on each student's strengths, weaknesses, and immediate instructional needs related to each of the Delaware content standards.
- A Growth-to-Standard Score indicating whether or not the student is currently on the path to reach proficiency by the end of the school year or by the end of a pre-defined number of years.

4.9.4 The proposal shall outline the methodology for maintaining an appropriate balance between the length of the assessment and an acceptable standard error of measurement for each type of score reported. The level for the standard error of measurement must meet nationally recognized professional standards for benchmark growth assessments.

4.9.5 In developing the Benchmark Growth Assessment, the Offeror shall propose a process that is in alignment with the practices and guidelines established by the Standards for Educational and Psychological Testing (e.g., 1999 American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education). The proposal shall outline a process to ensure the development of an assessment that will fulfill the purpose of this assessment. In addition, the following specifications shall be followed for the creation of the Benchmark Growth Assessment:

- Describe the process for the development and/or selection of items that will measure the Delaware content standards and the Grade Level Expectations.
- Include only item types that can be electronically scored immediately, without use of artificial intelligence. It is desirable to have multiple item types. The Offeror shall provide samples of all item types being proposed.
- Provide evidence that the quality of all items will meet nationally recognized assessment standards.
- Have the flexibility to include appropriate items from a variety of sources (e.g., commercial sources, items developed in collaboration with other states, items developed by Delaware teachers). Appropriate items are ones that meet all of the previous specifications listed above.
 - Provide evidence that the technical quality, including validity and reliability, of the assessment will meet the stated purpose.
 - Provide information about the IRT model to be used: the rationale for its selection and specifics about the sampling methodology to be used including size and demographic distribution of sample.
 - Provide detailed information about the development of any norms.
 - Provide information on any research studies conducted (or proposed to be conducted) about the assessment such as scale stability or item drift.
 - Offeror should propose a strategy to obtain a sufficient number of items that meet the above specifications in a cost-efficient manner

such that students can take the assessment three times each year without jeopardizing changes in the difficulty of the item (e.g., safeguards in place to ensure a student will not see the same item for a specific period of time).

- For the use of existing assessments, Offeror must provide the most recent technical manual.

4.9.6 Development of Item Bank: Offeror will propose a strategy to obtain a sufficient number of items that meet the above specifications in a cost-efficient manner such that students can take the assessment at least three times each year without compromising the construct the assessment is measuring (e.g., safeguards in place to ensure a student will not see the same item for a specific period of time). The use of existing item banks sufficient to meet the requirements for this assessment is preferred, provided that such item banks can and should be expanded over time to incorporate items owned solely or jointly by Delaware.

4.9.7 Score Reports: Proposals shall include a variety of online score reports that present data in a manner that is informative to Delaware educators. While individual student data are critical, it is expected that data reports will present summary data online at the classroom, grade, school, and district level. In addition, reports that track individual student performance throughout the school year and/or across school years is expected. The proposal shall include the ability to print score reports for individual students (batch printing) at the school and the district level.

4.9.8 Testing Accommodations: The Offeror must address which (and how) accommodations will be provided as part of the Benchmark Growth Assessment. In addition, the proposal should discuss the impact of any proposed testing modifications (changes in presentation or response of the assessment that affect the construct of the assessment) on the standard score or the process of reporting scores. Offeror shall provide descriptions of costs, if any, for implementing specific accommodations. All attempts at developing accommodations tools built within the computerized assessment system will be explored, except when they compromise the measured construct.

4.9.9 System Requirements: The proposal must outline the requirements to implement this system:

- technological requirements needed at the state level as well as the school level to implement the Benchmark Growth Assessment,
- how the state, districts, and/or schools can access electronic data files with individual student level data for merging with other data sources such as attendance records or course grades,
- maximum number of academic years the system can track an individual student based on capacity of the system,

- how the system handles termination of the assessment prior to completion by an individual student, and
- amount of class time required to complete each Benchmark Growth Assessment (including information about stopping rules imposed in the use of computer adaptive assessments).

4.9.10 Training and Manuals: The Offeror shall provide a user's guide for test administration and report usage. In addition, a technical manual shall be created that clearly outlines the technical aspects, including but not limited to validity and reliability, of the Benchmark Growth Assessment. The technical manual and user's guide may be separate components of a single document. However, all components should adhere to the guidelines published in the most recent version of the Standards for Educational and Psychological Testing. Furthermore, the Offeror should outline any training modules to be developed to support the implementation of the Benchmark Growth Assessment.

4.10 ADDITIONAL SERVICES

4.10.1 Item Development/Acquisition for EOC Tests, Part B

The Offeror will submit a proposal to provide the services below for Part B of the EOC Assessments, paper-based extended-response items, for adapted EOC Assessments in mathematics, science, reading/English language arts and social studies:

- Provide extended-response items,
- Conduct item review and selection with Delaware teachers,
- Develop scoring rubrics and anchor papers with Delaware teachers,
- Print and deliver student assessment papers and scoring materials (use of ID system not required),
- Develop training materials, to be approved by the DDOE, for at least one teacher from each content area from each high school to score the item(s), and
- Conduct the training session(s) for these teachers, in cooperation with DDOE staff.

These items will not be used for high-stakes accountability, but will be used, along with scores from Part A of the EOC, in the calculation of students' course grades. Scoring will be done by teachers within the school, under the leadership of the trained rater.

4.10.2 Professional Development

Providing professional development to Delaware educators on assessment literacy is an important component of the DCAS. Offerors must provide proposals for assessment literacy professional development which may include such areas as using various assessment methods and data, and understanding and using the formative assessment system. Access to

professional development programs for assessment literacy for Delaware educators is critical in the context of a comprehensive, balanced assessment system. The Offeror should propose various options for providing professional development in assessment literacy to Delaware educators, including but not limited to, DVD/CD-based training modules, web-based training modules, and face-to-face training.

4.11 SUPPORT

4.11.1 Outsourcing

Any component of the online system that involves outsourcing application operations, hardware support must include 24-hour onsite response time for repair and replacement of equipment, five days per week.

4.11.2 Software Support

Offeror must procure 24-hour telephone support and product upgrades for software it requires to implement this project

4.12 PAPER AND PENCIL TESTS

4.12.1 Offeror must provide a paper and pencil alternative for students who are not able to demonstrate their mastery of the content via the online system and describe how their paper and pencil solution will address DDOE's requirements. In the case of a long-term system failure or inadequate technology at selected school(s), the paper based assessments will be available and appropriate for general use.

4.12.2 The paper and pencil solution must:

- Be comparable to the online test.
- Have sufficient documentation available from the Offeror such that the USED will approve both the online and paper tests for use in AYP designations (reading, math and science only).
- Have administration manuals.
- Include support materials required to complete the test.
- Utilize scannable forms that can be delivered to DDOE-designated scanning locations for rapid scanning
- Provide scoring software and additional applications as required that would allow DDOE to scan the answer forms and have the data automatically uploaded to DDOE systems on a daily basis and uploaded into the online reporting system within 48 hours.
- Comply with DDOE requirements for labeling, header sheets, shipping, auditing, return and destruction of used materials.
- Provide for the secure destruction of answer documents.
- Provide for an average of 10% of the student population being assessed with paper and pencil for each school.

4.12.3 Proposals must include a plan for the number of scanning centers, to be located within existing State facilities such as DDOE and school districts, and high-speed scanners needed to support scoring of the paper and pencil tests within 48 hours. The plan should specify the projected number of paper and pencil tests to be scanned, based on the Offeror's proposed phase-in of the online assessments. In all cases, the plan must assume a minimum of 10% of each grade's assessments being administered on paper.

4.12.4 Security of Paper Test Materials

For all summative paper and pencil assessments, the Offeror shall submit a report to the DDOE within thirty (30) calendar days of the completion of paper-based test administrations indicating which secure materials and documents are not accounted for. The Offeror shall work collaboratively with the DDOE to plan for appropriate follow-up to retrieve the secure materials and/or to support the investigation of any incident that resulted in missing materials. For any given grade level, until the assessment is administered online, the Offeror must provide sufficient quantities of overage for all printed test materials.

4.13 PROJECT MANAGEMENT AND APPLICATION SYSTEM DESIGN

The Offeror must provide enterprise level project management and application system design to ensure the system is reliable, implemented in a timely and accurate manner, and effectively uses DDOE resources.

4.13.1 The Project Work Plan

In their Proposal the Offeror shall provide a project work plan and schedule to cover the period from contract execution through September 2011. The plan must include an identification of each deliverable and the critical milestones with sufficient detail to provide DDOE assurances that the Offeror understands the scope of work required. The plan should include, but not be limited to:

- A high level list of functions, facilities and equipment that DDOE is expected to provide to support the Offeror to complete the proposed system project.
- A description of Offeror's resources available to support all project activities. The DDOE requires local, on-site support for implementation and post-implementation support. Offeror must specify the local support available to provide system application, hardware and data communication consulting support.
- A project organization chart identifying the number and type of personnel assigned to the project, including sub-Offerors. Offeror must describe the role, supply references, provide a description of application experiences and provide resumes for the staff assigned to the project for each sub-Offeror.

- Description of the planning, coordinating and staging the delivery of all computer hardware required by the proposed system project for any component of the system that is allocated to a sub-Officer.
- Description as to how the Officer will track all project issues and bring them to the DDOE for resolution. Specifically, how the Officer will report all system failures to the DDOE Project Director within 1 hour and with a plan for resolution of the problem within 24 hours.

4.13.2 Management of the Work Plan

Officer in their proposal will provide a comprehensive approach to managing and updating the project plan to reflect status changes during implementation steps. Descriptions must include at a minimum:

- The process that will be used to develop the plan including the role DDOE will have in developing of the plan
- The manner in which the plan will be used to identify and prioritize Officer and DDOE work efforts
- The process by which the Project Manager will be responsible for ensuring that all Officer's staff and the DDOE Project Director are aware of scheduling changes
- The toolsets that will be used to develop and maintain the plan as well as communicate the status of the plan
- The manner in which risks and mitigation strategies will be linked to the plan and associated communication materials
- Description as to how the prime Officer will direct the work of all sub-Officers to ensure the quality and timeliness of work performed by the Officer and all sub-Officers

4.13.3 Initial Work Plan

Within thirty (30) calendar days of the receipt of the State of Delaware purchase order for this contract, Officer shall meet with DDOE staff to review the work plans and timelines submitted in the Proposal to meet the requirements of this RFP, and:

- A comprehensive description of the tasks and timelines for which Officer and DDOE are responsible respectively
- An analysis of changes in deliverable dates
- Identification of risks and mitigation strategies

Within five (5) working days of this initial project planning meeting, the Officer shall submit the revised project plan and schedule along with notes documenting other key outcomes of the meeting.

4.13.4 Biweekly Reviews

The Project Manager will converse directly, at least biweekly, with the DDOE Project Director to discuss the work plan and schedule.

Conversations may be in person or, at the discretion of the DDOE, by videoconference, Web-ex or other communication technology. The

DDOE Project Director will review and approve all material work plan and schedule changes. The status meetings will address at a minimum:

- The project plan;
- Policy decisions that need to be made; and
- Other tasks and timelines that DDOE must complete.

The Offeror shall be responsible for providing written documentation of the biweekly status meetings within twenty-four (24) hours of each meeting. The Offeror shall also provide bi-weekly written status reports that shall include but not be limited to, reports on the status of ongoing activities, decisions made, decisions pending, activities completed, problems, and timelines for scheduled activities. Bi-weekly status reports shall be in a format that is approved by DDOE.

4.13.5 Quarterly Meetings

The Offeror shall participate in and support all associated costs for all participants for quarterly planning meetings of the DDOE and Offeror project management teams, other Offeror management staff responsible for services provided to the DDOE, and representatives of the Offeror's senior management team, as necessary.

A meeting plan will be mutually agreed upon. Offerors should expect eight (8) meeting days annually, either utilizing electronic meeting tools or held at either the Offeror's site or the Department of Education. The Offeror shall be responsible for all costs associated with these meetings and should anticipate a minimum of one two-day meeting at the Offeror's site annually with six (6) DDOE personnel in attendance. The Offeror shall submit to the DDOE meeting notes within (5) five working days of each meeting for final review and approval.

4.13.6 On-going Communication

Offerors must describe in their proposal a detailed communication strategy to ensure that DDOE will be informed by Offeror in advance of changes that may disrupt service to districts, charter schools and/or other education locations required to administer the state assessment.

4.13.7 Sign-Off Methods

Offerors shall describe in their proposals the acceptance procedures that will be provided to establish a rigorous sign-off method of all project activities and deliverables. DDOE staff will have the opportunity to evaluate and accept or reject each deliverable.

4.13.8 Application Documentation and Testing

Each application must be extensively documented and undergo sophisticated unit and system testing in a development environment by the Offeror. Offerors must describe in their proposal 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. At a minimum the plan must include:

- Developing a user acceptance test plan
- Developing test scripts
- Testing all software components
- Parallel testing (if parallel processing is appropriate)
- Security testing
- End user activity testing
- Data conversion testing
- Hardware and network capacity testing
- Integration testing
- Plan by which testing will be conducted again in the event that any application requires updates
- Plan for full regression testing when changes are made to systems.

4.13.9 Cut Over and/or Parallel Processing

Offerors must describe in their proposal their strategies for cut over and/or parallel processing to ensure that the new system and all interfaces are functioning properly while maintaining the ability for Delaware to use the data for its accountability systems.

- Offeror is responsible for comprehensively testing its applications and ensuring its services provide a reliable system that creates valid and reliable assessment scores.
- Each unit tested must be made accessible to DDOE staff in a non production environment that comprehensively mimics the production (e.g., pre-production) environment such that DDOE is able to conduct its own application tests and be assured that the application test results represents the exact behavior that will be expected of the application in the production environment.
- Prior to implementation, DDOE must have access within the pre-production environment to conduct end-to-end systems testing.
- DDOE will be allowed no less than 5 business days to conduct any Unit testing and 10 business days to conduct any systems tests.
- Offeror must provide application testing opportunities far enough in advance that substantive changes can be made based on the outcomes of DDOE application tests.
- For the summative assessments for grades 3 – 8 only: Offeror must provide comprehensive simulations of the adaptive engine that considers all variables that would impact the performance of the engine (e.g. pool size, test specifications, grade level restrictions, cognitive demand as appropriate).
- Offeror must document the plan for application testing and the results of the application tests. Both the testing plan and the subsequent

results of the testing plan must be provided to DDOE with sufficient time such that DDOE can request substantive changes to the plan or the application as appropriate.

- DDOE will be notified within four (4) hours of any material change to the pre-production environment that might affect application testing being conducted by DDOE.
- Offeror shall produce as requested by DDOE ad hoc reports to address specific management questions.

4.14 REMEDIES

The following table describes the proposed remediation plan for service level failures:

Service Issue	Metric	Remedy
During official testing window, confirmed reports of systematic latency caused by Offeror hardware, Offeror internet provider, or Offeror software materially impacts students' ability to complete tests	At least three (3) school districts must report a degree of latency that results in students being unable to complete the test in the assigned testing timeline, and reports of the latency are confirmed by DDOE and Offeror through a mutually agreeable investigative method	\$5,000 per day until problem is rectified
After DDOE's review and approval of the testing engine's presentation of an item or graphic. During the official testing window, Offeror's actions (excluding systems or communications problems addressed in other agreements) result in a missing graphic or otherwise incorrect graphic or item presented to students	Item response data identifies one (1) or more students affected or thirty (30) or more students report a problem with a graphic or item and reports of the latency are confirmed by DDOE and Offeror through a mutually agreeable investigative method	\$1,000 per item or associated graphic per student affected
During official testing window, operational tests administered to students are not consistent with the test specifications	One (1) or more content areas based on reports from Offeror regarding the consistency of operational tests to test specifications	\$10,000 per content area
Offeror does not respond to a help desk request regarding an online application issue required by the final statement of work that has been communicated through the official call center, within one (1) business day or does not follow-up on a known request or issue within each five (5) business days.	reports of the latency are confirmed by DDOE and Offeror through a mutually agreeable investigative method	\$5,000 per incident

Offeror does not resolve a help desk request, network or application issue identified by the DDOE staff or Delaware schools or districts staff including, teachers or administrators within five (5) business days of report	Incidents confirmed by DDOE and Offeror through a mutually agreeable investigative method	\$5,000 per incident
During official testing window, testing or reporting system is down due to hardware problems, software problems or security related issues	DDOE confirms a reported incident that exceeds sixty (60) minutes based on available documentation	\$10,000 per day for the first five (5) days, \$25,000 per day beyond five (5) days

5. REQUIRED INFORMATION

The following information shall be provided in each proposal in the order listed below. Failure to respond to any request for information within this proposal may result in rejection of the proposal at the sole discretion of the State.

5.1 MINIMUM REQUIREMENTS

1. Delaware business license:
Provide evidence of a Delaware business license or evidence of an application to obtain the business license.
2. Professional liability insurance:
Provide evidence of professional liability insurance in the amount of \$1,000,000.00.
3. Offeror must have a minimum of five (5) years of experience in business providing services similar to those required under this RFP. In addition, Offeror must have at least two (2) years of experience, within the last five (5), in deploying summative assessments of similar magnitude, and formative or summative online assessments in a hosted environment.
4. The Offeror must provide a) current addresses, names, telephone numbers of contact persons, description of services provided and the duration of implementation from at least three firms or agencies for which work similar to that required by this RFP has been completed, and b) a complete list of all current users for whom similar services are being provided. Former and current clients may be contacted by the DDOE to ascertain the quality and integrity of the Offeror's prior performance; consequently, references should be as complete as possible.
5. The Offeror shall provide an organizational chart showing all key staff and offices assigned to work on the various aspects of the DCAS. Roles and responsibilities for all key staff shall be identified. The proposal must include the Offeror's full name and address and, if applicable, the branch office or regional office that will perform or assist in performing the work of the

contract. Complete resumes specifying relevant educational, professional, and managerial experiences for key professional and managerial employees who will assist in completing the tasks for this RFP must be attached to the proposal.

6. Offeror shall identify all prospective sub-contractors that the bidder expects to employ to do the work contemplated under this contract. DDOE reserves the right to approve sub-contractors to be used as part of this project.
7. The Offeror's proposal shall include information about the organization and its sales history. Specific details must include the above and:
 - Offeror Name;
 - Federal Employer Identification Number (EIN);
 - Type of Business Organization (e.g., a corporation or partnership);
 - Brief History of the Organization, including accreditation status if applicable, and summary of prior experience providing large-scale assessments;
 - Date of Creation (creation date of Offeror firm);
 - Principal Place of Business and Postal Address;
 - Office Responsible for this Work (postal address, if different from the principal place of business);
 - Authorized Agent (name, full title, position, and postal address of the person having legal authority to submit this proposal, make representation, and enter into legal agreements on behalf of the Offeror);
 - References: three current clients and a list of all current users, as described above;
 - Identification of sub-contractors or partners;
 - Information concerning the Offeror's computing capacity;
 - Financial balance sheets and income statements for the past three years certified to be true and correct; and documentation concerning the financial status and stability of the Offeror
 - A current copy of the organization's Business Continuity Plan, which must identify the timeframe for resuming operations
8. Proposals must conform to the requirements of Section 7.0 Format for Proposals. A proposal may be rejected if it is incomplete, not organized as specified, or conditional.
9. The Contractor for this project will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education and Welfare (45 CFR Part 80) issued pursuant to that Title, to the end that, in accordance with Title IV of that Act and the Regulation, no person in the United States shall, on the ground of race, creed, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any

program or activity for which the Contractor received financial assistance from the Department of Health, Education and Welfare.

10. The Contractor for this project will comply with Title IX of the Education Amendments of 1972 P.L. 92-318 and all pertinent regulations of the Department of Health, Education and Welfare issued pursuant to the Title, to the end that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be denied employment in, or be subjected to discrimination under any education program or activity receiving federal financial assistance or which is administered or authorized by the State Board of Education.

5.2 GENERAL EVALUATION REQUIREMENTS

1. Experience and Reputation: Qualification and expertise of Personnel assigned. Offeror is capable of and has a history of successfully completing projects of this type, and has a reputation for delivering high quality services based on references and public sources of information
2. Expertise:
 - a. Technical and Data Requirements: System will have robust internal integration with DDOE's systems and meets technical and data requirements in Scope of Work. Data will be maintained consistent with state and federal confidentiality requirements, archived appropriately, and protected with database controls and backups to ensure its validity.
 - b. Technical Quality of Assessments, Assessment Features and Development: A rigorous and comprehensive approach to ensuring the technical quality of assessments that will meet the purposes defined in the RFP, produce valid and reliable results, be cost efficient, address principles of universal design and be flexible in design sufficient to address current and future design needs. The proposal: (a) addresses the charge from the General Assembly to ensure that, to the extent possible, the assessments are developed in common or in collaboration with other states; (b) meets requirements for an adaptive test delivery and scale score accuracy as defined in the Scope of Work; (c) provides a comprehensive plan for test development, field testing and phasing for Part A of each EOC test, including practice tests; (d) provides a comprehensive approach to inclusion of a broad range of item types that address a broad degree of cognitive complexity; (e) provides an innovative approach to increasing the depth and breadth of an item bank while minimizing the costs of acquiring and determining the alignment of the items; (f) provides for an assessment system that includes accommodations including capacity to securely print reading passages, use tests presented in a language other than English, adjust the size of the items and graphics, use pre-recorded

wave files and convert item text to speech; (g) provides for a scale that has the ability to see student performance relative to students nationally; and (h) provides for adaptive delivery as described in Section 4.7.5.

- c. Training, Documentation, Scoring and Reporting: The Proposal provides for a comprehensive approach to training and documentation; score reports ensuring timely, useful reports; and includes a process for handling of paper and pencil tests which will meet needs for student accommodations and, if needed, general use.
- d. Project Management and Application System Design: Project management that will ensure a successful implementation of the project. Project plan that sufficiently addresses the scope of work and describes the system consistent with the intent of the DDOE. Systems of communication regarding the project plan, application specifications, design and acceptance testing, and implementation issues address the needs of DDOE and DDOE's stakeholders.
- e. Benchmark Growth Assessment System: Meets all requirements in the Scope of Work, including: is fully adaptive (across grade levels), provides immediate results, produces a highly accurate measure of student achievement and growth along a continuous vertical scale, and predicts performance on the summative assessment. Provides timely, useful reports for educators within one day of the completion of testing in sufficient detail to inform program decisions and classroom instruction and address RTI requirements. Reports allow students and their parents to see their growth across multiple years, and their rate of growth compared to peers within Delaware and nationally.
- f. Ease of Use/Demonstration: The demonstration shall include system requirements, security, set-up, user log-on, and test selection; presentation of various item types and handling of student responses, including marking and reviewing; production of student results; production of educator and system administrator reports; and ease of system use for teachers and test administrators.
- g. Timeline: Ability to deliver system as specified on desired timeline.
- h. Cost: Evaluation requirements include: cost, as compared to other proposals; ability to minimize cost over time, flexibility to make adjustments to meet future needs; and collaborative approaches to cost efficiencies.

3. Capacity to meet requirements of the Assessment System as set forth in Sections 3 and 4 of the RFP.

4 Other criteria necessary for a quality cost-effective project.

6. PROFESSIONAL SERVICES RFP ADMINISTRATIVE INFORMATION

6.1 RFP ISSUANCE

6.1.1 Obtaining Copies of the RFP

This RFP is available in electronic form [only] through the State of Delaware, Department of Education website at <http://www.doe.k12.de.us/rfplisting> or via the State of Delaware Procurement website at <http://bids.delaware.gov>. Paper copies of this RFP will not be available.

6.1.2 Public Notice

Public notice has been provided in accordance with 29 *Del. C.* § 6981.

6.1.3 Assistance to Offerors with a Disability

Offerors with a disability may receive accommodation regarding the means of communicating this RFP or participating in the procurement process. For more information, contact the Designated Contact no later than ten calendar days prior to the deadline for receipt of proposals.

6.1.4 RFP Designated Contact

All requests, questions, or other communications about this RFP shall be made in writing to the State of Delaware. Address all communications to the person listed below; communications made to other State of Delaware personnel or attempting to ask questions by phone or in person will not be allowed or recognized as valid and may disqualify the Offeror. Offerors should rely only on written statements issued by the RFP designated contact.

Dr. Wendy B. Pickett, Director
Assessment and Analysis
Delaware Department of Education
401 Federal Street, Suite 2
Dover, DE 19901-3639
Phone: (302) 735-4090
E-mail: wpickett@doe.k12.de.us

To ensure that written requests are received and answered in a timely manner, electronic mail (e-mail) correspondence is acceptable, but other forms of delivery, such as postal and courier services can also be used.

6.1.5 Consultants and Legal Counsel

The State of Delaware may retain consultants or legal counsel to assist in the review and evaluation of this RFP and the Offerors' responses. Bidders shall not contact consultant or legal counsel on any matter related to the RFP.

6.1.6 Contact with State Employees

Direct contact with State of Delaware employees other than the State of Delaware Designated Contact regarding this RFP is expressly prohibited without prior consent. Offerors directly contacting State of Delaware employees risk elimination of their proposal from further consideration. Exceptions exist only for organizations currently doing business in the State who require contact in the normal course of doing that business.

6.1.7 Organizations Ineligible to Bid

Any individual, business, organization, corporation, consortium, partnership, joint venture, or any other entity including subcontractors currently debarred or suspended is ineligible to bid. Any entity ineligible to conduct business in the State of Delaware for any reason is ineligible to respond to the RFP.

6.1.8 Exclusions

The RFP Review Committee reserves the right to refuse to consider any proposal from an Offeror who:

6.1.8.1 Has been convicted for commission of a criminal offense as an incident to obtaining or attempting to obtain a public or private contract or subcontract, or in the performance of the contract or subcontract;

6.1.8.2 Has been convicted under State or Federal statutes of embezzlement, theft, forgery, bribery, falsification or destruction of records, receiving stolen property, or other offense indicating a lack of business integrity or business honesty that currently and seriously affects responsibility as a State contractor;

6.1.8.3 Has been convicted or has had a civil judgment entered for a violation under State or Federal antitrust statutes;

6.1.8.4 Has violated contract provisions such as:

6.1.8.4.1 Knowing failure without good cause to perform in accordance with the specifications or within the time limit provided in the contract; or

6.1.8.4.2 Failure to perform or unsatisfactory performance in accordance with terms of one or more contracts;

6.1.8.5 Has violated ethical standards set out in law or regulation; and

6.1.8.6 Any other cause listed in regulations of the State of Delaware determined to be serious and compelling as to affect responsibility as a State contractor, including suspension or debarment by another governmental entity for a cause listed in the regulations.

6.2 RFP SUBMISSIONS

6.2.1 Acknowledgement of Understanding of Terms

By submitting a bid, each Offeror shall be deemed to acknowledge that it has carefully read all sections of this RFP, including all forms, schedules and exhibits hereto, and has fully informed itself as to all existing conditions and limitations. Upon receipt of Offeror proposals, each Offeror shall be presumed to be thoroughly familiar with all specifications and requirements of the RFP. The failure or omission to examine any form, instrument or document shall in no way relieve Offerors from any obligation in respect to this RFP.

6.2.2 Proposals

To be considered, all proposals must be submitted in writing and respond to the items outlined in this RFP. The State reserves the right to reject any non-responsive or non-conforming proposals. Each proposal must be submitted with 15 paper copies in a sealed envelope clearly marked with the name of the Offeror and labeled RFP DOE #2010-02. One of the copies shall be marked MASTER COPY and must contain original signatures in all locations requiring a Offeror's signature. The remaining 14 copies do not require original signatures. An electronic copy of the proposal on CD must also be submitted along with each paper copy.

All properly sealed and marked proposals are to be sent to the State of Delaware and received no later than **12:00 PM Eastern Daylight Time on October 21, 2009**. The Proposals may be delivered by Express Delivery (e.g., FedEx, UPS, etc.), US Mail, or by hand to:

Mr. Michael Jackson, Associate Secretary
Finance and Services
Delaware Department of Education
401 Federal Street, Suite 2
Room 255
Dover, DE 19901-3639

Any proposal submitted by US Mail shall be sent by either certified or registered mail. Proposals must be received at the above address no later than **12:00 PM Eastern Daylight Time on October 21, 2009**. Any proposal received after this date shall not be considered and shall be returned unopened. The proposing Offeror bears the risk of delays in delivery. The contents of any proposal shall not be disclosed as to be made available to competing entities during the negotiation process.

Upon receipt of Offeror proposals, each Offeror shall be presumed to be thoroughly familiar with all specifications and requirements of this RFP. The failure or omission to examine any form, instrument or document shall in no way relieve Offerors from any obligation in respect to this RFP. The State of Delaware reserves the right to reject any non-responsive or non-conforming proposals.

6.2.3 Proposal Modifications

Any changes, amendments or modifications to a proposal must be made in writing, submitted in the same manner as the original response and conspicuously labeled as a change, amendment or modification to a previously submitted proposal. Changes, amendments or modifications to proposals shall not be accepted or considered after the hour and date specified as the deadline for submission of proposals.

6.2.4 Proposal Costs and Expenses

The State of Delaware will not pay any costs incurred by any Offeror associated with any aspect of responding to this solicitation, including proposal preparation, printing or delivery, attendance at Offeror's conference, system demonstrations or negotiation process.

6.2.5 Late Proposals

Proposals received after the specified date and time will not be accepted or considered. To guard against premature opening, sealed proposals shall be submitted, plainly marked with the proposal title, Offeror name, and time and date of the proposal opening. Evaluation of the proposals is expected to begin shortly after the proposal due date. To document compliance with the deadline, the proposal will be date and time stamped upon receipt.

6.2.6 Proposal Opening

The State of Delaware will receive proposals until the date and time shown in this RFP. Proposals will be opened only in the presence of the State of Delaware personnel. Any unopened proposals will be returned to Offeror.

There will be no public opening of proposals but a public log will be kept of the names of all Offeror organizations that submitted proposals. The

contents of any proposal shall not be disclosed to competing Offerors prior to contract award.

6.2.7 Non-Conforming Proposals

Non-conforming proposals will not be considered. Non-conforming proposals are defined as those that do not meet the requirements of this RFP. The determination of whether an RFP requirement is substantive or a mere formality shall reside solely within the State of Delaware.

6.2.8 Concise Proposals

The State of Delaware discourages overly lengthy and costly proposals. It is the desire that proposals be prepared in a straightforward and concise manner. Unnecessarily elaborate brochures or other promotional materials beyond those sufficient to present a complete and effective proposal are not desired. The inclusion of substantive inaccurate information regarding the Offeror's prior experience, performance or capacities may result in rejection of the proposal, and the determination of such will lie with the Review Committee. The State reserves the right to use public information from a variety of sources as part of its evaluations of Offeror's proposal. If Offeror does not accept this provision DDOE reserves the right to reject the Offeror's proposal. The State of Delaware's interest is in the quality and responsiveness of the proposal and the ease with which members of the Review Committee can locate needed factual information within the proposal.

6.2.9 Realistic Proposals

It is the expectation of the State of Delaware that Offerors can fully satisfy the obligations of the proposal in the manner and timeframe defined within the proposal. Proposals must be realistic and must represent the best estimate of time, materials and other costs including the impact of inflation and any economic or other factors that are reasonably predictable. The State of Delaware shall bear no responsibility or increase obligation for an Offeror's failure to accurately estimate the costs or resources required to meet the obligations defined in the proposal.

6.2.10 Confidentiality of Documents

All documents submitted as part of the Offeror's proposal will be deemed confidential during the evaluation process. Offeror proposals will not be available for review by anyone other than the State of Delaware/Proposal Evaluation Team or its designated agents. There shall be no disclosure of any Offeror's information to a competing Offeror prior to award of the contract.

The State of Delaware is a public agency as defined by state law, and as such, it is subject to the Delaware Freedom of Information Act, 29 *Del. C.* Ch. 100. Under the law, all the State of Delaware's records are public

records (unless otherwise declared by law to be confidential) and are subject to inspection and copying by any person. Offeror(s) are advised that once a proposal is received by the State of Delaware and a decision on contract award is made, its contents will become public record and nothing contained in the proposal will be deemed to be confidential except proprietary information.

Offeror(s) shall not include any information in their proposal that is proprietary in nature or that they would not want to be released to the public. Proposals must contain sufficient information to be evaluated and a contract written without reference to any proprietary information. If a Offeror feels that they cannot submit their proposal without including proprietary information, they must adhere to the following procedure or their proposal may be deemed unresponsive and will not be recommended for selection. Offeror(s) must submit such information in a separate, sealed envelope labeled "Proprietary Information" with the RFP number. The envelope must contain a letter from the Offeror's legal counsel describing the documents in the envelope, representing in good faith that the information in each document is not "public record" as defined by 29 *Del. C. § 10002(d)*, and briefly stating the reasons that each document meets the said definitions.

Upon receipt of a proposal accompanied by such a separate, sealed envelope, the State of Delaware will open the envelope to determine whether the procedure described above has been followed.

6.2.11 Multi-Offeror Solutions (Joint Ventures)

Multi-Offeror solutions (joint ventures) will be allowed only if one of the venture partners is designated as the "**prime contractor**". The "**prime contractor**" must be the joint venture's contact point for the State of Delaware and be responsible for the joint venture's performance under the contract, including all project management, legal and financial responsibility for the implementation of all Offeror's systems. If a joint venture is proposed, a copy of the joint venture agreement clearly describing the responsibilities of the partners must be submitted with the proposal. Services specified in the proposal shall not be subcontracted without prior written approval by the State of Delaware, and approval of a request to subcontract shall not in any way relieve Offeror of responsibility for the professional and technical accuracy and adequacy of the work. Further, Offeror shall be and remain liable for all damages to the State of Delaware caused by negligent performance or non-performance of work by its subcontractor or its sub-subcontractor.

Multi-Offeror proposals must be a consolidated response with all cost included in the cost summary. A contact person shall be designated for purposes of receiving all notices under the contract. All joint venture

partners will be required to sign the contract awarded. Where necessary, RFP response pages are to be duplicated for each Offeror.

6.2.11.1 Primary Offeror

The State of Delaware expects to negotiate and contract with only one “prime Offeror”. The State of Delaware will not accept any proposals that reflect an equal teaming arrangement or from Offerors who are co-bidding on this RFP. The prime Offeror will be responsible for the management of all subcontractors.

Any contract that may result from this RFP shall specify that the prime Offeror is solely responsible for fulfillment of any contract with the State as a result of this procurement. The State will make contract payments only to the awarded Offeror. Payments to any-subcontractors are the sole responsibility of the prime Offeror (awarded Offeror).

6.2.11.2 Sub-Contracting

The Offeror selected shall be solely responsible for contractual performance and management of all subcontract relationships. This contract allows subcontracting assignments; however, Offerors assume all responsibility for work quality, delivery, installation, maintenance, and any supporting services required by a subcontractor.

Use of subcontractors must be clearly explained in the proposal, and major subcontractors must be identified by name. **The prime Offeror shall be wholly responsible for the entire contract performance whether or not subcontractors are used.** Any sub-contractors must be approved by State of Delaware.

6.2.11.3 Multiple Proposals

A primary Offeror may not participate in more than one proposal in any form. Sub-contracting Offerors may participate in multiple joint venture proposals.

6.2.12. Sub-Contracting

The Offeror selected shall be solely responsible for contractual performance and management of all subcontract relationships. This contract allows subcontracting assignments; however, Offerors assume all responsibility for work quality, delivery, installation, maintenance, and any supporting services required by a subcontractor.

Use of subcontractors must be clearly explained in the proposal, and subcontractors must be identified by name. Any sub-contractors must be approved by State of Delaware.

6.2.13. Discrepancies and Omissions

Offeror is fully responsible for the completeness and accuracy of their proposal, and for examining this RFP and all addenda. Failure to do so will be at the sole risk of Offeror. Should Offeror find discrepancies, omissions, unclear or ambiguous intent or meaning, or should any questions arise concerning this RFP, Offeror shall notify the State of Delaware's Designated Contact, in writing, of such findings at least ten (10) calendar days before the proposal opening. This will allow issuance of any necessary addenda. It will also help prevent the opening of a defective proposal and exposure of Offeror's proposal upon which award could not be made. All unresolved issues should be addressed in the proposal.

Protests based on any omission or error, or on the content of the solicitation, will be disallowed if these faults have not been brought to the attention of the Designated Contact, in writing, no later than ten (10) calendar days prior to the time set for opening of the proposals.

6.2.13.1. RFP Question and Answer Process

The State of Delaware will allow written requests for clarification of the RFP. All questions will be consolidated into a single set of responses and posted on the DDOE's website within 3 business days of receipt of each question.

Questions should be submitted electronically on DDOE's website in the following format. Deviations from this format will not be accepted.

Section number
Paragraph number
Page number
Text of passage being questioned
Question

6.2.14. State's Right to Reject Proposals

The State of Delaware reserves the right to accept or reject any or all proposals or any part of any proposal, to waive defects, technicalities or any specifications (whether they be in the State of Delaware's specifications or Offeror's response), to sit and act as sole judge of the merit and qualifications of each product offered, or to solicit new proposals on the same project or on a modified project which may include

portions of the originally proposed project as the State of Delaware may deem necessary in the best interest of the State of Delaware.

6.2.15. State's Right to Cancel Solicitation

The State of Delaware reserves the right to cancel this solicitation at any time during the procurement process, for any reason or for no reason. The State of Delaware makes no commitments expressed or implied, that this process will result in a business transaction with any Offeror.

This RFP does not constitute an offer by the State of Delaware. Offeror's participation in this process may result in the State of Delaware selecting your organization to engage in further discussions and negotiations toward execution of a contract. The commencement of such negotiations does not, however, signify a commitment by the State of Delaware to execute a contract nor to continue negotiations. The State of Delaware may terminate negotiations at any time and for any reason, or for no reason.

6.2.16 Notification of Withdrawal of Proposal

Offeror may modify or withdraw its proposal by written request, provided that both proposal and request is received by the State of Delaware prior to the proposal due date. Proposals may be re-submitted in accordance with the proposal due date in order to be considered further.

Proposals become the property of the State of Delaware at the proposal submission deadline. All proposals received are considered firm offers at that time.

6.2.17 Revisions to the RFP

If it becomes necessary to revise any part of the RFP, an addendum will be posted on the State of Delaware's website at <http://www.doe.k12.de.us/rfplisting>. The Department of Education is not bound by any statement related to this RFP made by any Department of Education employee, contractor or its agents.

6.2.18 Exceptions to the RFP

Any exceptions to the RFP, or the Department of Education's terms and conditions, must be highlighted and included in writing in the proposal. Acceptance of exceptions is within the sole discretion of the Review Committee described in Section 6.3.1 of this RFP.

6.2.19 Award of Contract

The final award of a contract is subject to approval by the State of Delaware. The State of Delaware has the sole right to select the successful Offeror for award, to reject any proposal as unsatisfactory or non-responsive, to award a contract to other than the lowest priced proposal, to

award multiple contracts, or not to award a contract, as a result of this RFP.

Notice in writing to an Offeror of the acceptance of its proposal by the State of Delaware and the subsequent full execution of a written contract will constitute a contract, and no Offeror will acquire any legal or equitable rights or privileges until the occurrence of both such events.

6.2.19.1 RFP Award Notifications

After the Review Committee makes a recommendation, and once the contract terms and conditions have been finalized, the State of Delaware will award the contract.

The contract shall be awarded to the Offeror whose proposal is most advantageous, taking into consideration the evaluation factors set forth in the RFP.

It should be explicitly noted that the State of Delaware is not obligated to award the contract to the Offeror who submits the lowest bid or the Offeror who receives the highest total point score, rather the contract will be awarded to the Offeror whose proposal is the most advantageous to the State of Delaware. The award is subject to the appropriate State of Delaware approvals.

After a final selection is made, the winning Offeror will be invited to negotiate a contract with the State of Delaware; remaining Offerors will be notified in writing of their selection status.

6.3 RFP EVALUATION PROCESS

An evaluation team composed of representatives of the State of Delaware will evaluate proposals on a variety of quantitative criteria. (See Appendix I) Neither the lowest price nor highest scoring proposal will necessarily be selected.

The State of Delaware reserves full discretion to determine the competence and responsibility, professional and/or financial status, of Offerors. Offerors are to provide in a timely manner any and all information that the State of Delaware may deem necessary to make a decision.

6.3.1 Review Committee

Proposals will be evaluated by the RFP DOE # 2010-02 Review Committee (the Committee). The Committee shall determine which Offerors meet the minimum requirements pursuant to selection criteria of the RFP and procedures established in 29 *Del. C.* §§ 6981 and 6982. The Committee shall make a recommendation regarding the award to the Secretary of Education, who shall have final authority, subject to the

provisions of this RFP and 29 *Del. C.* § 6982, to award a contract to the successful Offeror in the best interests of the State of Delaware. The Review Committee may reject any and/or all proposals if they are considered to be non-advantageous to the State.

The RFP DOE # 2010-02 Review Committee will consist of seven (7) members as follows:

- Two (2) members from the Department of Education appointed by the Secretary of Education;
- One (1) member appointed by the Delaware Association of School Administrators (DASA);
- One (1) member appointed by the Delaware State Education Association (DSEA);
- One (1) member appointed by the Secretary of Technology and Information;
- One (1) District Test Coordinator appointed by their membership;
- One (1) Superintendent.

The RFP DOE # 2010-02 Review Committee will be assisted by advisory groups in the following areas:

- assessment system and technical quality,
- technology,
- accommodations,
- teacher focus group and
- budget/finance.

6.3.2 Proposal Selection Criteria

Each member of the Review Committee shall assign up to the maximum number of points for each Evaluation Item to each of the proposing Offeror's proposals. All assignments of points shall be at the sole discretion of the individual members of the Review Committee. Guidelines for Proposal Scoring can be found at Appendix 1.

The proposals shall contain the essential information on which the award decision shall be made. The information required to be submitted in response to this RFP has been determined by the State of Delaware to be essential for use by the Committee in the bid evaluation and award process. Therefore, all instructions contained in this RFP should be met in order to qualify as a responsive and responsible contractor and participate in the Review Committee's consideration for award. Proposals which do not meet or comply with the instructions of this RFP may be considered non-conforming and deemed non-responsive and subject to disqualification at the sole discretion of the Committee.

The Committee reserves the right to:

- Select for contract or for negotiations a proposal other than that with lowest costs.
- Reject any and all proposals or portions of proposals received in response to this RFP or to make no award.
- Waive or modify any information, irregularity, or inconsistency in proposals received.
- Request modification to proposals from any or all Offerors during the contract review and negotiation.
- Negotiate any aspect of the proposal with any Offeror and negotiate with more than one Offeror at the same time.

6.3.2.1 Criteria and Scoring

All proposals shall first be reviewed by the Review Committee with input from their advisory groups for compliance with Technical and Data requirements, as defined in the Scope of Work of this RFP.

Demonstrations will be required of all Offerors whose proposals are considered responsive to the RFP. **Demonstrations have been tentatively scheduled for November 2, 2009 and November 3, 2009 (if necessary).** The demonstrations by the Offerors will be evaluated by the Review Committee with input from their advisory groups, including but not limited to teacher focus groups. At a minimum, demonstrations should include setup, logon by students and educators, selection of tests, presentation of items, student response, and production of student results. During the demonstration evaluations, the Review Committee will put particular emphasis in the evaluation on successful, effective applications for item management, test design, test administration, student log in and test taking. Consideration will also be given for such attributes as ease of use and appeal of graphics and design. Review Committee members and Advisory Committee members may ask questions for clarification of the system or the proposal during the demonstration sessions.

A cost analysis will be done for all proposals considered responsive to the RFP. The cost analysis will be conducted by the Review Committee with input from their advisory groups. Consideration will be given to areas such as the overall cost, the ability to minimize costs over time, the flexibility to make adjustments to meet future needs, and collaborative approaches to cost efficiencies.

At the conclusion of the above, each member of the Review Committee shall score each written proposal considered to be

responsive to the RFP. The scoring shall be done based on the guidelines for Proposal Scoring included in Appendix I of this RFP. In addition, because it is such a high priority for the State to meet federal requirements for testing under NCLB, an additional score will be given for the Offeror's ability to deliver the system as specified within the desired timeline. Proposals will be awarded a maximum of 1000 points as follows:

Response to the Scope of Work	550 Points
Ease of Use, Demonstration	100 Points
Ability to meet desired timelines	100 Points
Cost:	250 Points
Total:	1000 Points

The results of the proposal evaluations by the Review Committee, along with a recommendation from the Review Committee will be provided to the Secretary of Education for any further negotiation leading to final selection and award.

6.3.3 Proposal Clarification

The Committee may contact any Offeror in order to clarify uncertainties or eliminate confusion concerning the contents of a proposal. Proposals may not be modified as a result of any such clarification request.

6.3.4 References

The Committee may contact any customer of the Offeror, whether or not included in the Offeror's reference list, and use such information in the evaluation process. Additionally, the State of Delaware may choose to visit existing installations of comparable systems, which may or may not include Offeror personnel. If the Offeror is involved in such site visits, the State of Delaware will pay travel costs only for State of Delaware personnel for these visits.

6.3.5 Demonstrations

The Offeror representative(s) attending the demonstration shall be technically qualified to respond to questions related to the proposed system. All Offeror costs associated with participation in the demonstrations conducted for the DDOE are the Offeror's responsibility.

6.4. CONTRACT TERMS AND CONDITIONS

6.4.1. General Information

6.4.1.1 The initial term of the resulting contract will be from the contract's effective date, on or about November 25, 2009, through June 30, 2014. The DDOE reserves the right to extend any contract awarded as a result

of this FRP for as many as five additional contracts one-year incremental extensions if it is deemed to be in the best interest of the State of Delaware.

- 6.4.1.2** The selected Offeror will be required to enter into a written agreement with the State of Delaware. The State of Delaware reserves the right to incorporate standard State contractual provisions into any contract negotiated as a result of a proposal submitted in response to this RFP. Any proposed modifications to the terms and conditions of the standard contract are subject to review and approval by the State of Delaware. Offerors will be required to sign the contract for all services, and may be required to sign additional agreements.
- 6.4.1.3** The selected Offeror or Offerors will be expected to enter negotiations with the State of Delaware, which will result in a formal contract between parties. Procurement will be in accordance with subsequent contracted agreement. This RFP and the selected Offeror's response to this RFP will be incorporated as part of any formal contract.
- 6.4.1.4** The State of Delaware's standard contract will most likely be supplemented with the Offeror's software license, support/maintenance, source code escrow agreements, and any other applicable agreements. The terms and conditions of these agreements will be negotiated with the finalist during actual contract negotiations.
- 6.4.1.5** The successful Offeror shall promptly execute a contract incorporating the terms of this RFP within twenty (20) days after award of the contract. No Offeror is to begin any service prior to receipt a State of Delaware purchase order signed by two authorized representatives of the agency requesting service, properly processed through the State of Delaware Accounting Office and the Department of Finance. The purchase order shall serve as the authorization to proceed in accordance with the bid specifications and the special instructions, once it is received by the successful Offeror.
- 6.4.1.5** The Offeror to whom the award is made fails to enter into the agreement as herein provided, the award will be annulled, and an award may be made to another Offeror. Such Offeror shall fulfill every stipulation embraced herein as if they were the party to whom the first award was made.

6.4.2 Prices

Prices will remain firm for the term of the contract.

6.4.3 Funding Out

Any contractual agreement is contingent upon funding. Failure to obtain funding, continued funding or approval to encumber funds shall cause the agreement to be null and void without penalty, with payment due and required for actual services rendered up to the date of cancellation of the agreement.

6.4.4 Performance Bond Requirement

The successful Offeror will be required to furnish a 100% Annual Performance Bond to the State of Delaware for the benefit of the DDOE with surety in the amount of 100% of the annual award inclusive of the software application license. Said bonds shall be conditioned upon the faithful performance of the contract. This guarantee shall be submitted in the form of good and sufficient bond drawn upon insurance or bonding company authorized to do business in the State of Delaware. The bond shall be in the form of the Performance Bond approved by the Office of Management and Budget. (Appendix III). In the alternative, the successful Offeror may provide alternate security in the form of an irrevocable letter of credit in the amount of 100% of the full five-year contract award.

6.4.5 Exceptions

Offerors may elect to take minor exception to the terms and conditions of this request for RFP. The DDOE shall evaluate each exception according to the intent of the terms and conditions contained herein, but the DDOE must reject exceptions that do not conform to State proposal law and/or create inequality in the treatment of Offerors. Exceptions shall be considered only if they are submitted with the proposal or before the date and time of the sealed proposal opening.

6.4.6 Payment Schedule

The State of Delaware will require a payment schedule based on defined and measurable milestones. Payments for services will not be made in advance of work performed. The State of Delaware may require holdback of contract monies until acceptable performance is demonstrated (as much as 25%). A final payment schedule will be agreed to with the successful Offeror at the time of final contract negotiations.

6.4.7 Additional Meetings Between Offeror and DDOE

The DDOE reserves the right to require the Offeror's project manager and/or other key staff to travel to Dover, Delaware at the Offeror's expense for as many as six (6) one-day planning and/or status reporting meetings per contract year. DDOE may also choose to hold these meetings at the Offeror's site with travel by key DDOE staff. These meetings will be in addition to the meetings indicated in Section 4 of the RFP.

6.4.8 Requests for Ad-Hoc Analysis

The Offeror shall propose a daily rate for data analysis not otherwise required under the terms of this agreement.

6.4.9 Confidentiality and Ownership

All data, student information, school information, data from field tests, and assessment instrument series shall be strictly confidential and shall be the property of the DDOE. Assessment tasks/items developed by or for the DDOE shall also be strictly confidential and considered the property of DDOE unless otherwise agreed to in a written agreement. The Offeror will maintain ownership of the items that been previously developed by and are copyright of the Offeror.

The Offeror may not communicate or transfer said data, student information, school information, assessment materials, data from field tests, and assessment instrument series, in whole or in part, to any third party without the express written consent of the DDOE or its designee. In the event said written consent shall be granted by the DDOE or a designee, the Offeror shall comply with all requirements of law respecting confidentiality of student records. Appendix VIII provides the Delaware policy regarding contracts and/or agreements for the analysis of personally identifiable data.

6.4.10 Collusion or Fraud

Any evidence of agreement or collusion among Offeror(s) and prospective Offeror(s) acting to illegally restrain freedom from competition by agreement to offer a fixed price, or otherwise, will render the offers of such Offeror(s) void.

By responding, the Offeror shall be deemed to have represented and warranted that its proposal is not made in connection with any competing Offeror submitting a separate response to this RFP, and is in all respects fair and without collusion or fraud; that the Offeror did not participate in the RFP development process and had no knowledge of the specific contents of the RFP prior to its issuance; and that no employee or official of the State of Delaware participated directly or indirectly in the Offeror's proposal preparation.

Advance knowledge of information which gives any particular Offeror advantages over any other interested Offeror(s), in advance of the opening of proposals, whether in response to advertising or an employee or representative thereof, will potentially void that particular proposal.

6.4.11 Lobbying and Gratuities

Lobbying or providing gratuities shall be strictly prohibited. Offerors found to be lobbying, providing gratuities to, or in any way attempting to influence a State of Delaware employee or agent of the State of Delaware concerning this RFP or the award of a contract resulting from this RFP shall have their proposal immediately rejected and shall be barred from further participation in this RFP.

The selected Offeror will warrant that no person or selling agency has been employed or retained to solicit or secure a contract resulting from this RFP upon agreement or understanding for a commission, or a percentage, brokerage or

contingent fee. For breach or violation of this warranty, the State of Delaware shall have the right to annul any contract resulting from this RFP without liability or at its discretion deduct from the contract price or otherwise recover the full amount of such commission, percentage, brokerage or contingent fee.

All contact with State of Delaware employees, contractors or agents of the State of Delaware concerning this RFP shall be conducted in strict accordance with the manner, forum and conditions set forth in this RFP.

6.4.12 Solicitation of State Employees

Until contract award, Offerors shall not, directly or indirectly, solicit any employee of the State of Delaware to leave the State of Delaware's employ in order to accept employment with the Offeror, its affiliates, actual or prospective contractors, or any person acting in concert with Offeror, without prior written approval of the State of Delaware's contracting officer. Solicitation of State of Delaware employees by an Offeror may result in rejection of the Offeror's proposal.

This paragraph does not prevent the employment by an Offeror of a State of Delaware employee who has initiated contact with the Offeror. However, State of Delaware employees may be legally prohibited from accepting employment with the contractor or subcontractor under certain circumstances. Offerors may not knowingly employ a person who cannot legally accept employment under state or federal law. If an Offeror discovers that they have done so, they must terminate that employment immediately.

6.4.13 General Contract Terms

6.4.13.1 Independent Contractors

The parties to the contract shall be independent contractors to one another, and nothing herein shall be deemed to cause this agreement to create an agency, partnership, joint venture or employment relationship between parties. Each party shall be responsible for compliance with all applicable workers compensation, unemployment, disability insurance, social security withholding and all other similar matters. Neither party shall be liable for any debts, accounts, obligations or other liability whatsoever of the other party, or any other obligation of the other party to pay on the behalf of its employees or to withhold from any compensation paid to such employees any social benefits, workers compensation insurance premiums or any income or other similar taxes.

It may be at the State of Delaware's discretion as to the location of work for the contractual support personnel during the project period. The State of Delaware shall provide working space and sufficient supplies and material to augment the Successful Offeror's services.

6.4.13.2 Non-Appropriation

In the event the General Assembly or the Federal government fails to appropriate the specific funds necessary to enter into or continue the contractual agreement, in whole or part, the agreement shall be terminated as to any obligation of the State requiring the expenditure of money for which no specific appropriation is available at the end of the last fiscal year for which no appropriation is available or upon the exhaustion of funds.

6.4.13.3 Licenses and Permits

In performance of the contract, the Offeror will be required to comply with all applicable federal, state and local laws, ordinances, codes, and regulations. The cost of permits and other relevant costs required in the performance of the contract shall be borne by the successful Offeror. The Offeror shall be properly licensed and authorized to transact business in the State of Delaware as provided in 30 *Del. C.* § 2502.

Prior to receiving an award, the successful Offeror shall either furnish the State of Delaware with proof of State of Delaware Business Licensure or initiate the process of application where required. An application may be requested in writing to: Division of Revenue, Carvel State Building, P.O. Box 8750, 820 N. French Street, Wilmington, DE 19899 or by telephone to one of the following numbers: (302) 577-8200—Public Service, (302) 577-8205—Licensing Department.

Information regarding the award of the contract will be given to the Division of Revenue. Failure to comply with the State of Delaware licensing requirements may subject Offeror to applicable fines and/or interest penalties.

6.4.13.4 Notice

Any notice to the State of Delaware required under the contract shall be sent by registered mail to:

Dr. Wendy B. Pickett, Director
Assessment and Analysis
Delaware Department of Education
401 Federal Street, Suite 2
Dover, DE 19901-3639
Phone: (302) 735-4090
E-mail: wpickett@doe.k12.de.us

6.4.13.5 Indemnification

6.4.13.5.1 General Indemnification

By submitting a proposal, the proposing Offeror agrees that in the event it is awarded a contract, it will indemnify and otherwise hold harmless the State of Delaware, its agents and employees from any and all liability, suits, actions, or claims, together with all costs, expenses for attorney's fees, arising out of the Offeror's its agents and employees' performance work or services in connection with the contract, regardless of whether such suits, actions, claims or liabilities are based upon acts or failures to act attributable, ole or part, to the State, its employees or agents.

6.4.13.5.2 Proprietary Rights Indemnification

Offeror shall warrant that all elements of its solution, including all equipment, software, documentation, services and deliverables, do not and will not infringe upon or violate any patent, copyright, trade secret or other proprietary rights of any third party. In the event of any claim, suit or action by any third party against the State of Delaware, the State of Delaware shall promptly notify the Offeror in writing and Offeror shall defend such claim, suit or action at Offeror's expense, and Offeror shall indemnify the State of Delaware against any loss, cost, damage, expense or liability arising out of such claim, suit or action (including, without limitation, litigation costs, lost employee time, and counsel fees) whether or not such claim, suit or action is successful.

If any equipment, software, services (including methods) products or other intellectual property used or furnished by the Offeror (collectively ""Products") is or in Offeror's reasonable judgment is likely to be, held to constitute an infringing product, Offeror shall at its expense and option either:

- (a) Procure the right for the State of Delaware to continue using the Product(s);
- (b) Replace the product with a non-infringing equivalent that satisfies all the requirements of the contract; or
- (c) Modify the Product(s) to make it or them non-infringing, provided that the modification does not materially alter the functionality or efficacy of the product or cause the Product(s) or any part of the work to fail to conform to the requirements of the Contract, or only alters the Product(s) to a degree that the State of Delaware agrees to and accepts in writing.

6.4.13.6 Insurance

6.4.13.6.1 Offeror recognizes that it is operating as an independent contractor and that it is liable for any and all losses, penalties, damages, expenses, attorney's fees, judgments, and/or settlements incurred by reason of injury to or death of any and all persons, or injury to any and all property, of any nature, arising out of the Offeror's negligent performance under this contract, and particularly without limiting the foregoing, caused by, resulting from, or arising out of any act of omission on the part of the Offeror in their negligent performance under this contract.

6.4.13.6.2 The Offeror shall maintain such insurance as will protect against claims under Worker's Compensation Act and from any other claims for damages for personal injury, including death, which may arise from operations under this contract. The Offeror is an independent contractor and is not an employee of the State of Delaware.

6.4.13.6.3 During the term of this contract, the Offeror shall, at its own expense, carry insurance minimum limits as follows:

a.	Comprehensive General Liability	\$1,000,000
b.	Professional Liability/Miscellaneous Error & Omissions/Product Liability	\$1,000,000/\$3,000,000

If the contractual service requires the transportation of departmental clients or staff, the Offeror shall, in addition to the above coverage's, secure at its own expense the following coverage:

a.	Automotive Liability (Bodily Injury)	\$100,000/\$300,000
b.	Automotive Property Damage (to others)	\$ 25,000

6.4.13.6.4 The Offeror shall provide a certificate of insurance as proof that the Offeror has the required insurance.

6.4.13.7 Performance Requirements

The selected Offeror will warrant that it possesses, or has arranged through subcontractors, all capital and other equipment, labor, materials, and licenses necessary to carry out and complete the work hereunder in compliance with any and all Federal and State laws, and County and local ordinances, regulations and codes.

6.4.13.8 Warranty

The Offeror will provide a warranty that the deliverables provided pursuant to the contract will function as designed for a period of no less than one (1) year from the date of system acceptance. The warranty shall require the Offeror correct, at its own expense, the setup, configuration, customizations or modifications so that it functions according to the State's requirements.

6.4.13.9 Penalties

The State of Delaware may include in the final contract penalty provisions for non-performance, such as liquidated damages.

6.4.13.10 Termination for Cause

If for any reasons, or through any cause, the Offeror fails to fulfil in timely and proper manner his obligations under the contract, or if the Offeror violates any of the covenants, agreements or stipulations of the contract, the State of Delaware shall thereupon have the right to terminate the contract by giving written notice to the Offeror of such termination and specifying the effective date thereof, at least twenty (20) days before the effective date of such termination. In that event, all finished or unfinished documents, data, studies, surveys, drawings, maps, models, photographs and reports or other material prepared by the Offeror under the contract shall, at the option of the State of Delaware, become its property, and the Offeror shall be entitled to receive just and equitable compensation for any satisfactory work completed on such documents and other materials which is useable to the State of Delaware.

6.4.13.11 Termination for Convenience

The State of Delaware may terminate the contract at any time by giving written notice of such termination and specifying the effective date thereof, at least twenty (20) days before the effective date of such termination. In that event, all finished or unfinished documents, data, studies, surveys, drawings, maps, models, photographs and reports or other material prepared by the Offeror under the contract shall, at the option of the State of Delaware, become its property, and the Offeror shall be entitled to compensation for any satisfactory work completed on such documents and other materials which is useable to the State of Delaware. If the contract is terminated by the State of Delaware as so

provided, the Offeror will be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the Offeror as covered by the contract, less payments of compensation previously made. Provided however, that if less than 60 percent of the services covered by the contract have been performed upon the effective date of termination, the Offeror shall be reimbursed (in addition to the above payment) for that portion of actual out of pocket expenses (not otherwise reimbursed under the contract) incurred by the Offeror during the contract period which are directly attributable to the uncompleted portion of the services covered by the contract.

6.4.13.12 Termination by Non-Performance

The State may terminate any contract resulting from this RFP immediately at any time the successful Offeror fails to carry out its responsibilities or to make substantial progress under the terms of the Contract. The State shall provide the Offeror with advance notice of performance issues which are endangering the Contract's continuation. If, after such notice, the Offeror fails to remedy the conditions contained in this notice, within the time period contained in the notice, the State shall issue the Offeror an order to cease and desist any and all work immediately. The State shall be obligated only for services rendered and accepted prior to the date of the notice of termination.

6.4.13.13 Termination by Mutual Agreement

The Contract may also be terminated upon the mutual agreement of the State and the Offeror with thirty (30) days prior notice. If the contract is terminated by mutual agreement, the Offeror will be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the Offeror as covered by the contract, less payments of compensation previously made. Provided however, that if less than 60 percent of the services covered by the contract have been performed upon the effective date of termination, the Offeror shall be reimbursed (in addition to the above payment) for that portion of actual out of pocket expenses (not otherwise reimbursed under the contract) incurred by the Offeror during the contract period which are directly attributable to the uncompleted portion of the services covered by the contract.

6.4.13.14 Non-Discrimination

In performing the services subject to this RFP the Offeror will agree that it will not discriminate against any employee or applicant for employment because of race, creed, color, sex or national origin. The successful Offeror shall comply with all federal and state laws, regulations and policies pertaining to the prevention of discriminatory employment practice. Failure to perform under this provision constitutes a material breach of contract.

6.4.13.15 Covenant against Contingent Fees

The successful Offeror will warrant that no person or selling agency has been employed or retained to solicit or secure this contract upon an agreement of understanding for a commission or percentage, brokerage or contingent fee excepting bona-fide employees, bona-fide established commercial or selling agencies maintained by the Offeror for the purpose of securing business. For breach or violation of this warranty the State of Delaware shall have the right to annul the contract without liability or at its discretion to deduct from the contract price or otherwise recover the full amount of such commission, percentage, brokerage or contingent fee.

6.4.13.16 Offeror Activity

No activity is to be executed in an off shore facility, either by a subcontracted firm or a foreign office or division of the Offeror. The Offeror must attest to the fact that no activity will take place outside of the United States in its transmittal letter. Failure to adhere to this requirement is cause for elimination from future consideration.

6.4.13.17 Work Product

All materials and products developed under the executed contract by the Offeror are the sole and exclusive property of the State. The Offeror will seek written permission to use any product created under the contract.

6.4.13.18 Contract Documents

The RFP, the purchase order, the executed contract and any supplemental documents between the State of Delaware and the successful Offeror shall constitute the contract between the State of Delaware and the Offeror. In the event there is any discrepancy between any of these contract documents, the following order of documents governs so that the former prevails over the latter: contract, State of Delaware's RFP, Offeror's response to the RFP and purchase order. No other documents shall be considered. These documents will constitute the entire agreement between the State of Delaware and the Offeror.

6.4.13.19 Applicable Law

The laws of the State of Delaware shall apply, except where Federal Law has precedence. The successful Offeror consents to jurisdiction and venue in the State of Delaware.

In submitting a proposal, Offerors certify that they comply with all federal, state and local laws applicable to its activities and obligations including:

- (1) the laws of the State of Delaware;
- (2) the applicable portion of the Federal Civil Rights Act of 1964;

- (3) the Equal Employment Opportunity Act and the regulations issued there under by the federal government;
- (4) a condition that the proposal submitted was independently arrived at, without collusion, under penalty of perjury; and
- (5) that programs, services, and activities provided to the general public under resulting contract conform with the Americans with Disabilities Act of 1990, and the regulations issued there under by the federal government.

If any Offeror fails to comply with (1) through (5) of this paragraph, the State of Delaware reserves the right to disregard the proposal, terminate the contract, or consider the Offeror in default.

The selected Offeror shall keep itself fully informed of and shall observe and comply with all applicable existing Federal and State laws, and County and local ordinances, regulations and codes, and those laws, ordinances, regulations, and codes adopted during its performance of the work.

6.4.13.20 Scope of Agreement

If the scope of any provision of the contract is determined to be too broad in any respect whatsoever to permit enforcement to its full extent, then such provision shall be enforced to the maximum extent permitted by law, and the parties hereto consent and agree that such scope may be judicially modified accordingly and that the whole of such provisions of the contract shall not thereby fail, but the scope of such provisions shall be curtailed only to the extent necessary to conform to the law.

6.4.13.21 Other General Conditions

- (1) **Current Version** – “Packaged” application and system software shall be the most current version generally available as of the date of the physical installation of the software.
- (2) **Current Manufacture** – Equipment specified and/or furnished under this specification shall be standard products of manufacturers regularly engaged in the production of such equipment and shall be the manufacturer’s latest design. All material and equipment offered shall be new and unused.
- (3) **Volumes and Quantities** – Activity volume estimates and other quantities have been reviewed for accuracy; however, they may be subject to change prior or subsequent to award of the contract.
- (4) **Prior Use** – The State of Delaware reserves the right to use equipment and material furnished under this proposal prior to final acceptance. Such use shall not constitute acceptance of the work or any part thereof by the State of Delaware.
- (5) **Status Reporting** – The selected Offeror will be required to lead and/or participate in status meetings and submit status reports

covering such items as progress of work being performed, milestones attained, resources expended, problems encountered and corrective action taken, until final system acceptance.

- (6) **Regulations** – All equipment, software and services must meet all applicable local, State and Federal regulations in effect on the date of the contract.
- (7) **Changes** – No alterations in any terms, conditions, delivery, price, quality, or specifications of items ordered will be effective without the written consent of the State of Delaware.
- (8) **Additional Terms and Conditions** – The State of Delaware reserves the right to add terms and conditions during the contract negotiations.

6.4.14 RFP Miscellaneous Information

6.4.14.1 No Press Releases or Public Disclosure

Offerors may not release any information about this RFP. The State of Delaware reserves the right to pre-approve any news or advertising releases concerning this RFP, the resulting contract, the work performed, or any reference to the State of Delaware with regard to any project or contract performance. Any such news or advertising releases pertaining to this RFP or resulting contract shall require the prior express written permission of the State of Delaware.

6.4.14.2 Definitions of Requirements

To prevent any confusion about identifying requirements in this RFP, the following definition is offered: The words *shall*, *will* and/or *must* are used to designate a mandatory requirement. Offerors must respond to all mandatory requirements presented in the RFP. Failure to respond to a mandatory requirement may cause the disqualification of your proposal.

7. FORMAT FOR PROPOSALS

Each proposal must address every topic listed below, **in the order shown**, using the format prescribed for each topic. The proposal must be organized as outlined, using the categories listed below. A proposal may be rejected if it is incomplete, not organized as specified, or conditional. Further, all of Section 4 must be addressed in the Offeror's proposal.

7.1 TABLE OF CONTENTS

Each proposal must include a Table of Contents with the following sections, and be fully paginated with tabs corresponding to each section.

- Transmittal letter
- Executive Summary
- Background of the Company
- Response to Scope of Work
- Additional Information Necessary for Evaluation
- Cost Proposal
- Multi-Offeree Solutions (if utilized)
- Attachments
- Non-Collusion Statement

7.2 TRANSMITTAL LETTER

Each proposal must be accompanied by a transmittal letter which briefly summarizes the Offeror's ability to provide the required services. The transmittal letter must also clearly state and justify any exceptions to the requirements of the RFP which the Offeror may have taken in presenting the proposal. Furthermore, the transmittal letter must attest to the fact that no activity related to this proposal will take place outside of the United States. The State of Delaware reserves the right to deny any and all exceptions taken to the RFP requirements.

The transmittal letter must be signed by a representative who has the legal capacity to enter the organization into a formal contract with the State of Delaware, Department of Education.

7.3 EXECUTIVE SUMMARY

This summary shall consist of a brief synopsis of the proposed system, a summary of the related costs for the proposal, and any other significant points the Offeror may want to highlight.

7.4 BACKGROUND OF THE COMPANY**OFFEROR QUALIFICATIONS AND PERSONNEL**

The Offeror must have a minimum of five (5) years of experience in business providing services similar to those required under this RFP. The Offeror must have at least two (2) years of experience, within the last five (5), in deploying assessments of similar magnitude, and formative or summative online assessments in a hosted environment. The Offeror must provide a) current addresses, names, telephone numbers of contact persons, description of services provided and the duration of implementation from at least three firms or agencies for which work similar to that required by this RFP has been completed, and b) a complete list of all current users for whom similar services are being provided. Former and current clients may be contacted by the DDOE to ascertain the quality

and integrity of the Offeror's prior performance; consequently, references should be as complete as possible.

The Offeror shall provide an organizational chart showing all key staff and offices assigned to work on the various aspects of the DCAS. Roles and responsibilities for all key staff shall be identified. The proposal must include the Offeror's full name and address and, if applicable, the branch office or regional office that will perform or assist in performing the work of the contract. Complete resumes specifying relevant educational, professional, and managerial experiences for key professional and managerial employees who will assist in completing the tasks for this RFP must be attached to the proposal.

Offerors shall identify all prospective sub-contractors that the bidder expects to employ to do the work contemplated under this contract. DDOE reserves the right to approve sub-contractors to be used as part of this project.

The Offeror will provide written notice to the DDOE Project Director if any Key Personnel assigned to the DCAS is to be reassigned or removed from the project. In the event that the Offeror removes or reassigns from duties without the prior written approval from the Department of Education Project Director any Key Personnel assigned to the DCAS, then the Department of Education shall have the right, at its sole discretion, to assess a liquidated damage of \$5,000 to be set off and deducted from the Department of Education's next scheduled payment to the contractor. This liquidated damage is in addition to any other rights or claims that the State may assert for such breach. The Department of Education shall have the right to assess this liquidated damage each time the contractor fails to obtain the required approval.

DDOE reserves the right to use public information from a variety of sources as part of its evaluations of Offeror's proposal. If Offeror does not accept this provision DDOE reserves the right to reject the Offeror's proposal.

The Offeror's proposal shall include information about the organization and its sales history. Specific details must include the above and:

- Offeror Name;
- Federal Employer Identification Number (EIN);
- Type of Business Organization (e.g., a corporation or partnership);
- Brief History of the Organization, including accreditation status if applicable, and summary of prior experience providing large-scale assessments;
- Date of Creation (creation date of Offeror firm);
- Principal Place of Business and Postal Address;
- Office Responsible for this Work (postal address, if different from the principal place of business);

- Authorized Agent (name, full title, position, and postal address of the person having legal authority to submit this proposal, make representation, and enter into legal agreements on behalf of the Offeror);
- References: three current clients and a list of all current users, as described above;
- Identification of sub-contractors or partners;
- Information concerning the Offeror's computing capacity;
- Financial balance sheets and income statements for the past three years certified to be true and correct; and documentation concerning the financial status and stability of the Offeror
- A current copy of the organization's Business Continuity Plan, which must identify the timeframe for resuming operations

7.5 RESPONSE TO THE SCOPE OF WORK

Offerors shall respond to each requirement in the Scope of Work in narrative form or by page and paragraph reference to documentation included in the Proposal, or both. The Offeror's response to each requirement shall be presented below a restatement of the requirement in question, and shall indicate whether the requirement has been:

- Fully Met;
- Partially Met;
- Not Met; or
- The requirement is Not Applicable (with explanation).

The determination of whether a requirement is accepted as Not Applicable under an Offeror's proposed solution will reside solely with the Review Committee. Offeror's responses to each desirable feature and to each Additional Service shall also be presented below a restatement of the feature in question.

7.6 ADDITIONAL INFORMATION NECESSARY FOR EVALUATION

Offerors shall include all additional information/documentation necessary to aid in evaluation of the Proposal.

7.7 ATTACHMENTS

The Offeror must attach prototypes, specimen documents, and examples of products and/or services as appendices to their proposal.

7.8 NON-COLLUSION STATEMENT

Complete the Non-Collusion Statement in Appendix II. The document must be signed by an official of the offering organization with the legal capacity to enter into a formal contract with the Delaware Department of Education, notarized and submitted with the proposal. Failure to complete this form shall be grounds for disqualification from consideration.

7.9 COSTS AND PAYMENT SCHEDULES

All contract costs must be as detailed specifically in the Offeror's cost proposal. No charges other than as specified in the proposal shall be allowed without written consent of the State of Delaware. The proposal costs shall include full compensation for all taxes that the selected Offeror is required to pay. **The proposal for each component shall contain a Cost Proposal using the Cost Proposal sheets in Appendix IV, which indicate the total funding required to complete each of the tasks described in the Scope of Work of this RFP. The cost for each task shall be totaled for the final cost to complete all of the work required.**

The State of Delaware will require a payment schedule based on defined and measurable milestones. Payments for services will not be made in advance of work performed. The State of Delaware may require holdback of contract monies until acceptable performance is demonstrated (as much as 25%).

Offerors shall provide an hourly rate breakdown for the personnel, including names, titles and classifications that will be providing the services under this Contract. Optional services in the Scope of Work shall be provided at the same hourly rates as the required services. Cost and price analysis information is required to support the reasonableness of the Offeror's quotation. Additional information, explanation or clarification may be provided.

APPENDIX I
Guidelines for Proposal Scoring

APPENDIX I

Guidelines for Proposal Scoring

The DDOE seeks innovation in assessment and the pricing for assessment. Therefore, cost proposals must be developed in such a manner that DDOE can choose an optimum combination of services that address the following options:

An innovative approach to full implementation of the system that minimizes and/or amortizes costs over a longer period of time, such as

- phase-in of system elements;
- Innovative solutions for reducing costs of developing and maintaining an item bank; and/or developing State consortium for items, application design and development.
- Joint (State and Offeror) vs. State ownership of items developed by the Offeror under this contract;

In addition, Offerors may include in the cost proposal as additional options and separate line-items for assessments in reading, mathematics, science and/or social studies:

- Lower constraint constructed response items requiring artificial intelligence for automated scoring: Offerors may propose and provide add-on cost proposals for the inclusion of such items in the online assessments, and/or for the co-development of such capacity.
- Innovative item types: Offerors may propose and provide add-on cost proposals for the additional and/or co-development of innovative items types such as multi-step interactive simulations for use in the online assessments.

The scoring of the written proposals shall be done based on the scoring rubrics included in this section.

SCORING CHART

WRITTEN PROPOSAL: Response to Scope of Work		MAXIMUM POINTS
Criteria		Total of 550 Possible Points
1. Experience and Reputation:		50 points
1A	Offeror is capable of and has a history of successfully completing projects of this type, and has a reputation for delivering high quality services based on references and public sources of information (25pts)	
1B	Qualifications and experience of Personnel assigned (25 pts)	
2. Technical and Data Requirements:		80 points
2A	System will have robust internal integration with DDOE's systems and meets technical and data requirements in Scope of Work (55pts)	
2B	Data will be maintained consistent with state and federal confidentiality requirements, archived appropriately, and protected with database controls and backups to ensure its validity and availability (25 pts)	
3. Technical Quality of Assessments, Assessment Features and Development:		200 points
3A	A rigorous and comprehensive approach to ensuring the technical quality of assessments that will meet the purposes defined in the RFP, produce valid and reliable results, be cost efficient, address principles of universal design and be flexible in design sufficient to address current and future design needs (80 pts)	
3B	Addresses the charge from the General Assembly to ensure that, to the extent possible, the assessments are developed in common or in collaboration with other states (20 pts)	
3C	Meets requirements for an adaptive test delivery and scale score accuracy as defined in the Scope of Work (16 pts)	
3D	Comprehensive plan for test development, field testing and phasing for Part A of EOC each EOC test, including practice tests (16 pts)	
3E	A comprehensive approach to inclusion of a broad range of item types that address a broad degree of cognitive complexity (16 pts)	
3F	Innovative approach to increasing the depth and breadth of an item bank while minimizing the costs of acquiring and determining the alignment of the items (16 pts)	
3G	Assessment system includes accommodations including capacity to securely print reading passages, use tests presented in a language other than English, adjust the size of the items and graphics, use pre-recorded wave files and convert item text to speech (16 pts)	
3H	Scale provides the ability to see student performance relative to students nationally (10 pts)	
3I	Provides the multiple delivery options, including the combined summative/Benchmark delivery option, as described in the Scope of Work (10 pts)	

4. Training, Documentation, Scoring and Reporting:		40 points
4A	A comprehensive approach to training and documentation (12 pts)	
4B	Proposal for score reports ensures timely, useful reports (16 pts)	
4C	Proposal for handling of paper and pencil tests will meet needs for student accommodations and, if needed, general use (12 pts)	
5. Project Management and Application System Design:		40 points
5A	Project management that will ensure a successful implementation of the project (12 pts)	
5B	Project plan that sufficiently addresses the scope of work and describes the system consistent with the intent of the DDOE (16 pts)	
5C	Systems of communication regarding the project plan, application specifications, design and acceptance testing, and implementation issues address the needs of DDOE and DDOE's stakeholders (12 pts)	
6. Benchmark Growth Assessment System:		140 points
6A	Meets all requirements in the Scope of Work, including: is fully adaptive (across grade levels), provides immediate results, produces a highly accurate measure of student achievement and growth along a continuous vertical scale, predicts performance on the summative assessment (80 pts)	
6B	Provides timely, useful reports for educators within one day of the completion of testing in sufficient detail to inform program decisions and classroom instruction and address RTI requirements (30 pts)	
6C	Reports allow students and their parents to see their growth across multiple years, and their rate of growth compared to peers within Delaware and nationally (30 pts)	

EASE OF USE/DEMONSTRATION:		100 points
7A	System requirements, security, set-up, user log-on, and test selection (20 pts)	
7B	Presentation of various item types and handling of student responses, including marking and reviewing (20 pts)	
7C	Production of student results (20 pts)	
7D	Production of educator and system administrator reports (20 pts)	
7E	Ease of system use for teachers and test administrators (20 pts)	

TIMELINE:		100 points
8A	Ability to deliver system as specified on desired timeline (100)	

COST:		250 points		
9A	Cost, as compared to other Proposals for this Component Equation: $CS = (LPC / PC * 145)$ where CS = Computed score for Offeror, LPC = Lowest Proposal Cost of all proposals across five years, and PC = Offeror Cost across five years (145 pts)			
9B	Ability to minimize cost over time (25 pts)			
9C	Flexibility to make adjustments to meet future needs (40 pts)			
9D	Collaborative approaches to cost efficiencies (40 pts)			

SUMMARY OF POINTS AWARDED	Maximum Points
Written Proposal: Response to Scope of Work	550
Ease of Use/Demonstration	100
Timeline	100
Cost	250
TOTAL	1000

APPENDIX II
Non-Collusion Statement

APPENDIX II
Non-Collusion Statement

This is to certify that the undersigned Offeror has neither directly nor indirectly, entered into any agreement, participated in any collusion or otherwise taken any action in restraint of free competitive bidding in connection with this proposal submitted this date to the Department of Education.

It is agreed by the undersigned Offeror that the signed delivery of this proposal represents the Offeror's acceptance of the terms and conditions of this invitation to proposal including all specifications and special provisions.

NOTE: Signature of the authorized representative MUST be of an individual who legally may enter his/her organization into a formal contract with the State of Delaware, Department of Education.

Name of Offeror _____

Name of Authorized Representative _____

Signature _____

Title _____

Address of Offeror _____

Phone Number _____

If awarded the contract, Purchase Orders should be sent to:

Company Name _____

Address _____

Contact Person _____

Phone Number _____

Federal E.I. Number _____

State of Delaware License Number _____

This page must be signed and notarized for your Proposal to be considered.

Sworn to and subscribed before me this _____ day of _____ 2007.

Notary Public

APPENDIX III

PERFORMANCE BOND FORMAT

APPENDIX III

STATE OF DELAWARE OFFICE OF MANAGEMENT AND BUDGET

I. PERFORMANCE BOND

Bond

Number:

KNOW ALL PERSONS BY THESE PRESENTS, that we, _____, as principal ("**Principal**"), and _____, a _____ corporation, legally authorized to do business in the State of Delaware, as surety ("**Surety**"), are held and firmly bound unto the _____ ("**Owner**") (*insert State agency name*), in the amount of _____ (\$_____), to be paid to **Owner**, for which payment well and truly to be made, we do bind ourselves, our and each and every of our heirs, executors, administrations, successors and assigns, jointly and severally, for and in the whole, firmly by these presents.

Sealed with our seals and dated this _____ day of _____, 20__.

NOW THE CONDITION OF THIS OBLIGATION IS SUCH, that if **Principal**, who has been awarded by **Owner** that certain contract known as Contract No. _____ dated the _____ day of _____, 20__ (the "Contract"), which Contract is incorporated herein by reference, shall well and truly provide and furnish all materials, appliances and tools and perform all the work required under and pursuant to the terms and conditions of the Contract and the Contract Documents (as defined in the Contract) or any changes or modifications thereto made as therein provided, shall make good and reimburse **Owner** sufficient funds to pay the costs of completing the Contract that **Owner** may sustain by reason of any failure or default on the part of **Principal**, and shall also indemnify and save harmless **Owner** from all costs, damages and expenses arising out of or by reason of the performance of the Contract and for as long as provided by the Contract; then this obligation shall be void, otherwise to be and remain in full force and effect.

Surety, for value received, hereby stipulates and agrees, if requested to do so by **Owner**, to fully perform and complete the work to be performed under the Contract pursuant to the terms, conditions and covenants thereof, if for any cause **Principal** fails or neglects to so fully perform and complete such work.

Surety, for value received, for itself and its successors and assigns, hereby stipulates and agrees that the obligation of **Surety** and its bond shall be in no way impaired or affected by any extension of time, modification, omission, addition or change in or to the Contract or the work to be performed thereunder, or by any payment thereunder before the time required therein, or by any waiver of any provisions thereof, or by any assignment, subletting or other transfer thereof

or of any work to be performed or any monies due or to become due there under; and **Surety** hereby waives notice of any and all such extensions, modifications, omissions, additions, changes, payments, waivers, assignments, subcontracts and transfers and hereby expressly stipulates and agrees that any and all things done and omitted to be done by and in relation to assignees, subcontractors, and other transferees shall have the same effect as to **Surety** as though done or omitted to be done by or in relation to **Principal**.

Surety hereby stipulates and agrees that no modifications, omissions or additions in or to the terms of the Contract shall in any way whatsoever affect the obligation of **Surety** and its bond.

Any proceeding, legal or equitable, under this Bond may be brought in any court of competent jurisdiction in the State of Delaware. Notices to **Surety** or Contractor may be mailed or delivered to them at their respective addresses shown below.

IN WITNESS WHEREOF, **Principal** and **Surety** have hereunto set their hand and seals, and such of them as are corporations have caused their corporate seal to be hereto affixed and these presents to be signed by their duly authorized officers, the day and year first above written.

A. PRINCIPAL

Name: _____

Witness or Attest: Address: _____

(SEAL)

Name:

(Corporate Seal)

By: _____

Name:

Title:

B. SURETY

Name: _____

Witness or Attest: Address: _____

(SEAL)

Name:

(Corporate Seal)

By: _____

Name:

Title:

APPENDIX IV
Cost Proposal Form

APPENDIX IV
Cost Proposal Form

Offerors must complete Cost Proposal sheets for each component of the DCAS, utilizing the forms below. If needed to reflect options contained in the proposal, additional delineation may be provided, with accompanying explanations.

Cost Proposal:
I. ONLINE SUMMATIVE ASSESSMENTS GRADES THREE (3)
THROUGH EIGHT (8)

Reading, Mathematics, Science and Social Studies Assessments and Delivery System:

CONTRACT YEAR	Nov. 2009- July 2010	July 2010- July 2011	July 2011- July 2012	July 2012- July 2013	July 2013- July 2014
Production/Delivery of Adaptive Summative System					
Item Bank Development Reading					
Special Population Forms/Formats Reading					
Item Bank Development Mathematics					
Special Population Forms/Formats Mathematics					
Item Bank Development Science Option A: One fixed-form test per year:					
Option B: Two fixed-form tests per year					
Special Population Forms/Formats Science					
Item Bank Development Social Studies Option A: One fixed-form test per year:					
Option B: Two fixed-form tests per year:					
Special Population Forms/Formats Social Studies					
SUBTOTAL with Option A:					
SUBTOTAL with Option B:					

Cost Proposal:
I. ONLINE SUMMATIVE ASSESSMENTS GRADES THREE (3)
THROUGH EIGHT (8)

Related Costs:

CONTRACT YEAR	Nov. 2009- July 2010	July 2010- July 2011	July 2011- July 2012	July 2012- July 2013	July 2013- July 2014
Research Studies					
Technical Studies, Reports and Manuals					
Quality Control/Assurance					
Alignment Studies, Standard Setting					
Committee Costs					
Training and Documentation					
Electronic Databases					
Online Reporting System					
Printed reports for families (one comprehensive annual report)					
Student Questionnaire					
SUBTOTAL:					

	Nov. 2009- July 2010	July 2010- July 2011	July 2011- July 2012	July 2012- July 2013	July 2013- July 2014
TOTAL with Option A:					
TOTAL with Option B:					

Cost Proposal:
II. ONLINE END-OF-COURSE (EOC) ASSESSMENTS

CONTRACT YEAR	Nov. 2009- July 2010	July 2010- July 2011	July 2011- July 2012	July 2012- July 2013	July 2013- July 2014
Production/Delivery of Online EOC System, Part A					
EOC Test Development English (excluding Writing)					
Special Population Forms/Formats (excluding Writing)					
EOC Test Development Mathematics: One Traditional course and One Integrated Course					
Special Population Forms/Formats Mathematics					
EOC Test Development Science					
Special Population Forms/Formats Science					
EOC Test Development Social Studies					
Special Population Forms/Formats Social Studies					
SUBTOTAL:					

Cost Proposal:
II. ONLINE END-OF-COURSE (EOC) ASSESSMENTS

Related Costs:

CONTRACT YEAR	Nov 2009- July 2010	July 2010- July 2011	July 2011- July 2012	July 2012- July 2013	July 2013- July 2014
Research Studies					
Technical Studies, Reports and Manuals					
Quality Control/Assurance					
Alignment Studies, Standard Setting					
Committee Costs					
Training and Documentation					
Electronic Databases					
Online Reporting System					
Printed reports for families (one comprehensive annual report)					
Student Questionnaire					
SUBTOTAL:					

	Nov. 2009- July 2010	July 2010- July 2011	July 2011- July 2012	July 2012- July 2013	July 2013- July 2014
TOTAL:					

Cost Proposal:
III. BENCHMARK GROWTH ASSESSMENT SYSTEM

Assessments and Delivery System:

CONTRACT YEAR	Nov. 2009- July 2010	July 2010- July 2011	July 2011- July 2012	July 2012- July 2013	July 2013- July 2014
Production/Delivery of Online Adaptive Assessment Delivery and Scoring System					
Item Bank for Reading: Item Leasing: Item Development:					
Item Bank for Mathematics: Item Leasing: Item Development:					
Benchmark Growth Assessment: Item Bank Development: Science (optional) Item Leasing: Item Development:					
SUBTOTAL (without science):					
SUBTOTAL (with science):					

Cost Proposal:
III. BENCHMARK GROWTH ASSESSMENT SYSTEM

Related Costs:

CONTRACT YEAR	Nov. 2009- July 2010	July 2010- July 2011	July 2011- July 2012	July 2012- July 2013	July 2013- July 2014
Research Studies					
Technical Studies, Reports and Manuals					
Quality Control/Assurance					
Alignment Studies					
Committee Costs					
Training and Documentation					
SUBTOTAL:					

	Nov. 2009- July 2010	July 2010- July 2011	July 2011- July 2012	July 2012- July 2013	July 2013- July 2014
TOTAL (without science):					
TOTAL (with science):					

Cost Proposals:
IV. ADDITIONAL SERVICES

Offerors must complete this table for all additional services specified in Section 4.10 of the RFP. These services will be contracted at the discretion of DDOE.

CONTRACT YEAR	Nov. 2009- July 2010	July 2010- July 2011	July 2011- July 2012	July 2012- July 2013	July 2013- July 2014
A.. EOC Tests, Part B Item Development/Acquisition					
B. Professional Development					

 Signature of Authorized Representative

 Date

(Signature of the authorized representative **MUST** be of an individual who legally may enter his/her organization into a formal contract with the State of Delaware, Department of Education.)

This page must be signed and notarized for your Bid/Proposal to be considered.

Sworn to and subscribed before me this _____ day of _____, 2007

 Notary Public

APPENDIX V
Milestone Delivery Dates

APPENDIX V MILESTONE DELIVERY DATES

The table below lists some of the major deliverables and timelines for Contract Year 1 (Date of Contract Award – June 2010) and Contract Year 2 (July 2010 – June 2011). The schedule for Contract Years 3, 4, and 5 will be similar. For each contract year, the detailed project calendar including key dates will be agreed upon at the annual planning meeting.

Task	Projected Scheduled Date
Contract Begins	Late November 2009
Offeror meets with DDOE to review schedule for year	Early to mid-December 2009
All DDOE test items from existing item bank to Offeror for analysis of item bank's adequacy and for input into system	Early December 2009
Technical Advisory Committee Meeting	January 2010
Field testing of all summative assessments for reading, mathematics, science, and social studies	Winter and Spring 2010
Evaluation of pilot assessments including differential item functioning	July 2010
Grades 3 – 8 Summative Assessments: Fixes completed based on pilot Administration Manual to DDOE for review Online Testing System for ready for DDOE testing Administration Manuals to districts and schools Testing System Operational	July 15, 2010 July 15, 2010 August 1, 2010 September 15, 2010 September 30, 2010
EOC Online Assessments: Fixes completed based on pilot Administration Manual to DDOE for review Online testing System ready for DDOE testing Administration Manuals to districts and schools Practice Tests released Testing System Operational	October 1, 2010 October 1, 2010 November 1, 2010 November 15, 2010 November 15, 2010 December 1, 2010
Benchmark Growth Assessment System Operational	September 2010
Technical Advisory Committee Meetings	July 2010 & April 2011
Comprehensive Student Reports Printed and Distributed	June 2011
End of First Year of DCAS Summative Testing	June 2011

APPENDIX VI
Web Links to Resource Documents

APPENDIX VI

WEB LINKS TO RESOURCE DOCUMENTS

1. State Code (Law) on Assessment and Accountability
<http://delcode.delaware.gov/title14/c001/sc03/index.shtml>
2. Administrative Code (Regulations) on DSTP
<http://regulations.delaware.gov/AdminCode/title14/100/index.shtml#TopOfPage>
3. Assessment Task Force Report (May 31, 2006)
http://www.doe.k12.de.us/files/pdf/de-hjr4_assesstaskforce-ap20060531.pdf
4. Economical and Efficient Statewide Student Assessment System Task Force – Request for Information (June 6, 2008)
[http://legis.delaware.gov/LIS/TaskForces.nsf/59da77da7c06f47485256ff6006f8346/05b3dc5f30df2f51852573010066903b/\\$FILE/HCR%2032%206-7-08%20Request%20for%20Information%20RFI.doc](http://legis.delaware.gov/LIS/TaskForces.nsf/59da77da7c06f47485256ff6006f8346/05b3dc5f30df2f51852573010066903b/$FILE/HCR%2032%206-7-08%20Request%20for%20Information%20RFI.doc)
5. Economical and Efficient Statewide Student Assessment System Task Force – Features and Blueprint (August 14, 2008)
[http://legis.delaware.gov/LIS/TaskForces.nsf/59da77da7c06f47485256ff6006f8346/05b3dc5f30df2f51852573010066903b/\\$FILE/HCR%2032%20Final%20System%20Design%208-14-08.doc](http://legis.delaware.gov/LIS/TaskForces.nsf/59da77da7c06f47485256ff6006f8346/05b3dc5f30df2f51852573010066903b/$FILE/HCR%2032%20Final%20System%20Design%208-14-08.doc)
6. DSTP Brochure on Frequently Asked Questions
http://www.doe.k12.de.us/aab/DSTP_gen_info/Frequently_Asked_Questions.shtml
7. Guidelines for the Inclusion of Students with Disabilities and English Language Learners in the DSTP
http://www.doe.k12.de.us/aab/Report_and_documents/Special_Populations.shtml
8. Report of the Expert Panels on Assessment and Accountability and Curriculum, as Required by Governor Minner’s Executive Order Number 54 (April 8, 2004)
http://www.doe.k12.de.us/aab/EO54_Final.pdf
9. Delaware’s Growth Model Proposal for Accountability
<http://www.doe.k12.de.us/aab/Delaware's%20growth%20model%20proposal%20resubmitted%20091506%20revised%20110906.pdf>
10. Technical Reports
http://www.doe.k12.de.us/aab/Report_and_documents/Technical_Reports.shtml
11. Parent Interpretative Guides
http://www.doe.k12.de.us/aab/Report_and_documents/Parent_and_Educator.shtml

12. Statewide Testing Schedule
http://www.doe.k12.de.us/aab/DSTP_gen_info/testingdates.shtml
13. High School Graduation Requirements Committee Report
http://www.doe.k12.de.us/files/pdf/degradreqs_committee.pdf
14. Delaware Recommended Curriculum
<http://www.doe.k12.de.us/infosuites/staff/ci/>
15. Vision 2015 Brochure (October 2006)
<http://www.vision2015delaware.org/resources/Vision2015report1-26.pdf>
16. Vision 2015 Progress Report (2007)
<http://www.vision2015delaware.org/resources.dyn/ProgressReport-web-FINAL.pdf>
17. Vision 2015 Progress Report (2008)
http://www.vision2015delaware.org/resources.dyn/Vision_2015_Progress_Report_08.pdf
18. NCEO: Considerations for the Development and Review of Universally Designed Assessments
<http://cehd.umn.edu/nceo/OnlinePubs/Technical42.htm>
19. NCEO: A State Guide to the Development of Universally Designed Assessments
<http://cehd.umn.edu/nceo/OnlinePubs/StateGuideUD/default.htm>
20. NCEO: Universal Design Applied to Large Scale Assessments -
<http://cehd.umn.edu/nceo/OnlinePubs/Synthesis44.html>
21. High School End-of-Course Specifications –
<http://www.doe.k12.de.us/infosuites/staff/ci/files/DCASESHC.pdf>

APPENDIX VII
Delaware Content Standards

APPENDIX VII CONTENT STANDARDS

Delaware reserves the right to alter its Standards, Grade Level Expectations and scoring rubrics prior to and over the course of the contract, and amendments to the contract may be needed to accommodate such changes. Below are the links to Delaware Content Standards and Grade Level Expectations by content area.

1. **English Language Arts (ELA)**

Content Standards and Grade-Level Expectations

http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/ela.shtml

Item Specifications

http://www.doe.k12.de.us/aab/English_Language_Arts/Reading_Main.shtml

http://www.doe.k12.de.us/aab/English_Language_Arts/Writing_Main.shtml

Enhanced rubric for text-based writing –

<http://www.doe.k12.de.us/infosuites/staff/ci/files/DelawareWritingRubric-Text-BasedWriting.pdf>

Item Samplers for Reading –

http://www.doe.k12.de.us/aab/English_language_Arts/reading_sampler.shtml

2. **Mathematics**

Content Standards and Grade-Level Expectations

http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/math.shtml

General rubrics for mathematics open-ended items –

<http://www.doe.k12.de.us/aab/Scoring%20Rubric-%20Generic.pdf>

Mathematics formula sheets for middle and high school –

<http://www.doe.k12.de.us/aab/delaware%20formula6-8.pdf>

<http://www.doe.k12.de.us/aab/delaware%20formula9-10.pdf>

Information on mathematics content and structure of DSTP –

<http://www.doe.k12.de.us/aab/DSTP%20Math%20Configuration%20-%20new%20in%202005.pdf>

Item Samplers for Mathematics –

http://www.doe.k12.de.us/aab/Mathematics/Mathematics_item_samplers.shtml

Mathematics item sampler practice tests for grades 6-10 -

<http://www.doe.k12.de.us/aab/Item%20Sampler%20gd%206%20Practice%20Test%202006%20Final.pdf> for grade 6

<http://www.doe.k12.de.us/aab/Item%20Sampler%20gd%207%20Practice%20Test%202006%20Final.pdf> for grade 7

<http://www.doe.k12.de.us/aab/Item%20Sampler%20gd%208%20Practice%20Test%202006%20Final.pdf> for grade 8

<http://www.doe.k12.de.us/aab/Item%20Sampler%20gd%209%20%20Practice%20Test%202006%20%20Final.pdf> for grade 9

<http://www.doe.k12.de.us/aab/Item%20Sampler%20gd%2010%20Practice%20Test%202006%20Final.pdf> for grade 10

3. **Science**

Content Standards and Grade-Level Expectations

http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/science.shtml

Item Samplers

http://www.doe.k12.de.us/aab/science/Science_item_samplers.shtml

4. **Social Studies**

Content Standards and Grade-Level Expectations

http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/socialstudies.shtml

Item Samplers

http://www.doe.k12.de.us/aab/social_studies/Social_Studies_item_samplers.shtml

5. **Performance Level Descriptors for the Delaware Student Testing Program**

http://www.doe.k12.de.us/aab/DSTP_gen_info/performancelevel.shtml

APPENDIX VIII
Policy Regarding Contract and/or Agreements for the
Analysis of Personally Identifiable Data

APPENDIX VIII
POLICY REGARDING CONTRACT AND/OR AGREEMENTS
FOR THE ANALYSIS OF PERSONALLY IDENTIFIABLE DATA

Contracts for the analysis of personally identifiable student data by organizations that are not a part of the Department of Education or of a local school district which enrolls those pupils may only be entered into when the following conditions have been met.

- a. The contract and/or agreement were reached in accordance with the laws for professional services specified in Delaware Code, Title 29, Chapter 69.
- b. If the service is to be performed by a state employee or by any business in which he has a financial interest, the Contractor and/or agreement must comply with the provisions of Delaware Code, Title 29, Chapter 58. Section 5804 of Title 29 limits the services that a state employee can provide to a state agency to \$2,000 per year unless the contract was made after public notice and competitive bidding. In other words, if the services are provided by a state employee, bidding is required whenever the collective costs of all projects that employee does for any state agency reaches \$2,000 per year. Since most staff members would not necessarily know if a particular Offeror, who is also a state employee, had done any other work for the Department in any year, the Director of Finance must be consulted to see if it is necessary to bid the service. The definition of a “state employee” includes a local school district employee.
- c. A contract and/or letter of agreement must be prepared whenever an outside organization is to receive and/or analyze personally identifiable student data. In addition to specifying the services to be provided, the timeline for the completion of various components of the service, and the cost and payment schedule, the contract and/or letter of agreement must include the following provisions:
 1. All work and services performed by the Offeror in completing the requirements of this agreement shall be performed in a manner consistent with the provisions of the State Board of Education’s “Procedures for the Collection, Maintenance and Disclosure of Student Data” as contained in Appendix C of the Handbook for K-12 Education.
 2. Upon completion of the work specified in this agreement, the Offeror agrees to return to the Department or destroy (a Department of Education option) all personally identifiable student data, in whatever form it is held by the Offeror.
 3. The Offeror agrees that personally identifiable student data provided to the Offeror may only be used for the purpose specified in this agreement and that such data may not be released to any other individual or organization without the specific written approval of the Department of Education.

4. The release of any information or analysis of data resulting from work performed by the Offeror under this agreement may only be released to the Department of Education; release to other individuals or organizations without written approval of the Department is prohibited.
5. Access to Department of Education computer systems granted to the Offeror for the purpose of permitting access to personally identifiable student data extend only to those data specifically identified in this agreement. Contractors may not extract or use data other than those specified and shall not be permitted access to the operating system except with the written approval of the Assistant Superintendent for Administrative Services and the recommendation of the Director of the Division of Management Information. Use of the personally identifiable student data or of data extracted from it by the Contractor for any other purpose is prohibited without the specific written approval of the Department of Education. Unauthorized access to data, unauthorized use of data, or computer misuse may be considered chargeable offenses under 11 Delaware Code, Chapter 5, Subchapter III, Subpart K.
6. All subcontractors and/or individuals employed by the Offeror or contracting with the Offeror to provide any services relative to this agreement must be approved by the Department of Education.
7. The Contractor assures that no principal employee or subcontractor of the Offeror is also a state employee, as defined in 29 Delaware Code, Chapter 58, or if a state employee is to perform any of the work specified in this contract or will benefit financially, the name of that individual has been divulged to the Department of Education and the requirements of 29 Delaware Code, Section 5804, have been met.
8. The Contractor assures that he is aware of the provisions of the following:
 - “Procedures for the Collection, Maintenance and Disclosure of Student Data,” SBE.
 - Delaware Code, Title 11, Chapter 5, Subchapter III, Subpart K.
 - Delaware Code, Title 29, Chapter 58.
- d. The individual developing a contract for services should be certain that the Contractor has received a copy of at least the pertinent sections of the documents noted immediately above.
- e. Finally, once the contract for services has been prepared, it should be forwarded to the Attorney General’s Office for review, prior to execution.
- f. All specific written approvals of the Department of Education required by the policy shall be signed by the Assistant State Superintendent for Administrative Services.

Appendix IX
Delaware DOE Software Standards

Appendix IX Delaware DOE Software Standards



Delaware Department of Education
Policy: INF-006

USER ID AND PASSWORD POLICY

POLICY POC: Paul R. Pond

APPROVED: April 8, 2008

UPDATED: May 28, 2008

APPROVED BY: Valerie Woodruff

PURPOSE:

The purpose of this policy is to establish a password policy for the Department of Education that will define the format and complexity of passwords, the protection of those passwords, the frequency of change as well as the procedures for establishing new user IDs and passwords or having passwords reset.

SCOPE:

This policy applies to all network computer accounts at the Delaware Department of Education, including regular user accounts, service accounts, database accounts, and other miscellaneous accounts that are used for network devices, hardware, and software.

INTRODUCTION:

Strong passwords are very important to the security of a computer network. They are the front line of protection for user accounts. Without strong passwords, it is possible for an attacker to guess or otherwise acquire passwords that can then be used to gain access to network services. A poorly chosen password may result in the compromise of DDOE's entire network. Because of this, a policy that encourages strong passwords is desirable and mandated by State of Delaware policy SE-PWD-001 Strong Password Authentication. As such, all DDOE employees (including contractors and Vendors with access to DDOE systems) are responsible for taking the appropriate steps, as outlined below, to select and secure their passwords.

RELEVANT INFORMATION:

1. Definitions:

- a. **AUP** – Acceptable Use Policy
- b. **Data** – Data is a distinct piece of information in digital (computer-readable) format that can be stored, read, manipulated, or transmitted.
- c. **Data Coordinator** – The Data Coordinator is the person entrusted to manage and maintain data and approve access. Data Coordinators are appointed for data (or groups of data) by the data steward or appropriate delegate.

- d. **Data Steward** - The head of a state organization, or an employee assigned by the head of the organization, with appropriate knowledge and authority to carry out the responsibilities of the Data Steward as defined in this policy. For DDOE, the Data Steward is the Secretary of Education or a delegate appointed by the Secretary (see INF-001 DDOE Data Classification Policy for more details).
- e. **DTI** – Department of Technology and Information
- f. **IRM** – Information Resource Manager
- g. **ISO** – Information Security Officer

POLICY DETAILS:

1. All user IDs and passwords on DDOE production systems that have system-level access (administrator or root for example) must be part of an administered global password management database. This includes application accounts, service accounts, and any other ‘management accounts’ for hardware and software. DDOE considers Active Directory, KeePass, and the SSO application database as administered global password management databases.
2. Unique User IDs – (Related ISO 17799:2005 clause(s): 11.2.1, 11.5.2)
 - a. All data users must have unique user IDs. Access to computing resources via shared username, shared passwords, shared access credentials and anonymous logins is prohibited.
 - b. All personnel must treat passwords and other access credentials as private and highly confidential.
 - c. All data users are responsible for all activity performed with their personal IDs. These IDs may not be utilized by anyone but the individual to whom they have been issued.
3. All system-level passwords (e.g., root, enable, NT admin, application administration accounts, etc.) must be changed on at least every 90 days.
4. All user IDs and passwords on production systems that have system-level access (e.g., email, web, desktop computer, etc.) must be changed every 90 days.
 - a. Service accounts for applications are not included and will be reviewed annually before being changed. Service accounts for applications will not be set to a ‘users’ account (a normal users’ login will not be used for service accounts).
 - b. Embedded application accounts are not included and will be reviewed annually before being changed.
5. Where SNMP is used, the community strings must be defined as something other than the standard defaults of "public," "private" and "system" and must be different from the passwords used to log in interactively. A keyed hash must be used where available (e.g., SNMPv2).

6. User accounts that have system-level privileges granted through group memberships or programs such as "sudo" must have a unique password from all other accounts held by that user.
7. User ID Management:
 - a. Automatic Non-use Disabling – (Related ISO 17799:2005 clause(s): 8.3.3)
 - i. Accounts on all platforms will be reviewed twice a year for usage and activity and the status evaluated by the ISO. Accounts that are dormant over 45 calendar days on all platforms will be disabled. If those same accounts are dormant over a six month period then those accounts will be deleted by the DDOE IT Staff. These actions exclude interface accounts (examples would be automated file transfers, printers, batch, and/or starter tasks, etc.) that are used for machine to machine processing with no human intervention.
 - ii. The ISO is responsible for ensuring Active Directory (AD) accounts are accurate, including disabling accounts within two days of personnel changes. Audits shall be conducted at least twice per year to verify account correctness. Stale accounts (accounts that have not been logged into for over six months) shall be evaluated and if appropriate deleted. The ISO is required to monitor and maintain control over the account requests for approval, creation, modification, and deletion on all DDOE platforms.
 - b. The user ID naming standard for DDOE is <FirstInitial><LastName> (JDOE for John Doe). If the user ID already exists, then the middle initial will be added to user ID (JADOE, JBDOE). If there is still a conflict, a number will be added to the user ID (JADOE1, JADOE2). When a user ID is created, it will have the following fields filled in:
 - i. First name (John)
 - ii. Last name (Doe)
 - iii. Full name (John Doe)
 - iv. User login name (jdoe)
 - v. Password (and confirm password)
 - vi. User must change password at next login box must be checked
 - vii. Once the user is created, the following fields must be filled in by editing the account (users are required to maintain this information using the Profiler application at <http://intranet.doe.k12.de.us/profiler/profiler.cgi>):
 1. Description
 2. Office
 3. Telephone Number
 4. Add user ID to all appropriate groups

- c. New Employee IT Resources Request Form – Please use the attached form for all new employees to request services from IT. This includes a security badge (for DDOE server room and storage room), computer, and e-mail.
 - d. TMD will be notified of the termination (including firing, transfer to another agency, retirement, etc.) of an employee or contractor within 48 hours of termination.
 - e. A TMD system administrator will accomplish the following when notified of an employee's departure (for more information regarding the handling of email, refer to INF-015 EMAIL POLICY):
 - i. Disable the user ID for 90 days.
 - ii. Ensure that the DDOE e-mail account for that user has an auto response turned on to notify people that the person they are trying to contact no longer works here and who should be contacted. E-mail forwarders will also be set up to forward all incoming e-mail the user's supervisor or replacement.
 - iii. After the account has been disabled for 90 days:
 - 1. The mailbox for that user will be deleted.
 - 2. Files on the users shared storage (file server) will be moved to their replacement's folder or their supervisor's folder if there is no replacement.
 - 3. Then the user ID will be deleted.
 - iv. Exceptions to these procedures must be made to the IRM or ISO in writing or in an e-mail request.
8. Password Management:
- a. All standard user IDs and system-level user ID passwords must conform to the guidelines described below.
 - i. Passwords must be at least 8 characters long, and must conform to the following complexity requirements. They must include all of the following types of characters:
 - 1. English Uppercase Alpha (A...Z)
 - 2. English Lowercase Alpha (a...z)
 - 3. Numeric (0...9) or symbols (%,+,-,etc.)
 - ii. When a user account is created, a temporary password will be assigned. This password will expire the first time the user logs on, and the system will force them to change it.
 - iii. Passwords will be assigned to all screensavers. Screensavers will be set to lock automatically after 10 minutes (see INF-005 DDOE Information Security Policy).

- iv. Login lockout failure will be set to lock the account after 5 failed login attempts. The account will stay locked until the user calls for a manual unlock or password reset, or 30 minutes (see INF-005 DDOE Information Security Policy).
 - v. Password history will be set to remember the last 14 passwords.
 - vi. Minimum password age is three days. Once a user changes a password, it cannot be changed again (except by the administrator) for three days.
- b. All service accounts and embedded application accounts will:
 - i. Be at least 16 characters long
 - ii. Comply with all of the characteristics listed above (uppercase, lowercase, numeric, symbol)
- c. Password handling guidance:
 - i. Don't insert passwords into e-mail or other forms of electronic communication.
 - ii. Don't reveal a password over the phone to ANYONE
 - iii. Don't reveal a password in an email message
 - iv. Don't reveal a password to the boss
 - v. Don't talk about a password in front of others
 - vi. Don't hint at the format of a password (e.g., "my family name")
 - vii. Don't reveal a password on questionnaires or security forms
 - viii. Don't share a password with family members
 - ix. Don't reveal a password to co-workers while on vacation
 - x. Don't use the "Remember Password" feature of applications (e.g., Eudora, Outlook, Netscape Messenger, and Internet Explorer).
 - xi. Don't write passwords down and store them anywhere in your office. Do not store passwords in a file on ANY computer system (including Palm Pilots or similar devices) without encryption.
 - xii. If an account or password is suspected to have been compromised, report the incident to the IRM and/or ISO and change all passwords.
 - xiii. If someone demands a password, refer them to this document or have them call the IRM or ISO.
 - xiv. When stored electronically, passwords will be encrypted.
- d. Application Development Standards – Application developers must ensure their programs contain the following security precautions (see above for service account and embedded application account passwords requirements).
Applications:

- i. Should support authentication of individual users, not groups. SQL server authentication will not be used without approval from the IRM and ISO.
- ii. Should not store passwords in clear text or in any easily reversible form.
- iii. Should provide for some sort of role management, such that one user can take over the functions of another without having to know the other's password.
- iv. Should support TACACS+, RADIUS and/or X.509 with LDAP security retrieval, wherever possible.
- e. Poor, weak passwords will not be used and have the following characteristics:
 - i. The password contains less than eight characters
 - ii. The password is a single word found in a dictionary (English or foreign; pass phrases are acceptable and made up of multiple words, not a single word)
 - iii. The password is a common usage word such as:
 - 1. Names of family, pets, friends, co-workers, fantasy characters, etc.
 - 2. Computer terms and names, commands, sites, companies, hardware, software.
 - 3. The words DOE, Delaware, Dover or any derivation.
 - 4. Birthdays and other personal information such as addresses and phone numbers.
 - 5. Word or number patterns like aaabbb, qwerty, zyxwvuts, 123321, etc.
 - 6. Any of the above spelled backwards.
 - 7. Any of the above preceded or followed by a digit (e.g., secret1, 1secret)

REMEDIAL ACTION:

Any employee found to have violated this policy may be subject to disciplinary action, up to and including termination of employment.

ATTACHMENTS:**ATTACHMENT: NEW EMPLOYEE IT SERVICE REQUEST FORM SAMPLE**

Delaware Department of Education
Policy: STA-001

SOFTWARE STANDARDS**POLICY POC: Paul R. Pond****APPROVED: October 13, 2008****APPROVED BY: Valerie Woodruff****PURPOSE:**

The purpose of this document is to establish standards listing all software authorized for use on Department of Education computers.

SCOPE:

This policy applies to all DDOE personnel and the desktop computers, laptop computers, and servers they use.

INTRODUCTION:

In DDOE's network environment, it is very important to ensure compatibility and supportability of all systems needed for DDOE personnel to complete their work. To that end, this software list acts as the list of software that is supported by TMD personnel.

RELEVANT INFORMATION:

Definitions, terms, references...

STANDARD DETAILS:

In generalized terms, DDOE is considered a 'Microsoft Preferred Shop'. This provides DDOE with greater interoperability between applications and allows for a consolidation problem escalation procedure. This means, by default, whenever an application is being considered for deployment on DDOE systems, Microsoft applications will always be given consideration and in the event that the benefits of several packages are equal, the Microsoft application will be selected. Approval and installation of all applications will be made by TMD staff.

For the purposes of this document, software will be listed in four categories; desktop operating systems, server operating systems, desktop applications, and server applications.

1. The following desktop operating systems will be used and supported by TMD (Windows XP Professional is the preferred desktop operating system):
 - a. Windows XP Professional (latest service pack)
 - b. Windows Vista Business (latest service pack)

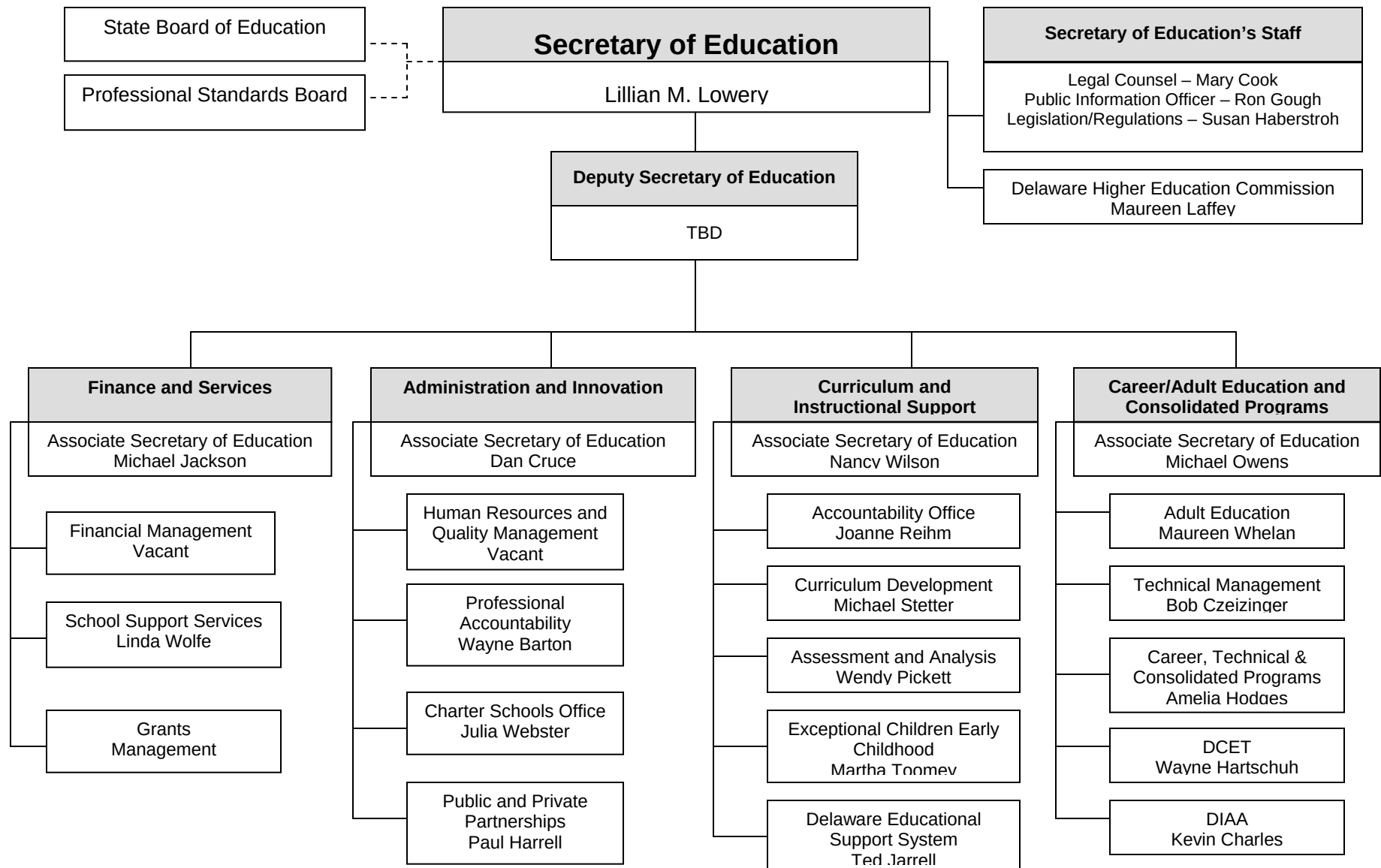
2. The following server operating systems will be used and supported by TMD (Windows Server 2008 Enterprise or Standard are the preferred server operating systems):
 - a. Windows 2003 Server (all editions, all service pack levels)
 - b. Windows Server 2008 (all editions, all service pack levels)
3. The following desktop applications and versions will be used and supported by TMD:
 - a. Anti-Virus – Trend Micro OfficeScan v8 and above
 - b. Desktop Productivity – Microsoft Office 2003 Professional or Microsoft Office 2007 Professional (2007 preferred)
 - c. Portable Document Format Reader (PDF Reader) – Adobe Acrobat Reader 8 and above
 - d. PDF Creator – Adobe Acrobat Professional v7 and above
 - e. Remote Connectivity – Proxy Networks 6.0
 - f. MOV Viewer – Apple Quicktime current version
 - g. Flash / Shockwave Player – Macromedia Player current version
 - h. Mainframe Connectivity – TN3270
 - i. FTP Client – Filezilla
4. New versions of Web browser software are released at varied intervals. TMD developers will ensure their applications will support the latest versions of the listed browsers no later than six months after their release:
 - a. Internet Explorer
 - b. Firefox
 - c. Safari
5. The following server applications and versions will be used and supported by TMD:
 - a. Database – Microsoft SQL Server 2005 Standard and Enterprise, Microsoft SQL Server 2008 Standard and Enterprise
 - b. Web Services – Microsoft IIS 6.0 and above
 - c. E-mail Services – Microsoft Exchange 2003 and above
 - d. Virtual Machine – VMWare Server ESX 3.0
 - e. Firewall – Microsoft ISA 2006 Enterprise

Exceptions to these standards must be approved by TMD staff.

ATTACHMENTS: None

Appendix X
Delaware Department of Education
Organizational Chart

Delaware Department of Education Organization Chart FY 2009



February 2009 – Effective April 1, 2009

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