



## REQUEST FOR PROPOSAL (RFP) PARCC Speaking and Listening

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Submission Address	1400 16 <sup>th</sup> Street, NW Washington, DC 20036
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This is a request for proposal only. PARCC, Inc. is not obligated nor is PARCC, Inc. to be construed as obligated to proceed further. PARCC, Inc. may at its sole discretion elect not to accept any proposal for any reason.

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# 1 INTRODUCTION

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## 1.1 Background and goals

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states working together to develop a common set of K-12 assessments in English Language Arts (ELA)/Literacy and Mathematics aligned to the Common Core State Standards (CCSS), in response to the awarding of a Comprehensive Assessment Systems Grant funded in fiscal year 2010 under the auspices of the U.S. Department of Education's 2010 Race to the Top Assessment Program. Authorized under the American Recovery and Reinvestment Act of 2009 (ARRA), the Race to the Top Assessment Program provides funding to consortia of states (at least 15 member states and 5 Governing States as defined in the notice inviting applications (NIA) issued in the Federal Register on April 9, 2010) to develop assessment systems that are anchored in college and career readiness and encourage best practices in instruction and measurement. These new K-12 assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal from grade 3 up, and provide teachers with timely information to inform instruction and provide student support. The PARCC assessments will be field-tested in 2013-2014 and ready for states to administer during the 2014-15 school year. PARCC grant timelines as referenced throughout this solicitation adhere to the 2014-2015 administration.

PARCC, Inc. is a 501(c) 3 non-profit corporation established to support the PARCC consortium. Under an agreement with the State of Florida, which acts as fiscal agent for the U.S. Department of Education grant to the PARCC consortium, PARCC, Inc. is authorized to conduct procurements and enter into contracts that will be funded under the grant, including any contract(s) to be awarded under this RFP. At the end of the grant period, this contract will end. As used herein, "PARCC" may refer to the consortium, the PARCC, Inc. corporate entity, or both, depending on the context.

Any contract awarded pursuant to this RFP will be paid for exclusively from the grant funds. Regardless, PARCC, Inc. shall have no financial obligation under any contract awarded pursuant to this RFP beyond funds available under the grant.

## 1.2 Purpose

PARCC, Inc. reserves the right and Offeror expectations, at its sole discretion, to accept or reject any or all proposals, in whole or in part, to reject or negotiate modifications to a Offeror's proposal, or parts thereof; to make award(s) based on the expertise of the Offeror and their capabilities to satisfy all of our needs. PARCC, Inc. is not obligated to award a contract based on this RFP. The responses to this RFP will serve as the basis for any agreement. PARCC, Inc. intends to award one or more contracts following the receipt and review of proposals in response to this RFP.

The Offeror's price associated with developing a proposal and any subsequent meetings, presentations, and other activities shall be borne solely by the Offeror and shall not be reimbursable by PARCC, Inc. Materials submitted by the Offeror will not be returned and will become the property of PARCC, Inc.

*Offerors are expected to examine this RFP in its entirety. Responses **must** follow the format specified in this RFP. Failure to do so may result in the rejection of the Offeror's proposal from any further consideration.*

### 1.3 RFP Contact Person and Submission Deadline

Questions regarding this RFP, as well as all proposal material, shall be directed exclusively to the following contact person (“Contact Person”):

Kevin Days

Direct: 202-419-1585

Fax: 202-828-0911

Email: Speaking and Listening@[parconline.org](mailto:parconline.org)

Except where expressly provided in this RFP, any contact with PARCC, Inc., or the PARCC consortium member states’ employees regarding the procurement being conducted pursuant to this RFP is strictly prohibited. Failure to comply may lead to the Offeror’s exclusion from this procurement process.

Each Offeror shall submit one electronic copy of its proposal in Microsoft Word (version 2003 or later) or PDF via email to Kevin Days no later than 1:00 p.m. (EST) on November 21, 2013.

### 1.4 Terms and Definitions

Terms used in this RFP are defined as follows, unless inconsistent with the subject matter or context:

Term	Definition
Contract	The agreement between PARCC, Inc. and the Contractor awarded pursuant to this RFP.
Contractor	The Offeror that is awarded the contract. All directions for the Contractor refer to the period after contract award
Offeror	A potential Contractor acting on its own behalf and on behalf of those individuals, partnerships, firms, or corporations comprising the Offeror’s team.
Proposal	The complete response of the Offeror to the RFP, including properly completed forms and supporting documentation.
RFP	This Request for Proposal document in its entirety, inclusive of attachments, appendices and any addenda that may be issued by PARCC, Inc.
Solution	The Offeror’s proposed technical and management approaches for meeting the requirements of the work to be contracted, as established by PARCC, Inc. in this RFP.

See Appendix A of this document for additional terms related to this RFP.

## 1.5 Submittal Documents

The absence of any of these documents may result in a determination that the Proposal is non-responsive and the Proposal shall not be evaluated. The Proposal forms furnished must be used when submitting the Proposal. Forms are to be filled out in ink or typewritten. Submittal information shall be included in the Technical Proposal portion (Part I) of the Proposal and consist of the following:

- A. All Addenda (Provide the signed Addenda page for all Addenda issued)
- B. Drug-free Work Place Form (Attachment 2)
- C. Disclosure Statement Form (Attachment 3)
- D. Reference Form (Attachment 4) – Provide at least three (3) references, which demonstrate efforts comparable to the one described in this RFP. PARCC, Inc. reserves the right to contact the references regarding the services provided.
- E. Minority Subcontractors Utilization Summary (Attachment 5)
- F. Vendor Certification Regarding Scrutinized Companies Lists (Attachment 6)
- G. Transmittal Letter – Provide a Transmittal Letter (on Company Letterhead) that contains the following:
  1. A statement certifying that the person signing the Proposal is authorized to represent the Offeror and bind the Offeror relative to all matters contained in the Offeror's Proposal;
  2. The company's federal tax identification number;
  3. A statement certifying that the Offeror has read, understands, comply and agrees to all provisions of this RFP;
  4. A statement certifying that the Offeror understands and agrees to comply with the use of a project management tool designated by PARCC, Inc.
  5. A statement certifying that the Offeror will use the project management tool(s) designated by PARCC, Inc. to track and update all aspects of the project, including but not limited to prices, timelines, tasks and deliverables, so PARCC, Inc. can review progress.

## 1.6 Presenting the Proposal

The Proposal shall be limited to a page size of eight and one-half by eleven inches (8½" x 11"). Type size shall not be less than an 11 point font. The Proposal shall contain a table of contents, be typed single-spaced and have separate parts, each clearly labeled including page numbers. The information to be contained in each part is described in the above sections. The absence of information or the organization of information in a manner inconsistent with the requirements of this RFP may result in the rejection of the Proposal. Bindings and covers will be at the Offeror's discretion; however, elaborate notebooks/hard back binders are discouraged.

Unnecessarily elaborate special brochures, art work, expensive paper and expensive visual and other presentation aids are neither necessary nor desired.

All Offeror materials must be packaged so that each box of materials shipped to PARCC, Inc. does not exceed 25 pounds.

## **2 SCOPE OF SERVICES - INTENT**

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PARCC, Inc. is soliciting written replies from qualified contractors to establish a term contract of which the term is anticipated to begin upon execution of the contract(s) and be effective from approximately November 27, 2013 – July 31, 2015. The Award(s) will be made to the responsible and responsive contractor that PARCC, Inc. determines will provide the best value to the state and PARCC.

### **2.1 Purpose**

The purpose of this RFP is to solicit proposals from organizations interested in participating in PARCC's grant from the U.S. Department of Education's Race to the Top Assessment Program to support the fulfillment of PARCC's vision related to the development of Speaking and Listening Assessments. This includes:

- A. specification of an appropriate assessment design,
- B. item development and review,
- C. field-testing and data analysis,
- D. design of a tool that integrates with the PARCC technical platform to support scoring,
- E. reporting and data maintenance activities, and
- F. design and development of any documentation, research, and supplementary materials necessary to support implementation, scoring, validation, and the interpretation and use of assessment results.

### **2.2 Background**

PARCC is a consortium of states working together to develop a common set of assessments in English Language Arts/Literacy and Mathematics in response to the awarding of a Comprehensive Assessment Systems Grant funded in fiscal year 2010 under the auspices of the U.S. Department of Education's 2010 Race to the Top Assessment Program. Authorized under the American Recovery and Reinvestment Act of 2009 (ARRA), the Race to the Top Assessment Program provides funding to consortia of states (at least 15 member states and five Governing States as defined in the notice inviting applications (NIA) issued in the *Federal Register* on April 9, 2010) to develop assessment systems that provide valid, reliable, and fair performance results for individuals and groups of students against a common set of college and career readiness standards. The assessments are to be designed to encourage best practice in instruction and measurement.

### **2.3 RFP Response Components and Contract Award**

When appropriate, PARCC allows responses/replies that demonstrate strong partnerships between organizations, regardless of size, that can provide expertise and high-quality solutions to assist PARCC in achieving its goals. Attention will be paid to the ability of an organization to provide a documented commitment to the requested work through staff allocation, creative partnerships and innovative thinking.

The total price of the contract cannot exceed 1.5 million dollars. Any response/proposal which exceeds this amount will be considered non-responsive. The Offeror must present a comprehensive plan to support the development of Speaking and Listening Assessments which stay within this budget and account for all materials and activities necessitated by Offeror's proposed design in light of the general requirements outlined in Section A2.4 and specific requirements detailed in Section A3.

This RFP consists of one part as described below:

### 2.3.1 Speaking and Listening Assessments

- a. This RFP outlines the scope of work associated with the design, development, and implementation of Speaking and Listening Assessments for grades K-12. Appendix A provides important background and summary information, including many requirements that will be critical to the Offerors' proposal. Among these is the requirement to build speaking and listening assessments to meet PARCC's requirements for interoperability of items, scoring models, and data so that Speaking and Listening assessments can function on different assessment delivery platforms. Section 7 represents the component of this RFP to which bidders must respond.

## 2.4 Contract Award

### 2.4.1 Period of Performance

November 27, 2013 – July 31, 2015

### 2.4.2 Special Instructions – Proposal Format & Content

#### 2.4.2.1 Technical Proposal (Part I) (12 hard copies)

**(Do not include price information in Part I)**

The Offeror must submit **one (1) original in hard copy, (11) hard copies and two (2) in electronic format (compact disc (CD), flash drive, etc.) copies in Microsoft Word 5.0 or higher, or Adobe Acrobat** of the Proposal which is to be divided into the sections described below. Since PARCC, Inc. will expect all replies to be in this format, failure of the Offeror to follow this outline may result in the rejection of the Proposal. The Technical Proposal must be submitted in a separate sealed package marked "TECHNICAL PROPOSAL FOR RFP 2013-13".

#### Notes:

- The numbering and labeling used in the Offeror's Technical Proposal should conform to the numbering and labeling used within this request for proposal. **High level numbering and headings listed below shall be used in the Proposal. Numbering and labeling in parenthesis are for source reference only and must not be used in the response.**

#### 1) Executive Summary

The Offeror shall provide an Executive Summary to be written in non-technical language to summarize the Offeror's overall capabilities and approaches for accomplishing the services specified herein. Evidence would include, but not be limited to, potential Contractor's mission, date of founding, size, experience, and expertise in accessible design. This response should also demonstrate the Offeror's clear understanding of PARCC's goals to develop an effective means to assess the CCSS for ELA/Literacy through Speaking and Listening assessments. The Offeror is required to limit the summary to no more than six (6) pages, using the font Calibri, size 11; and 1.15 spacing.

#### 2) Corporate Capabilities

This section shall provide a description of the Offeror's qualifications and prior experience performing tasks similar to those required in this RFP. The discussion shall include a description of the Offeror's background and relevant experience that qualifies it to provide the products and services required by this RFP.

- a. **Experience:** To complete the documentation of corporate capabilities, the Offeror must document the contracted services for three (3) previous projects similar to the one described in this RFP or any other projects that document its corporate capability. For each, the documentation shall include a description of the services and products delivered; the contract period; and the name,

address, and telephone number of a contact person for each of the contracting entities. PARCC, Inc. reserves the right to contact the references regarding the services provided.

- b. **Use of Subcontractors:** The Contractor(s) may choose to employ Subcontractors for the completion of one or more tasks. If Subcontractors are to be used for any portion of the work activities, the Offeror must name the Subcontractors and document the experience and qualifications of the Subcontractors in performing tasks identical to those they will be asked to do. A separate chart that identifies all of the Subcontractors proposed to be involved in the project and a brief description of the services they are expected to provide must also be included.
- c. **Disclosure:** The documentation of corporate qualifications must also include disclosure statements about all contractual situations occurring within the past five years that have led to the collection of credits, reimbursements, assessment of penalties and other forms of compensation or cancellation of a contract by contracting organizations for the Offeror's nonperformance. The Offeror shall also provide information related to the intent or any knowledge of potential buyout or corporate/business ownership changes for their company during the periods of services proposed for this RFP.

### 3) Technical Plan

The Offeror shall provide comprehensive documentation which describes its approach to creating the Speaking and Listening Assessment commensurate with the proposal/response requirements found in the scope of work. In particular, the Offeror should clearly describe how it will address the following major areas of the design with attention to quality and quantity, consistent with the proposal/response requirements:

- a. Item/Task Development and Review, including meta-data tagging and accessibilities requirements
- b. Field Testing
- c. Operational forms construction

The technical plan is limited to twenty (20) pages, using the font Calibri, size 11; and 1.15 spacing.

### 4) Management Plan

The Offeror shall provide a management plan which describes the administration and management of the project team, the key project personnel, project management meetings, and project management reports.

#### a. Administration and Management

The Offeror shall provide a description of the management structures in place that provide assurance that tasks will be properly initiated and completed on time.

- i. The Offeror shall include a description of the organizational structure of the management team by job title and describe the key roles and responsibilities for each team member;
- ii. The Offeror shall describe the management style and methodology to be used to manage the project work, including control of prices, assuring quality, identifying and minimizing risk, and maintaining schedules; as well as the means of coordination and communication between the Offeror and PARCC, Inc., Achieve and other organizations as applicable;
- iii. The Offeror shall provide assurances that the Offeror, including its Subcontractors, will cooperate with other Contractors receiving an award under this solicitation, including the other Contractor's Subcontractors receiving an award under this RFP, to produce high-quality deliverables as efficiently as possible.

**b. Identification of Key Personnel**

The Offeror must demonstrate the ability to bring the necessary skilled resources to the project as dictated by the scope of work being performed.

- i. The Offeror shall provide a table with the names and titles of key personnel on the Offeror's team and include the anticipated timeframe for their involvement in the project (including key Subcontractor's personnel). The Offeror will indicate which personnel have primary responsibility for accessible design.
- ii. The Offeror shall provide a resume for each key individual proposed. The resumes do not count towards the page specifications
- iii. The Offeror shall identify who within the Offeror's organization will have prime and final responsibility and approval authority for the work;
- iv. The Offeror shall provide an organizational chart showing lines of authority for key personnel involved in performance of the contract and the percent of time each staff member will be dedicated to the project. This chart must also show lines of authority to the next senior level of management;
- v. The Offeror shall demonstrate the understanding that key personnel may not change without prior written approval of the replacement personnel.

**c. Project Management Meetings:** The following is a list of required meeting that the Contractor shall participate in over the contract's duration.

- i. **Comprehensive Project Management Meetings:** The successful operation of the program will require an initial comprehensive project management meeting between the Contractors, Achieve, PARCC leaders, and PARCC, Inc. staff. PARCC, Inc. will determine the location where the management meetings will take place, which may be in one of the following locations - Tallahassee, Washington DC, the Contractor's headquarters or other worksite, or in a location convenient and agreed upon by all parties. Offerors should anticipate that the initial comprehensive project management meeting will take place in Washington, D.C. within 30 days of contract execution.
- ii. **Weekly Project Management Meetings:** Project management conference calls will be conducted, at minimum on a weekly basis, at an agreed upon day and time in order to ensure all requirements and timelines are maintained and to address needs for problem solving and time-sensitive adjustments. Additional conference calls may be required as activities dictate. The Contractor shall provide a toll-free conference line for all calls between the Contractor, PARCC, and other organizations as applicable. The Contractor shall be responsible for all planning and facilitation as well as documenting and distributing the outcomes of each meeting.
- iii. **Quarterly Project Review Meetings:** The successful implementation and operation of the project will also require quarterly project review meetings between the Contractor, PARCC Inc., and other organizations as applicable. PARCC, Inc. will determine the location where the review meetings will take place, which may be in one of the following locations – Washington DC, or the Contractor's headquarters. The Offeror's Proposal will include funding specifically for the Project Review Meetings.

- iv. **Communication Tools:** To meet timelines for completing work tasks, the Contractor, the PARCC Consortium and the PARCC, Inc. will need to use electronic communications, including, but not limited to a secure file sharing site, video conferencing, teleconferencing site, etc., provided by the Contractor in addition to overnight express delivery of materials as necessary.
- v. The Contractor shall plan for a kick-off meeting to take place in Washington DC within 30 days of contract award.
- vi. Representatives of all relevant subcontractors must also attend these meetings.
- vii. After award, the Contractor shall be responsible for all planning and facilitation as well as documenting the outcomes of each meeting. The proposed meetings must be staged to best fulfill the scope of the task and engage stakeholders in all aspects of the process.
- viii. **Other Meeting Planning:** The Offeror shall provide an outline of any additional meetings needed between the Contractor(s) and members of the PARCC, Inc. leadership team or operational working groups that are deemed essential to completing the activities and deliverables of each component. The Contractor shall be responsible for all planning and facilitation as well as documenting the outcomes of each meeting. The proposed meetings must be staged to best fulfill the scope of the task and engage stakeholders in all aspects of the process.

Offerors must provide a recommendation for the number of its team members which will attend the meeting. A single lead representative from all relevant Subcontractors must also attend these meetings.

The Offeror awarded the contract will be responsible for the logistics (meeting facilities, equipment, and reserving hotel rooms for participants) and travel prices of their staff and required Subcontractors' staff for all management meetings. These meetings will also involve relevant PARCC consortium members, Achieve, PARCC, Inc. and required subcontractor's staff. Provisions will be made for electronic participation of any staff member unable to travel to these meetings.

The price proposals should include funding specifically for the project management meetings and other oversight activities. Project oversight activities include work related to overall project management and management of key activities.

The Offeror(s) receiving an award under this solicitation shall be responsible for all travel prices of their staff (excluding Achieve staff) and required subcontractors' staff for participation in all project meetings.

The Project Management Plan will be limited to 15 (fifteen) pages, using the font Calibri, size 11; and 1.15 spacing.

#### **2.4.2.2 Price Proposal (Part II) (12 hard copies)**

The Offeror must submit **one (1) original hard copy, eleven (11) hard copies and twelve (12) electronic format (compact disc (CD), flash drive, etc.) copies in Microsoft Excel 5.0 or higher.** The Offeror's price information shall be submitted on the forms provided in this RFP **and provided as both a Microsoft Excel version and Adobe Acrobat PDF file format.** Payment for services will be made based on the deliverables and dates specified on the Price Proposal form. **The Price Proposal is to be submitted in a sealed package separate from the Technical Proposal (PART 1), marked "PRICE PROPOSAL FOR RFP 2014-XX. Failure of the Offeror to follow this instruction may result in rejection of the Offeror's Proposal.**

Detailed pricing will be included on the **Pricing Sheet** included as **Attachment 1**. In addition, the Price Proposal shall include a **Project Budget and Budget Narrative** in the format specified in **Attachment 1**,

**a. and b.** The project budget will provide a breakdown of project prices by budget category, e.g., salaries and fringe benefits, supplies, contractual, indirect prices and profit percentages. A separate project budget will be submitted for subcontractor's prices included as a line item in the Offeror's Project Budget, for all work to be performed by subcontractors.

### **3 SCOPE OF SERVICES**

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This section of the RFP defines the work activities and performance specifications and addresses requirements and standards that the Offeror(s) must include in their Technical Response/proposal. The term Contractor will be used throughout the following sections in reference to the Offeror(s) awarded a contract under this solicitation. "Offeror" will be used throughout the following sections in discussion of requirements and information related to preparation of the response/proposal.

#### **3.1 Speaking and Listening**

The sections below summarize the scope of work associated with the PARCC Speaking and Listening Assessments, Grades K-12. For each section, contract deliverables are detailed as well as any requirements related to the completion of work. In this RFP, PARCC is looking for Offerors to describe how best to design, administer and report the PARCC Speaking and Listening Assessments, Grades K-12 and to generate high quality, user-friendly supplemental materials that inform the interpretation and use of assessment results.

The Offeror(s) must propose a comprehensive assessment design, development, scoring and reporting plan that addresses the priorities and requirements detailed within the context of this RFP and also accounts for all specified constraints, including budget.

As such, the PARCC Speaking and Listening Assessment should fully address the following design considerations:

- 1) be available on demand, with little set up and preparation;
- 2) be constructed such that future enhancements in administration and scoring could sufficiently increase the validity and reliability of some or all of the speaking and listening assessments to support their use for school to school and district to district comparisons.
- 3) be accessible for all students and adult assessment administrators and scorers—including individuals with disabilities and English language learners, both with and without the use of accommodations (to allow for inclusion of all students in the PARCC assessment system, including those students who are deaf and hard of hearing). Consideration of the use of American Sign Language for deaf and hard of hearing students must be central with regard to assessment design, scoring and reporting, as well as the development of any supplemental materials;
- 4) be able to be administered and scored within a short period of time;
- 5) be used in the first 2-4 years for formative purposes, but designed in a manner that will provide for, with stronger administration and scoring processes, valid and reliable data that can be used for school to school/ district to district comparisons at the aggregate level

#### **3.2 Reporting**

The most important aspect of the reports is to present relevant information in ways that inform parents appropriately and in ways that teachers and students can use the information to improve teaching and learning. In the future, though, PARCC may want to provide valid and reliable reports for summative purposes. As such, reporting should take this into account.

- 1) The reports must present information critical for improving performance and in ways that most users can understand. The information must facilitate defensible judgments about student learning, relative to the standards (including an understanding that speaking and listening skills support development of reading, writing, and language skills). Educators

must be able to use this information to make meaningful decisions about instructional strategies and interventions.

- 2) The reports must identify which speaking and listening assessment components have and have not been administered per student, per teacher, and can be aggregated up to the class, school, grade, district and state levels.
- 3) The reports should allow students, parents, classroom teachers, principals, and district leadership to see individual student data over time, to determine if a given student is improving in a given area, and to provide for the “roll up” and presentation of aggregate data at the class, school, district, and/or state level for accountability purposes at a later date.
- 4) The reports must disaggregate results by subgroups that use embedded supports, assistive technology, or accommodations.
  - a. The features and requirements for reporting systems just described are most appropriate for those closest to instruction—teachers and other instructional personnel—but it is also important that the reporting system address the needs of other key stakeholders such as students, parents, local administrators, students in age appropriate forms, and eventually, state leaders. For example, PARCC expects reports to provide metadata regarding use of the various assessment components (i.e., frequency of use of each component by student and by teacher).
  - b. PARCC intends these reporting goals to be addressed through the use of a technology-based reporting structure that is seamlessly integrated into the technology infrastructure supporting the design and administration of the overall PARCC assessment system. It should be noted that while the contractor will be responsible for the design of the reports, the reports are expected to be shared with external users via the PARCC reporting system. There have been many recent examples of technology enhanced reporting systems that show great promise for meeting the needs outlined here. Technology and innovation should be employed to improve the quality of information presented and received. PARCC intends for data captured to be saved over time to allow for research and development, including the capture of item performance post field testing, form performance post pilot, and validation and revision of content progressions. The reporting system must be designed to support the intended inferences and all of the utility goals of the PARCC Speaking and Listening Assessments, grades K-12.

#### Contractor Requirements and Specifications for Reports:

1. A comprehensive set of reports that meet all of the requirements set out in section 3.2 by PARCC.

#### **Response/Proposal Requirements:**

1. A plan for the development of reports that are responsive to the features stipulated in 2.6 B, 1-4 listed above. Offerors’ plans should address the following criteria, where the reporting system will:
  - a. Provide usage analytics regarding the use of various components of the Speaking and Listening assessment as set forth in section 2.6.
  - b. Provide data that is instructionally actionable, i.e., that can lead to improved outcomes for students as related to the CCSS and improved understandings for teachers and meet the intended inferences and utility goals outlined in this RFP including the following:

- i. the nature of the information reported to different audiences (i.e., students, parents, administrators) for each of the proposed assessments and the rationale for these design decisions;
  - ii. a description of the various reporting features associated with each of the different reports in the system, including sample mock reports to show how those features might be shown;
  - iii. an explanation of how the presence of absence of each feature enhances the utility of the assessment system;
  - iv. an explanation of how the data files behind the reports can be made available for school districts to download for use at the district and state level (suggest rules and PARCC business policies for who has access to the PARCC data warehouse);
  - v. and explanation of how the data files behind the reports can be made available for school districts to download for use at the district and state level (suggest rules and PARCC business policies for who has access to the PARCC data warehouse);
  - vi. an explanation of the technical reliability of all data reported.
- c. Be finalized in collaboration with PARCC.
- d. Be able to integrate with current PARCC state databases to ease input of student demographic information for registration for PARCC Speaking and Listening assessments and such that any relevant data from the assessments could be exported back to state databases. PARCC’s technology specifications can be found in Appendix C.
- e. Collect, retain and organize data such that it facilitates and supports research on all dimensions of the speaking and listening assessment including differential performance by subgroups, growth over time, and the efficacy of the various types/approaches of assessment , modes of administration, and accommodations provided.
- f. The Offerors should provide mock-up reports to help the proposal reviewers visualize how the contractor will meet the reporting goals established here. Mock-up reports will not be included in the page requirements for this section.

### **3.3 Using Evidence Centered Design (ECD) for the Speaking and Listening Assessment**

#### **3.3.1 Task Generation Models**

The contractor is expected to develop task generation models to be approved by PARCC prior to the development of any and all performance-based tasks. These task generation models should be designed to align with the claims and evidence statements provided by PARCC. The Contractor(s) will work closely with PARCC to ensure that as the task generation models evolve, PARCC approves any changes to provided task generation models. PARCC will provide the claims and evidence statements upon contract award. At a minimum, all task generation models to be created based on the claims and evidence statements should include similar types of information currently populating the task generation models developed for the PARCC ELA/literacy performance-based tasks for the PARCC Summative Assessments, Grades 3-11. Offerors must consider how they will use their resources to ensure a seamless process for continuous improvement of the task generation models provided throughout item development.

### **Response/Proposal Requirements:**

1. Provide a statement in response to this RFP explaining the strategy (how resources will be used) for ongoing work with PARCC to ensure a seamless process for the initial design and development and then continuous improvement of the task generation models throughout the development of the PARCC Speaking and Listening Assessment.

### **3.3.2 Performance –Based Task and Scoring Tool Specifications**

The PARCC Speaking and Listening Assessment is designed to be administered at a minimum annually in grades K-12. Each grade-level assessment has several components. The function of the components together is to ensure all students can meet the expectations of the CCSS:

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

The components are to include:

- a. Discussion Rubric, aligned scoring tools, and professional development resources—designed to allow educators to measure student skills linked to the Speaking and Listening strands of the CCSS and the associated PARCC claims.
- b. Two types of performance-based tasks (with clearly designed task generation models) that allow for students to demonstrate their speaking and listening skills within both informal dialogues and when engaged in formal presentation, along with aligned scoring tools, and professional development resources—all designed to allow educators to measure student skills linked to the Reading and Speaking strands of the CCSS and PARCC’s Speaking claim. In grades 2-12, these tasks should incorporate opportunities for students to demonstrate evidences for the ancillary claims of research and reading as well.
- c. Listening logs, aligned scoring tools, and associated professional development resources—designed to allow educators to measure student skills linked to the Listening strand of the CCSS and the associated PARCC claim.

The section below provides requirements with specifications for each of these components for the Speaking and Listening Assessment and Offeror requirements. All deliverables designated in the Contractor requirements and specifications in this section are expected to be provided as downloadable documents and must meet the technology specifications outlined in Section 2.6, F-I.

### **3.3.3 Specifications for Discussion Rubrics, aligned scoring tools, and associated professional development resources:**

This component of the PARCC Speaking and Listening Assessment is to be a set of tools that teachers may employ as needed to ascertain (measure) students’ discourse skills and abilities and obtain information that can be used to improve students’ ability to participate fully and effectively in classroom discussions. The specific discourse skills and abilities to be measured are those unique to each grade level 3-11 as described in the CCSS and highlighted in the Model Content Frameworks, grades 3-11. For grades K-2 and grade 12, where there are not Model Content Frameworks, PARCC will provide the contractor with highlighted skills in a format similar to that provided in the Model Content Frameworks upon contract award. The Contractor is responsible for the design and development of:

- a. grade-level rubrics for grades K-12, with one or more dimensions that will allow teachers to score the grade-level speaking and listening skills made evident through students' responses and behaviors while engaged in classroom discussions. The Contractor must be able to demonstrate that these rubrics can be used to score student responses and behaviors with validity and reliability, that such scoring requires typically no more than X minutes per student per discussion assessed, and that "X" minutes is a feasible expectation for each grade K-12. Appendix D contains the PARCC Model Content Frameworks for English Language Arts. In this document, tables highlight the distinct skills in the Speaking and Listening for each grade level through red print which designates the skills new to that grade level. In designing the rubrics for each grade level, the Contractor is expected to use these distinctions to differentiate the grade-level rubrics (and to use the supplied charts for K-2 and grade 12). The contractor should note that the expectations for student performances in speaking and listening (rubric dimensions and anchored samples) must be equally rigorous (same levels of cognitive complexity and performance expectations) and consistent across all components of the speaking and listening assessment.
- b. written directions for teachers on how to use the scoring materials (rubrics, video set, and annotated sample student responses) to measure student performances in relation to grade-level CCSS in speaking and listening and the speaking and listening claims. Included in these directions should be clear instructions for how teachers can upload scores into the PARCC Assessment database, how teachers can reliably combine scores from multiple performances into a single score if desired, and how teachers can use the data obtained from scoring individual students using the provided scoring materials to provide relevant feedback to students and their families to increase student achievement when speaking and listening during classroom discussions.
- c. guidelines for teachers on how to decide appropriate uses of the classroom discussion rubric, including but not limited to the conditions required for use of the discussion rubric (e.g. minimum number of students; classroom set-up, technologies that can be used; parameters in terms of time, substance, and student preparation; role of teacher etc.). Included in these guidelines should be clear instructions to teachers that classroom discussions appropriate for assessment using the rubric should be "classroom-embedded," and not discussions generated just for the purpose of assessment.

**Deliverables Required (see 2.6-C3 above for more explicit specifications):**

- 13 rubrics (one each per grade level from Kindergarten through 12<sup>th</sup> grade for the tasks) and 11 rubrics (one for all grades K-8 and grades 9/10 and 11/12 for the other assessment components)
- 11 sets of directions (one set of directions each per grade level from Kindergarten through 12<sup>th</sup> grade). Each set of directions includes instructions on how to use the scoring materials for the given grade level and how to upload scores, etc.
- 11 guidelines for teachers (one per grade level from Kindergarten through 12<sup>th</sup> grade) to assist teachers in decision-making for appropriate uses of the classroom discussion rubric

Response/Proposal Requirements:

- A preliminary proposed timeline for development of deliverables described in sections 2.6 -C3 and a detailed explanation of the Offeror's strategy to design and develop these deliverables, including input from PARCC state leaders.
- Two mock-ups of each of the following (one for grades K-5; one for grades 6-12) including descriptions of their key features:
  - Rubrics

- Sets of directions
- Guidelines for teachers

### **3.3.4 Specifications for the Performance-Based Tasks, aligned scoring tools, and professional development resources.**

#### **Grades 3- 12:**

- i. The Contractor will provide task generation models for two distinct modes of performance:
- ii. Real Time Engagement (MODE 1) performances will entail real time engagement in the speaking and listening process. Students will listen to a pre-recorded speech and/or media production and speak/respond using spontaneous oral responses. Mode 1 performance based tasks will be administered in grades 3, 5, 7, 9, and 11.
- iii. Advance Preparation (MODE 2) performances will entail advance preparation in the speaking and listening process. Students will perform research using authentic and grade-appropriate topics, share their findings in the form of a formal presentation (speaking) and respond spontaneously to audience questions (listening and speaking); Mode 2 performance based tasks will be administered in grades 4, 6, 8, 10, and 12.

#### MODE 1

The purpose of Mode 1 performances is to ascertain the student’s skills and abilities to engage in “real time” speaking and listening activities that students will encounter in careers and postsecondary education through a variety of pre-recordings. While Mode 2 performance tasks will include requirements for students to listen to and view information from sources, students will be wholly focused on a single media performance in Mode 1 performance tasks.

In the PARCC Summative Assessments, students are assessed on their abilities to express understandings in writing (including both written expression and knowledge of language and conventions). In the PARCC Speaking and Listening Assessments however, the focus is on the assessment of the standards in the Speaking and Listening strands of the CCSS, not on writing.

For example:

- listening to a challenging content rich lecture provided by a speaker or (panel of speakers) either in-person or by viewing a taped lecture, students would be asked to show their comprehension (e.g., summarizing main ideas, explaining ideas, identifying evidence by particular points, etc.) by engaging in a discussion with other students.
- After auditing a meeting (or portion thereof) either in-person or by viewing a taped meeting, students would be asked to identify the most salient issue(s) presented, respond to one or more points made by the meeting participants, and/or make and defend a recommendation by sharing their insights with other students.
- After listening to candidate responses to a single inquiry in a political debate either in-person or by viewing taped candidate responses, students would be asked to pinpoint orally the extent to which the actual question was answered by Offerors. This could include evaluating the quality of evidence presented by one or both candidates in support of their answers, assessing the soundness of the

reasoning, and/or asking follow up questions for the candidates that probe their reasoning.

- After listening to a tour guide of a historic site either in-person or by viewing a tape of a tour guide presentation, students would be asked to paraphrase the information orally or generate orally a range of relevant questions to learn more about the topic presented.

The Contractor will provide one Mode 1 task generation model and ten (10) performance-based tasks per grade level for grades 3, 5, 7, 9, and 11 that are aligned to the task generation model for the given grade level. The task generation models and tasks must require students to engage in and respond spontaneously to the types of stimuli described above. The tasks should be designed to elicit evidence that students can meet the PARCC speaking and listening claims, CCSS grade-level standards, and PARCC provided speaking and listening evidences. The corresponding scoring rubrics must align with the most relevant common core speaking and listening standards for Mode 1 performances, and should also address the cognitive demand and complexity of the stimuli and the degree to which the student's responses reflect the ability to deeply and effectively engage the complexity and nuances of the stimuli. Further, the rubric and accompanying guide for teacher scoring must provide directions for how to encourage and differentiate student contributions to the discussion that take into account how disparate levels of student readiness and comfort level to engage in group discussions will impact perceptions of performance.

The task generation models and tasks should require students to use listening logs or another note-taking format that allows students to capture what is understood from the pre-recorded presentations, including the questions to be asked to ensure the reliable scoring of student speaking and listening skills. Speaking and Listening standards 1, 2 and 3 in each grade should guide the content of the listening logs. (Section 2.6-C5 below outlines specific requirements for listening logs or an alternate format response.) Pre-recorded stimuli are being recommended (e.g., a video of a lecture, a speech, a meeting for a debate) as live stimuli –interesting and compelling though they may be—cannot be standardized across the testing population. For instance, some students might receive a live performance that is well organized and clear, with central ideas clearly stated; others might receive a live performance that rambles, with central ideas implicit if present at all. Some could be asked to listen to a speaker with a heavy accent foreign to them; while others are presented with speakers with familiar inflections and pronunciations. Relying on local live stimuli could also present issues for schools, especially those that are geographically remote.

Ten (10) performance-based tasks at each grade level that utilize pre-recorded stimuli are required. The contractor must provide evidence that demonstrates conclusively that the task models and tasks provided for Mode 1 performance-based tasks can be scored with an inter-rater reliability of .85 or higher for those implementing the Mode 1 performance-based tasks with fidelity to the design.

- a. The tasks should be designed to elicit evidence that students can meet the PARCC speaking and listening claim, CCSS grade-level standards, and PARCC provided speaking and listening evidences. The tasks should also be designed to allow for students to demonstrate the ancillary claims for this assessment (and PARCC Summative Assessment Claims and evidence statements). The tasks should be designed to allow for students to demonstrate the ancillary claims for this assessment (and PARCC Summative Assessment Claims and evidence statements). The tasks should be designed so they are accessible for all students, including students with disabilities and English language learners.

- b. The operational directions for how to administer and score these performance-based tasks is also requisite.
- c. A scoring rubric or rubrics should be developed to assess each student's presentation on two dimensions:
  - i. Speaking: The Contractor is expected to develop a rubric to assess the student's demonstration of grade-level speaking skills.
  - ii. Listening: The Contractor is expected to develop a rubric to assess the student's demonstration of grade-level listening skills.

All of the rubrics developed must align clearly to appropriate CCSS and to the relevant PARCC claims to be measured on the PARCC Speaking and Listening Assessment.

- d. The Contractor should provide a set of anchored sample logs, oral responses, and one video per grade band that provides instruction to teachers to implement, where students discuss and teacher debriefs that can be used to train teachers on how to use the rubrics. Such materials need to ensure that teachers are provided information early on regarding how to mitigate against variations in students' logs. These anchors must include sample student responses that have been annotated to elucidate clearly how to utilize the scoring rubric(s) to score the expected range of student responses to the ten performance-based tasks. The annotated sample student responses should be actual student-produced responses developed through actual student use of the performance-based tasks. These annotated samples must demonstrate the full student performance continuum, including the responses of ELLs and students with disabilities as appropriate, and must include the work of students from across PARCC states at each grade level. The annotated sample student responses must have been developed using actual student work produced through field testing of the performance-based tasks (see Section 2.6 -E for more information about the required field-testing). These annotated responses, along with the operational assessment directions for how to administer and score the performance-based tasks, should be sufficient to ensure reliable scoring and feedback to students in response to student work products associated with the performance-based tasks.

#### MODE 2:

The Contractor will provide one Mode 2 task generation model for each grade level for grades 4, 6, 8, 10, and 12 and ten (10) performance-based tasks per grade level that are aligned to the task generation model for the given grade level. The task generation models and tasks must require students to conduct research, including gathering relevant information from a range of resources and then integrate that information into a short presentation of their findings.

In grades 10 and 12, students should be required to present a 5-10 minute *oral argument* of their research findings with those whom they know well and/or those with whom they have limited or no acquaintance. To assess students' listening skills (and further assess their speaking skills), they also should be required to respond to several audience questions regarding their findings with relevant evidence, observations, and ideas.

In grades 6 and 8, students should be required to present a 3-6 minute explanation of their research findings with those whom then know well and/or those with whom they have limited acquaintance. To assess students' listening skills (and further assess their speaking skills), students also should be required to respond to several questions regarding their findings with relevant evidence, observations, and ideas.

In grade 4 students should be required to present a 2-5 minute explanation of their research findings with those whom they know well. To assess students' listening skills (and further assess their speaking skills), students also should be required to answer a few questions from peers that clarify the information presented.

Research is defined broadly as gathering, building, and presenting knowledge through the integration, comparison, and synthesis of ideas from a wide range of informational sources, including not only traditional print texts, but also multimedia texts or information gained from attending a live lecture, demonstration, debate or hearing (e.g., a school committee meeting, trial, legislative hearing) or conducting a live interview. Research could also include literary texts, including researching criticism of various kinds so as to make an oral argument for a particular interpretation or attending a performance of play and making an argument about an actor's depiction of a character, a director's concept, a designer's set or sound design.

- a. The tasks should be designed to elicit evidence that students can meet the PARCC speaking and listening claims, CCSS grade-level standards, and PARCC provided speaking and listening evidences. The tasks should also be designed to allow for students to demonstrate the ancillary claims for this assessment (and PARCC Summative Assessment Claims and evidence statements). The tasks should be designed so they are accessible for all students, including students with disabilities and English language learners.
- b. The operational directions for how to administer and score these performance-based tasks is also requisite.
- c. Each of the performance-based tasks must require the students to:
  - i. Gather information from content-rich sources to build a deeper understanding of the topic studied.
  - ii. Integrate, compare, and/or synthesize ideas from sources, citing details and examples from the sources
  - iii. Utilize digital media (e.g., textual, graphical, audio, visual and interactive elements) in the presentation when appropriate to enhance understanding of findings, reasoning, and evidence and add interest at grade levels as required by the standards
  - iv. Consider audience and task in the construction and delivery of the presentation, including speaking clearly at an understandable pace with appropriate eye contact, adequate volume and clear pronunciation as required by the grade-level standards
- d. Scoring rubric(s) should be developed to assess each student's presentation on four dimensions:
  - i. Reading texts: The PARCC Summative Assessments have a grade-appropriate rubric to assess reading comprehension for prose constructed response items. The Contractor is expected to use this rubric as the basis for the assessment of reading for the performance-based task, when measuring the reading claim. This rubric will be provided to the contractor upon contract award.
  - ii. Research: The Contractor is expected to develop a rubric to assess student work products produced in response to the performance-based task to measure the ancillary research claim. This rubric may be sub-divided into additional dimensions.

- iii. Speaking: The Contractor is expected to develop a rubric to assess the student's substantive and stylistic presentation according to the grade-level speaking skills.
- iv. Listening: The Contractor is expected to develop a rubric to assess the student's grade-level listening skills as explicated in Standards 1, 2, and 3.

All of the rubrics to be developed must align clearly to appropriate CCSS and to the relevant PARCC claims to be measured on the PARCC Speaking and Listening Assessment.

- a. The Contractor should provide a set of anchored responses, and one video per grade band that provides instruction to teachers regarding the implementation of the assessment. The video must include film of a student discussion and of a teacher debriefing the discussion that can be used to train teachers on how to use the rubrics. Such materials need to ensure that teachers are provided information early on regarding how to mitigate against variations in students' logs. These anchors must include sample student responses that have been annotated to elucidate clearly how to utilize the four scoring rubrics to score the expected range of student responses to the ten performance-based tasks per grade level. The annotated sample student responses should be actual student-produced responses developed through classroom use of the performance-based tasks. These annotated samples must demonstrate the full student performance continuum, including the responses of ELLs and students with disabilities as appropriate, and must include the work of students from across PARCC states at each grade level. The annotated sample student responses must have been developed using actual student work produced through field testing of the performance-based tasks (see Section X.X for more information about the required field-testing). These annotated responses, along with the operational assessment directions for how to administer and score the performance-based tasks, should be sufficient to ensure reliable scoring and feedback to students in response to student work products associated with the performance-based tasks.

**Deliverables Required (See 2.6-C4 Grades 3-12 above for more explicit specifications):**

- One grade-level task model for Mode 1 performance-based tasks for each of grades 3, 5, 7, 9, and 11 and 10 performance-based tasks derived from each task model (including student directions for the tasks)
- One grade-level task model for Mode 2 performance-based tasks for each of grades 4, 6, 8, 10, and 12 and 10 performance-based tasks derived from each task model (including student directions for the tasks)
- Grade-specific rubrics to measure two dimensions (speaking and listening) for the Mode 1 performance-based tasks for grades 3, 5, 7, 9, and 11.
- A rubric to measure speaking and listening for grades 3, 5, 7, 9, and 11 for the Mode 1 performance-based tasks.
- A rubric to measure speaking, listening, research and reading for grades 4, 6, 8, 10, and 12.
- Sample student responses from all performance-based tasks that have been annotated to help ensure the rubrics can be used to provide reliable scores and feedback to the performance-based tasks (set of anchored sample responses); at least one top level student response per grade level should include students who are deaf and hard of hearing who have used either ASL or appropriate technologies to participate meaningfully in the Speaking and Listening Assessment.

- One video per grade band that provides instruction to teachers regarding the implementation of the assessment.
- Directions for teachers on how and when to administer and score the performance-based tasks
- White paper to describe how test administration policies and test design parameters would need to be implemented to allow for the Speaking and Listening Assessment to provide sufficient reliability to allow for use as a summative assessment
- Training materials that support teacher understanding in how to use off-grade level in the current grade to support longer term student learning

Response/Proposal Requirements:

- Description of changes in administration and scoring that could occur over time to provide for the reporting of reliable aggregate data
- Recommendations on how PARCC could “ratchet” up tasks and administration to support summative uses.

**Grades K-2:**

- a. The Contractor will provide a grade-level task generation model for each grade (K, 1, and 2) and six (6) performance-based tasks per grade level that are aligned to the task generation model and that require students in K-1 to describe a person, place, event, or thing (must be a person, place, event, or thing familiar to students for the Kindergarten tasks). For grade 2 students, the task generation model should require students to tell a story or recount an experience that could include information from at least one text they have read or listened to. Examples of students sharing out could include “tell what happened on your weekend,” or “describe the character in the story you read during reading group time.” Students should be required to demonstrate grade appropriate listening skills when they answer one question generated by the classroom teacher. These tasks should be designed to elicit evidence that students can meet the speaking and listening claims for the PARCC assessments when students engage in formal speech. The tasks should be designed so they are accessible for all students, including students with disabilities and English language learners.
- b. The operational directions for how to administer and score these performance-based tasks is also requisite.
- c. Speaking and Listening: The contractor is expected to develop a rubric to assess the student’s presentation to demonstrate grade-level speaking and listening skills and the PARCC Speaking and Listening claims. This should include students’ ability to speak audibly and express thoughts, feelings, and ideas clearly. A set of anchored sample responses that can be used to train teachers on how to use the rubrics should be provided by the Contractor. These anchors must include sample student responses that have been annotated to elucidate clearly how to utilize the scoring rubric will be used to score the expected range of student responses to the performance-based tasks. The annotated sample student responses should be actual student-produced responses developed through field-testing of the performance-based tasks. These annotated samples must demonstrate the full student performance continuum, including the responses of ELLs and students with disabilities as appropriate, and must include the work of students from across PARCC states at each grade level. The annotated sample student responses must have been developed using actual student work produced through field testing of the performance-based tasks (see Section 8.0.4 for more information about the required field-testing). These annotated responses,

along with the operational assessment directions for how to administer and score the performance-based tasks, should be sufficient to ensure reliable scoring and feedback to students in response to student work products associated with the performance-based tasks.

**Deliverables Required (see 2.6-C4 Grades K-2 above for more explicit specifications):**

- One grade-level task model for grade 2 and 6 performance-based tasks derived from that task model (including student directions for the tasks) which allow for student production of content using audio recordings or other media. Three of the tasks should focus on telling a story and three on recounting an experience.
- One grade-level task model for grade 1 and 6 performance-based tasks derived from that task model (including student directions for the tasks). Two of the task models should focus on a description of a person, one on a description of a place, one on a description of an event, and two on a description of a thing.
- One grade-level task model for Kindergarten, and 6 performance-based tasks derived from that task model (including student directions for the tasks). Two of the task models should focus on a description of a person, one on a description of a place, one on a description of an event, and two on a description of a thing.
- A rubric to measure Grade 2 speaking and listening skills aligned to the Grade 2 performance tasks
- A rubric to measure Grade 1 speaking skills aligned to the Grade 1 performance tasks
- A rubric to measure Kindergarten speaking and listening skills aligned to the Kindergarten performance tasks
- Sample student responses from the performance-based tasks that have been annotated to help ensure the rubrics can be used to provide reliable scores and feedback to the performance-based tasks (set of anchored sample responses); at least one top level student response per grade level should include students who are deaf and hard of hearing who have used either ASL or appropriate technologies to participate meaningfully in the Speaking and Listening Assessment.
- Directions for the teacher for how and when to administer and score the performance-based tasks.

**Response/Proposal Requirements:**

- A preliminary proposed timeline for development of deliverables described in sections 2.6 -C4 and a detailed explanation of the Offeror’s strategy to design and develop these deliverables, including input from PARCC state leaders.
- A description or mock-up of a Mode 1 task and a Mode 2 task.
- Description of changes in administration and scoring that could occur over time to provide for the reporting of reliable aggregate data
- Recommendations on how PARCC could “ratchet” up tasks and administration to support summative uses.

**3.3.5 Specifications for the Listening Logs, aligned scoring tools, and associated professional development resources:**

To be college and career ready, students must master critical listening skills when attending to the presentation of ideas delivered by peers and colleagues. In both college and careers, people often

demonstrate these abilities through careful note-taking to capture what is understood. Each student assessed on the Mode 1 Performance-based tasks for the PARCC Speaking and Listening Assessment will need to demonstrate grade-appropriate skills. In addition to other task model components, students will be required to document what is understood—including the ability to generate questions—in response to what was heard.

The Contractor is responsible for the design and development of:

1. one listening log template per grade level (grades 3 through 12). This listening log should be able to be completed as an on-line or paper-based form. When students complete the listening log as designed, students must be able to demonstrate mastery of grade-level CCSS listening standards (Speaking and Listening standards 1, 2, and 3). Appendix D contains the PARCC Model Content Frameworks for English Language Arts. In this document, tables highlight the distinct skills in the Speaking and Listening strand for each grade level through blue underlined print which designates the skills new to that grade level. In designing the listening log template for each grade level, the Contractor is expected to use these distinctions to differentiate the grade-level listening log templates. These templates should be provided as downloadable, on-line documents and must meet all technology requirements as described in Section 2.6, F-I of this document. The design for each grade-level listening log should also employ principles of Universal Design for Learning and be able to be used reliably by students with disabilities, including those who are deaf and/or hard of hearing (including those students who use American Sign Language and/or technology-based supports to communicate in the classroom).
2. grade-level rubrics for grades 3-12, with one or more dimensions that will allow teachers to score the grade-level listening skills made evident through students' responses made on completed listening logs using the grade-level templates designed by the contractor. The contractor must be able to demonstrate that these rubrics can be used to score student listening logs with validity and reliability, and that such scoring is estimated to typically take about 1.5 minutes per listening log. Offeror(s) are welcome, but not required to suggest alternate use times along with supporting research. These rubrics should be provided as downloadable, on-line documents and must meet all technology requirements as described in Section 2.6, F-I of this document.
3. written annotated sample student responses for each score point for each dimension on all required contractor designed rubrics, with multiple annotated responses provided where needed to ensure teachers using these sample student responses can validly and reliably score student produced responses to grade-level listening logs. The annotated sample student responses for each grade level must be in response to a minimum of three distinct tasks (including both student and teacher presentations). The annotated sample student responses should be actual student-produced responses developed through classroom use of the listening logs. These annotated samples must demonstrate the full student performance continuum, including the responses of ELLs and students with disabilities as appropriate, and must include the work of students from across PARCC states at each grade level. The annotated sample student responses must have been developed using actual student work produced through field testing of the listening logs (see Section 2.6-E for more information about the required field-testing). These samples should be provided as downloadable, on-line documents and must meet all technology requirements as described in Section 2.6, F-I of this document.
4. written directions for teachers on how to use the listening log template and scoring materials (rubrics and annotated sample student responses) to administer and score the listening logs to measure student performances in relation to grade-level CCSS in listening and the listening claim. The teacher directions should include (1) the total number and type

of presentations students must respond to with listening logs (2) criteria teachers should use to select the presentations for the listening logs to be evaluated for the assessment (3) guidelines for teachers on how to decide appropriate uses of the rubric, including but not limited to what conditions are required to allow for student assessment using the rubric (e.g. location requirements, etc.), what conditions are recommended (e.g. technologies to be available, etc.), and what conditions negate use of the rubric for assessment (e.g. locations that are not acceptable, circumstances that would bias results, etc.). Teacher directions will also need to be explicit in describing criteria for teacher/adult presentations used as stimuli for the listening logs required in response to teacher/adult presentations. Included in these directions should be how teachers can upload scores into the PARCC Assessment database when it becomes available in 2014 and how teachers can use separate individual scores attained from scoring multiple separate student performances using the grade-level listening log to report a single reliable score for each individual student. These directions should be provided as downloadable, on-line documents and must meet all technology requirements as described in Section 2.6, F-I of this document.

**Deliverables required (see 2.6-C5 above for more explicit specifications):**

- 10 Listening Log Templates (one each per grade level from third through 12<sup>th</sup> grade)
- 10 Rubrics (one each per grade level from third through 12<sup>th</sup> grade) to be used to score the listening logs
- 10 Written Annotated Sample Student Response Packets (one packet each per grade level from third through 12<sup>th</sup> grade). Each packet must contain written, annotated sample student responses for each score point for each dimension on the grade-level rubric for the proposed listening opportunities in the Mode 1 performance-based tasks. At least one top level student response per grade level should include students who are deaf and hard of hearing who have used either ASL or appropriate technologies to participate meaningfully in the Speaking and Listening Assessment.
- 10 sets of directions (one set of directions each per grade level from third through 12<sup>th</sup> grade). Each set of directions includes directions on how to use the listening log templates, the scoring materials, etc., with all requirements as described above.

Response/Proposal Requirements:

- A list of technical requirement questions the Offeror would expect to be answered in conjunction with PARCC to allow for the development of each of the deliverables designated in all of Section 2.6-C using the specifications provided. These questions should indicate the Offeror's need for clarification of the specifications listed, such that following response to these questions, the Offeror would be able to complete the required deliverables on the deliverable schedule. Evaluators of the RFP will evaluate the expertise of the Offerors with regards to assessment and content based on the appropriateness of questions generated. Responses to the questions posed will only be provided to the contractor awarded the contract, and only if such responses are truly requisite to allow for fulfillment of the contract deliverables.

### **3.4 Content and Training Materials Development, Publishing and Review**

For the purposes of this proposal contractors should assume that all items necessary to support the Speaking and Listening Assessments will need to be developed. It is possible that PARCC will, in the future, look to supplement the tasks and sample annotated videos with additional ones that have been released or identified as available for use by PARCC states.

PARCC is interested in exploring the possibility of repurposing released state materials or other non-secure materials identified as available for use.

As part of their response, the contractor is asked to describe the major price drivers associated with this activity and how estimates related to the completion of this work (i.e., for a given, hypothetical task, listening log, set of rubrics, and/or training materials/videos bank) might be derived.

Requirements related to the development, publishing and review of any content deliverables (e.g. tasks, listening logs, rubrics) or training materials/videos developed, procured, and administered to support this contract should be relatively consistent with those previously specified for the PARCC summative assessment. Included in Appendix D are miscellaneous documents to which the Offeror should refer. Additional, similar reference documents will be provided upon contract award to allow the contractor to meet consistency demands.

### **Response/Proposal Requirements**

- 1) Detailed summary of the process for identifying and/or acquiring or content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos;
- 2) The steps that will be taken to ensure identified content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos support the goals of the PARCC Speaking and Listening assessments (creation of training materials, item writer training and qualification process, etc.);
- 3) The process that will be used to attain PARCC approval of all materials, including content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos;
- 4) The Offeror's plan for training for production of content deliverables (e.g., tasks, listening logs, rubrics) and training materials/videos developers with the use the PARCC Bias and Sensitivity Guidelines and ensuring the requirements specified within are adhered to during development. (Note: This discussion should include evidence of the contractor's capacity and prior experience in using Bias and Sensitivity Guidelines to produce items/tasks, stimuli, passages, performance tasks, online tools, and graphics in English language arts/literacy, and/or training materials that are sensitive and free of bias.). Offerors may view all relevant, publicly available documents at [www.parcconline.org](http://www.parcconline.org);
- 5) The Offeror's plan for training for production of content deliverables (e.g., tasks, listening logs, rubrics) and training materials/videos task and training materials/videos developers with the use the PARCC Accessibility Guidelines and ensuring the requirements specified within are adhered to during development;
- 6) Detailed summary of the internal process that will be used *prior to* external content/bias review to determine the appropriateness, relevance and fairness of any materials developed or acquired to support these assessments, including content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos;
- 7) Detailed summary of the means by which the contractor will ensure coherence with respect to the system used to support development of content deliverables (e.g., tasks, listening logs, rubrics) and training materials/videos (and the collection of required PARCC meta-data) and PARCC's technology requirements related to the presentation, delivery, and scoring of all materials including content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos;
- 8) Detailed summary of the manner by which PARCC will be provided with access to all materials developed for the purpose of providing computer-based comment and review;
- 9) Detailed summary of the materials and training that will be used to support the content/bias review process, given the unique goals of the Speaking and Listening Assessments (i.e., How will the contractor ensure teachers are reviewing materials not only with respect to quality and

appropriateness of content, but also the likelihood that materials will provide for the type of information expected and desired?);

- 10) The process by which feedback resulting from the content/bias review meetings will be collected, documented and archived for future use and reference.
- 11) Offerors should describe the plan they will use to identify/harvest such materials; evaluate them for use on the Speaking and Listening Assessments, and subsequently incorporate them into the PARCC assessment system (i.e., defining appropriate metadata, ensuring alignment to accessibility/bias and sensitivity guidelines; and incorporation/translation of text and associated graphics to a PARCC-supported format, if necessary).

### **3.4.1 Review Process for Content Deliverables (e.g. tasks, listening logs, rubrics) and Training materials/videos**

After the design of the Speaking and Listening Assessments, K-12 is finalized, the contractor will be responsible for reviewing each document referenced in Appendix D and providing PARCC with information necessary to produce updated/modified versions of the documents listed in section 2.6-D that account for any content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos requirements/considerations unique to the Speaking and Listening Assessments, K-12. To the extent possible, consistency in format and presentation is desired across all PARCC assessments, but only to the extent that this does not threaten the usefulness of the assessment for meeting its defined goals.

#### **Contractor Requirements:**

- 1) A core review team made up of content experts from PARCC member states, Achieve staff, and contractor staff will meet virtually each week for two hours from the execution of the contract through the end of the contract, at the discretion of PARCC. Each organization represented will assign the core review team members who attend these weekly meetings. The weekly time designated for this virtual meeting will be mutually determined between PARCC and the contractor. To begin this work and other work designated in this contract, the contractor will be responsible for holding an initial, comprehensive project management kickoff meeting. See section 2.1 for additional details relative to this initial meeting and subsequent project management meetings.
  - a. Time must be devoted during each weekly virtual meeting to address content issues and questions that arise in development of the deliverables and to allow for review and approval of all deliverables, and to allow for discussions of project management work (issues focused around budgets, schedules, technology needs, etc.). On occasion, upon the approval of PARCC, this call may be cancelled or the time extended.
  - b. The contractor is required to provide the services needed (call-in numbers, Web-Ex hosting, etc.) to host these weekly virtual meetings.
  - c. All educational materials as outlined in Section 2.6-D developed for this contract are required to undergo content and bias review as well as field-testing. The Contractor will be responsible for all logistical and management work linked to the review and field testing of all content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos.
  - d. To support this activity the contractor is to host two face-to-face meetings for up to four days for each of two separate groups (a Review committee for Student Materials and a Review committee for Teacher Materials) to allow for PARCC initial review of the materials developed to support the Speaking and Listening Assessments, K-12.
  - e. For the purposes of pricing, the contractor should assume that these face-to-face meetings are to occur in a hub city or competitively priced alternative. In hosting these

- face-to-face meetings, in addition to arranging for the travel to and from the meetings, meals and lodging for participants, the Contractor is responsible for providing sufficient facilitators to facilitate the review meetings, training materials that have been previously approved by PARCC state leaders at least 15 business days prior to the start of any training date, appropriate meeting space, audio/visual technologies (including microphones and projection devices as needed in each meeting space), all hardware and software needed and all printed materials required for the meetings. Since PARCC state leaders require an agenda four weeks prior to the start of any face-to-face meeting, the Contractor should also plan to provide such agendas when planning any face-to-face meetings.
- f. The Contractor will be responsible for assembling the review teams. These teams should include state content leaders, assessment experts, grade-level teachers, accessibility and accommodations experts (for both students with disabilities and English language learners), with care given to ensure that all groups have effective representation across the demographics representative of the PARCC states.
  - g. PARCC will provide names of staff for review committees to assist in ensuring materials developed for the Speaking and Listening Assessments are sufficiently aligned with the PARCC Summative Assessment and PARCC Diagnostic Assessments to meet PARCC goals and objectives of an integrated assessment system, and the Offeror should account for the additional reviewers in their proposed process and price structure for the review work proposed.
  - h. After the initial face-to-face meetings for review committees, all additional reviews required as proposed by the Offeror may be hybrid face-to-face/virtual review meetings. For these hybrid meetings, reviewers may all do their reviews virtually, but the contractors facilitating the reviews, 2 Achieve staff members, and 2 PARCC state leaders must be able to meet in person throughout any facilitated portions of the review process.
  - i. The Contractor is responsible for making all travel, lodging, and meals arrangements for the contractor staff, and PARCC state leaders meeting face-to-face during the hybrid meetings, as well as for any audio-visual, hardware/software, and meeting space required.
  - j. The Contractor will be responsible for providing a proposed review schedule for all reviews no later than 30 days after the contract execution. This review schedule must include all dates for reviews and the number of reviewers expected to participate. PARCC state leaders will collaborate with the Contractor to finalize the schedule within 14 business days from submission of the initial review schedule. Upon acceptance of the review schedule, the Contractor is required to provide PARCC with the locations of review meetings (for both initial face-to-face meetings and for those to attend face-to-face meetings in the hybrid review model) within 60 days.
  - k. In addition, 10 days after each review occurs, the Contractor is responsible for providing detailed reports to PARCC to indicate level and quality of participation in reviews by the invited reviewers, number of materials deliverables approved as is, approved with edits, and rejected during each review, reviewer evaluations of the review process, and a gap analysis of deliverables expected to be approved through the review process in the agreed upon schedule of deliverables and missing deliverables as a result of the review process.
  - l. The Contractor may provide additional qualitative data deemed relevant by the contractor to keep PARCC informed on the progress of the development of the deliverables for this portion of the RFP. If the gap analysis indicates a 5% or larger gap for any deliverable, the Contractor shall also provide in that review cycle report a proposed plan for eliminating the gap and meeting the initial deliverable schedule or a proposed plan for a revised deliverable schedule. Any and all such proposed plans must be approved by PARCC.

**Deliverables required (see 2.6-D above for more explicit specifications):**

- 1) Plan for all materials reviews for any and all task models, tasks, rubrics, directions, reports, etc. to be field-tested or submitted for use on the PARCC Speaking and Listening Assessments
- 2) Any and all materials required as set out in this section of the RFP for the setup, hosting, and facilitating of review meetings for all passages and items
- 3) Set up and conducting of weekly review conference calls to address content issues and approve all deliverables (including all needed materials for these weekly conference calls)
- 4) Set up, hosting, and facilitating of all meetings as set out in this section of the RFP, including travel, lodging, and meals arrangements, audio-visual, hardware, and software, meeting space, and staffing of facilitators for these meetings
- 5) Development of detailed reports after each meeting where content materials are reviewed, including quantitative and qualitative data

**Response/Proposal Requirements:**

- 1) The Offeror should describe in detail the processes and procedures needed to allow for efficient and effective reviews and field testing.
- 2) The Offeror's proposed process should include the minimum specifications listed above in the section titled "Contractor Deliverables," as well as additional specifications needed to ensure that passages, items, and the additional educational materials meet the highest standards for assessment quality.
- 3) The Offeror may propose modifications or revisions for the review and field testing processes to even the minimum specifications listed herein if the Offeror can demonstrate in their response efficiencies to be gained without losses in quality in using the proposed alternate specifications.
- 4) Offerors should describe the process they will use to identify participants in review teams and a confirmation process to allow for PARCC state approval of all proposed participants.
- 5) Offerors should describe the process they will use to train review committees to ensure reliable and effective reviews of all passages, items, and additional materials.

**3.5 Field Testing**

- 1) The contractor will develop and implement a comprehensive field test plan consistent with the proposed assessment design (including field testing with deaf and hard of hearing students). This field test plan must account for field testing of individual content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos for two phases, to occur in February 2015, as well as the operational administration procedures and related materials for both phases. The purpose of the field test is to ensure that the task models and tasks are valid, reliable, and usable.
- 2) It is expected that the field test plan will include all grades and content areas being assessed and will provide for all designated accessibility features and accommodations. Given the specialized accessibility needs of students identified in Section 2.6 , the contractor should include in the field test plan means to (1) evaluate the prototype listening assessment with students who are Deaf or have a hearing impairment, and means to (2) evaluate the prototype speaking assessment with students who have speech language disorders, developmental disabilities, or other health impairments that impact communication in order to determine the accessibility of the assessments and the efficacy of assistive technology interventions and/or accommodations.
- 3) Prior to and in preparation for the field test, a suite of research studies that establish suitable environments to test the following is required:
  - A. The potential of tasks and rubrics to perform as designed in the following situations:

- i. For a broad cross-section of students, including the deaf and blind
  - ii. For teachers, including administration and scoring
- 4) Additional studies for the research agenda include following:
  - A. Study 1: Investigation of instructional sensitivity of tasks
  - B. Study 2: Psychometric analyses to investigate if tasks can be scaled and put on the same metric at each grade level through common students or common tasks design
  - C. Study 3: Psychometric analyses to examine how task performance correlate with external measures of similar or related constructs (including PARCC ELA/L assessments)
  - D. Study 4: Investigation of usability and accessibility of tasks, and functionalities and tools in tasks through cognitive lab or similar method as recommended by the Offeror
- 5) The field test plan must include a thorough description of the proposed schedule as well as the sample requirements needed to achieve each of the field test goals. Note that there is no standing requirement for all PARCC states and schools to participate in field testing for the Speaking and Listening Assessments, K-12, but the Offeror's proposed field test plan must include an explanation of how the proposed sampling will yield adequate information that can be applied across the consortium. It also must address how it will ensure the full student performance continuum, including representation of students with disabilities and ELLs.
- 6) Given the project schedule, it is possible that field test for the Speaking and Listening Assessments, K-12 will overlap with field testing scheduled for the PARCC Diagnostic Assessment field testing, and also the 2013-2014 operational administration of existing state assessments. It will be necessary for the Contractor for the Speaking and Listening Assessments, K-12 to avoid scheduling conflicts with those efforts and to avoid situations that might overburden schools or students. The Contractor will be required to collaborate with the contractors for field testing of the PARCC Summative Assessments and PARCC Diagnostic Assessments to this end.

### 3.5.1 Technical Report

- 1) Following the Field Test, the Contractor will produce a Technical Report based on an overall analysis of the Field Test administration. The Technical Report will be reviewed by PARCC and by the Technical Advisory Committee (TAC) prior to completion of the final copy of the report. The report will include tabular and graphic displays of data to illustrate the characteristics and quality of items. The technical report will include but not be limited to the topics listed below.
  - A. Prior to field testing, the outcome of the proposed research studies as above
  - B. Procedures employed to construct the Field Test forms
  - C. Usability of tasks by deaf and blind students
  - D. Test-retest reliability, inter-rater reliability
  - E. Description and rationale of sampling, scoring and scaling procedures, including sample to full-state comparisons of representativeness and performance.
  - F. All analyses in support of choice of scoring and scaling models, e.g., model fit analysis.
  - G. Item analyses (e.g., p-values, corrected point bi-serials, DIF statistics/bias etc.)

### Contractor Requirements:

- 1) Revised plan for the field test of all components of the Speaking and Listening Assessments, including schedules and sampling plans (for students and items)
- 2) Implementation of the field tests, including communications with participating states
- 3) Plan for the operational administration procedures of the field tests

- 4) Scoring of field test tasks, as applicable
- 5) Release of PARCC-selected tasks and other materials from the field test
- 6) Technical report that summarizes all field test analyses and results

**Response/Proposal Requirements:**

- 1) PARCC’s assumption is that for the short term future, these assessments will typically be administered and scored by the classroom teacher. The Offeror must address the impact that this will have on each study and what steps can be taken in the future to address the limitations that this formative stage entails.
- 2) The Offeror should propose a multi-stage field test design that requires different levels of involvement across schools and students or includes multiple field test windows including a detailed description of all of the following components:
  - A. A schedule that not only identifies the window(s) for the administration of the field test, but also outlines a timetable for pre-administration activities (including review of field test materials) and post-administration activities such as processing and scoring;
  - B. The manner in which field test responses will be processed, scored, analyzed, reported, and interpreted to support the purposes of the assessment program;
  - C. The procedures and materials that will be developed to support the administration of the field test, including ancillary materials needed to support the administration, accessibility features, and accommodations;
  - D. The proposed means to ensure field test data includes broad participation from all student populations who are expected to participate in the PARCC Speaking and Listening assessments when they are operationalized, including students who are deaf and/or hard of hearing;
  - E. The proposed protocol for interacting with states and schools a) for the purpose of identifying, recruiting, and selecting field test participants, and b) for the purpose of administering the field test(s).

**3.6 Operational Test Form Development**

- 1) The contractor is responsible for producing the first full mockup and all additional versions of computer delivered forms/item banks (as appropriate) for the Speaking and Listening Assessments, K-12 in conformance with PARCC computer-based style and file formatting guidelines, and interoperability standards. In addition, the contractor must validate that the content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos conform to the data formatting standards to assure interoperability and accessibility compliance. These standards will be provided by PARCC and its Technical Architecture contractor. The Offeror should specify a plan for review of computer-based products developed for the Speaking and Listening Assessments, K-12 with an objective of ensuring that industry quality standards are attained.
  - A. The plan will include a full computer-based review stage for each product (item bank) produced by the contractor. The computer-based review will include an “end-to-end” check of the product, including graphics and interactive rendering, navigation of screens, and data output, in addition to parameters checked in earlier rounds. Such testing must occur for each device type, operating system, and browser that PARCC deems as supported by the Assessment System. This review must include a fully documented User Acceptance Testing (UAT) component. It is PARCC’s expectation that this UAT will serve as the model for any

additional uses of the delivery platform. The contractor will make corrections and submit additional versions as required.

- B. The plan will include a final review stage which will involve a computer-based delivery of each product produced by the contractor. The purpose of the final stage is to ensure that the product is error-free in its final form and any adaptive algorithms or procedures which have been defined are working as intended. The contractor will make corrections and submit additional versions as required. The contractor will include a provision for the price of changes made during the final proof stage as “author’s alterations” authorized by PARCC.
- C. The contractor must provide a detailed product development schedule for managing the workflow and volume of documents to be reviewed. This schedule must consider what is reasonable given PARCC’s staffing constraints. The number of documents to be reviewed during any period must be negotiated with and approved by PARCC.
- D. The contractor must provide a Security Plan for computer-based product development. PARCC requires stringent test security procedures to be followed during all stages of document production.

#### **Contractor Responsibilities:**

Upon completion of field-test activities the contractor will be responsible for the preparation of all products necessary to support the administration, scoring, reporting and use of the operational Speaking and Listening assessments, including:

- 1) Finalized banks of content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos (which incorporate all comments/edits resulting from field test data review),
- 2) Assessment delivery software (e.g., adaptive algorithms or item selection rules; assessment XML),
- 3) Test administration (and selection) guidelines,
- 4) Interpretive guides,
- 5) Scoring materials and teacher training documents/modules.

Each document developed to support the operational administration must undergo a thorough review process which includes at least:

- 6) Internal contractor review and copy-edit,
- 7) PARCC review and comment, and (if deemed necessary)
- 8) External review by stakeholders for the purpose of establishing feedback related to clarity and usability (especially for Interpretive Guides, Test Administration Manuals and other user facing materials).

Final documents will be provided to PARCC in an agreed upon format(s) by June 2015.

#### **Response/Proposal Requirements:**

- 1) Offerors’ proposals must include descriptions of the approach and procedures they will use to complete all the responsibilities/tasks specified in this section.

### **3.7 Platform and Engine Requirements**

- 1) To allow for the delivery of the Speaking and Listening Assessments, K-12 on the PARCC assessment platform, the contractor will be expected to develop items in accordance with PARCC technology protocols and interoperability standards. Content deliverables (e.g. , tasks,

listening logs, rubrics) and training materials/videos must be able to operate on a range of computer device types (including desktops, laptops, netbooks, and tablets), operating systems (including Windows, Mac, Linux, iOS, Android, and Chrome OS), and in high and low bandwidth environments. Further details are provided in PARCC Technology Guidelines (Appendix A). In addition, the Speaking and Listening Assessments, K-12 will meet the following requirements:

- A. The contractor shall design assessment items to meet the PARCC Item Interoperability Guidelines (<http://tinyurl.com/kbucgno>) that include the use of QTI and APIP as item encoding standards, and the HTML5 and JavaScript requirements of the delivery platform for item rendering and interactivity. All assessment items developed under this contract are required to pass third-party validation protocols as defined by PARCC interoperability conformance policies.
  - B. The contractor shall provide assessment metadata in accordance with PARCC Metadata Guidelines (<http://tinyurl.com/kbucgno>)
  - C. The contractor shall assure that any materials developed for classroom use PARCC accessibility guidelines and embedded support requirements. (<http://tinyurl.com/kbucgno>)
  - D. The contractor shall adhere to the PARCC Computer-Based Style Guide (<http://tinyurl.com/kbucgno>)
  - E. The contractor shall design all reports to exchange student identifiers, registration information, response data, and score data in the data interoperability formats designated by PARCC (including, but not limited to: CEDS, SIF, AIF).
  - F. The contractor will be expected to participate in PARCC-wide system integration and technology change management efforts.
  - G. The contractor will be expected to provide a platform that allows for the final assessment design parameters for scoring to be implemented. For example, the contractor is expected to provide a means within the platform for humans to enter score data where applicable to the design, whether the human scorers are school-based teachers or other human scorers. The contractor is similarly expected to provide a means within the platform to allow for key-based and/or rule-based scoring within the system, should students be providing responses directly. Likewise, the contractor is expected to allow for machine scoring (key-based and/or rule-based scoring) for the overall assessment.
- 2) The content deliverables (e.g., tasks, listening logs, rubrics) and training materials/videos developed by the contractor for PARCC will be delivered using computers to most assessment users. PARCC is developing an online delivery system that is being developed under a separate solicitation. However, in the event that the PARCC computer platform/delivery system is not available before Field Testing of the Speaking and Listening Assessments, K-12 begins, the following will be needed:
- A. The contractor must provide a secure computer delivery platform that conforms to the PARCC interoperability standards (Appendix C) that will allow all items, to be administered during the Field Test in an environment that is as similar as possible to the operational item administration environment.
- 3) More detailed specifications for the Field Test platform will be provided by PARCC and its Technology Architecture contractor in the early stages of the contract. Required components are likely to include solutions for user identity and access management, item banking, test assembly, test delivery interfaces—including embedded supports—that are compatible with a

range of computer input devices and operating systems and student response data management for scoring and reporting.

- B. The contractor will be responsible for assuring all items, test specifications, forms, and other assessment content — as well as all registration data, score data, and analyses — are properly transferred into the PARCC assessment delivery system components (being developed under separate procurements) that will be used for the First Operational Year administration.
- C. The contractor is responsible for delivering a system manual to provide documentation of all technical work associated with the development of the computer-based test system. The content of the manual will include detailed narrative descriptions of all components of this online system. Screenshots and system flowcharts will be included. The manual must also provide sufficient and clear information to allow for an independent evaluation of the quality of the Web production. The manual must be updated when changes are made to the system. The system manual must be reviewed by PARCC before a final document is produced.

### **Response/Proposal Requirements**

- 1) The Offeror must describe in detail how it will make the full set of content deliverables (e.g., tasks, listening logs, rubrics) and training materials/videos available for educators to use beginning in August 2015 using the PARCC technology platform described herein, for full operational use.

### **3.8 Validation Activities**

- 1) Establishing evidence in support of a validity argument is a process that begins with the design of the assessment and continues through its implementation and use. Although the scope of the project covered in this RFP is limited to the design and development of the assessment materials, it is important that the contractor demonstrate an awareness and understanding of the type of activities that will be necessary to validate their proposed assessment systems. Of critical importance will be additional studies that address not only the near term roll out of the Speaking and Listening Assessment, but also the longer term when PARCC may consider incorporating the Speaking and Listening Assessment scores into students' overall summative scores.
- 2) PARCC cannot commit to the studies suggested outside of the PARCC grant period. However, many of these studies will have implications in planning the design and implementation of the first operational administration of the assessment. Some may require starting data collection and/or establishing data collection systems within the grant period. Therefore, it is crucial that PARCC develops a multi-year research agenda for the Speaking and Listening Assessment as part of the contract awarded under this RFP. This research agenda should include a clear means to ensure that eventually the data produced from the designed Speaking and Listening Assessments, K-12 could produce data with the same technical validity and reliability as the PARCC Summative Assessments in ELA/Literacy and Mathematics for grades 3-11.

### **Response/Proposal Requirements:**

- 1) The Offeror's response must include a description of the study/studies it will conduct to address the immediate short term formative uses as well as the longer term potential of PARCC using student scores for summative purposes.
- 2) The Offeror's response must also include a description of additional studies and research questions they identify as necessary, including those that will be carried out during the development and design phase (i.e., within the scope of this project) and those that would be carried out after the completion of this project (e.g., following the initial administration of the

assessments and in subsequent years) to develop Speaking and Listening Assessments, K-12 with the highest standards for technical validity and reliability.

### **3.9 Technical Report**

#### **Contractor Requirements:**

- 1) The contractor is responsible for developing and maintaining detailed documentation on each phase of the Speaking and Listening Assessments, K-12 design and development process. To support validation and support the defensibility of the system, documentation should include a summary of all design decisions, the rationale and/or research supporting those decisions, and the manner in which the design is intended to support the overall goals of the assessment (i.e., the theory of action related to the assessment design).
- 2) The contractor is responsible for producing a comprehensive technical report that provides information and data relevant to the evaluation of the associated content-domains for the assessments. The report should include at least the following information:
  - A. Goals and purpose of the assessments;
  - B. Intended uses of assessment results;
  - C. Theory of action related to the design of the assessments;
  - D. Summary of the assessment design, development and review process (for each test developed) – including task development and review, test/bank development and review;
  - E. Procedures used to ensure quality control throughout the test design and development process;
  - F. Stakeholders involved in the development process and their roles and responsibility;
  - G. Field-Test design, process and materials;
  - H. A summary of data resulting from the field-test and operational administrations and how this data was used to inform the design and implementation process;
  - I. Proposed validation plan and research agenda.

#### **Response/Proposal Requirements:**

1. In their response to this section contractor should outline a proposed process and timeline to support development of the technical reports and present a detailed table of contents which outlines key components of the report and summarizes the type of information/data to be presented in each.

### **3.10 Accessibility and Accommodations**

- 1) In order to ensure that students with wide ranging learning characteristics and English proficiency are able to demonstrate their content knowledge and skills on the common assessments, the PARCC Speaking and Listening Assessment must be designed to eliminate or minimize any features that are irrelevant to measuring Common Core State Standards constructs. All deliverables intended for student use must allow for the range of complexity of the constructs measured and such that all students are able to demonstrate their knowledge for the intended purpose of each test.
- 2) Development of all deliverables is to be guided by the following key principles:
  - A. Minimize/eliminate features of the assessment that are irrelevant to what is being measured and that measure the full range of complexity of the standards so that students can more accurately demonstrate their knowledge and skills;

- B. Design each component of the assessment in a manner that allows English Learners and students with disabilities, including deaf and hard of hearing students, to demonstrate what they know and can do. Offerors should refer to the document titled “Principles for Assessing Deaf and Hard of Hearing Students on the Speaking and Listening Standards” found in Appendix C;
  - C. Universal Design for accessible assessments throughout every stage and component of the assessment, including items/tasks, stimuli, passages, performance tasks, graphics and performance-based tasks; and
  - D. Use technology for rendering all assessment components in as accessible a manner as possible.
- 3) These guiding principles demonstrate PARCC’s deep commitment to developing assessments that reach the broadest range of students while maintaining comparability and measurement accuracy.

**Contractor Requirements:**

- 1) Within 60 days of contract award, the contractor must provide a draft Accommodations Policy and draft Accessibility Guidelines for the PARCC Speaking and Listening Assessment that is consistent with the Accommodations Policy and Accessibility Guidelines for the PARCC Summative Assessment, with appropriate revisions and changes needed to meet the design parameters of the PARCC Speaking and Listening Assessment. These draft policy documents must include proposed alternative testing formats that may be necessary for students who are not able to participate in the assessment through the universally designed materials or through assistive technologies that can be used in conjunction with planned deliverables. PARCC will use this draft to develop its final PARCC Speaking and Listening Assessment Accommodations Policy and Accessibility Guidelines. When these policy documents are finalized, the contractor is expected to include them in all test administration materials provided via the online test administration platform such that the documents can be easily downloaded for printing and use. In addition, for all student assessment deliverables for the PARCC Speaking and Listening Assessment designed to be accessed via computer, the contractor is responsible for providing embedded supports consistent with those to be provided by the PARCC Summative Assessments and consistent with the finalized accessibility guidelines for the PARCC Speaking and Listening assessment.
- 2) In order to develop instruments that reliably, validly, and accessibly assess students listening and speaking capabilities, within 30 days of contract award, the contractor will develop an implementation plan to demonstrate that the contractor will ensure that all deliverables intended to be used to assess students on the CCSS will use (a) the universal design of materials to provide access to the greatest extent possible to the greatest range of students, (b) where applicable, assistive technologies that can be used in conjunction with the planned assessment deliverables to provide access to students who are routine users of assistive technology because of their disability, and (c) accommodations or alternative testing formats that may be necessary for students who are not able to participate in the assessment through designs for (a) and (b).

**Response/Proposal Requirements:**

- 1) The Offeror’s response must include a description of the approach, staffing plans, and organizational structures in place to allow the Offeror to meet the principles for accessibility and accommodations listed in this section to uphold PARCC’s commitment to developing

assessments that reach the broadest range of students while maintaining comparability and measurement accuracy and to meet the contractor responsibilities outlined herein (including the development of a draft PARCC Speaking and Listening Assessment Accommodations Policy that allows for participation and access to the assessment for EL students and students with disabilities, including students who are deaf and hard of hearing).

### 3.11 Proposed Timeline

**Table 1 - Proposed Timeline of Events**

<b>Task Name</b>	<b>Start</b>	<b>Finish</b>
<b>Speaking and Listening Development</b>	<b>12/24/2013</b>	<b>8/20/2015</b>
Conduct I PARCC/vendor Kick-Off Meeting to Discuss Proposed Design	12/24/2013	12/25/2013
Convene Committee Meetings as Needed to Vet/Finalize Proposed Design and Specifications documents	12/27/2013	1/27/2014
Finalize Assessment Design and Complete Final, Detailed Schedule for the Remaining Deliverables	1/31/2014	3/3/2014
Create Item Development, Review and Acceptance Specifications	12/26/2013	3/27/2014
Item and Task Development	3/28/2014	12/18/2014
Develop and Finalize Field-test Sampling Plan	12/19/2014	1/21/2015
Development and Testing of Software Required to Support Field-Test Delivery, Scoring and Reporting	12/19/2014	2/18/2015
Development, review and Approval of Any Materials (e.g., forms, item banks, test administration manuals, training modules) Necessary to Support Field-Test Administration Activities	12/19/2014	2/18/2015
Field-Test Analysis, Parameter Estimation and Model Validation and Field Test	2/19/2015	3/20/2015
<i>Begin Field Test - Speaking and Listening</i>	<i>2/19/2015</i>	<i>2/19/2015</i>
<i>End Field Test - Speaking and Listening</i>	<i>3/18/2015</i>	<i>3/18/2015</i>
Piloting of Reporting System and Usability Analysis (using FT Data)	3/20/2015	6/19/2015
Development, Review, and Testing of Operational Assessment System and Materials (forms or item banks, as appropriate) to support proposed design.	6/22/2015	8/18/2015
Hand off of Operational Materials	8/19/2015	8/19/2015
<i>Roll-out of Speaking and Listening Assessment System</i>	<i>8/20/2015</i>	<i>8/20/2015</i>

### 3.12 Final Deliverables

<b>Deliverables</b>
<b>Speaking and Listening Scope of Services</b>
A comprehensive assessment design, development, scoring and reporting plan that addresses the priorities and requirements detailed within the context of this RFP and also accounts for all specified constraints, including budget

<b>Deliverables</b>
<b>Reporting</b>
A comprehensive set of reports that meet all of the requirements set out in section 8.01, including requirements for metadata collection and that meet interoperability standards set out by PARCC.
<b>Using Evidence Centered Design (ECD) for the Speaking and Listening Assessment</b>
11 Rubrics (one each per grade level from Kindergarten through 12 <sup>th</sup> grade) –for classroom discussion evaluation
11 sets of directions (one set of directions each per grade level from Kindergarten through 12 <sup>th</sup> grade). Each set of directions includes instructions on how to use the scoring materials for the given grade level and how to upload scores, etc.—for classroom discussion evaluation
11 Guidelines for teachers (one per grade level from Kindergarten through 12 <sup>th</sup> grade) to assist teachers in decision-making for appropriate uses of the classroom discussion rubric—for classroom discussion evaluation
One grade-level task model for Mode 1 performance-based tasks for each of grades 3,5,7,9, and 11 and 10 performance-based tasks derived from each task model (including student directions for the tasks)
One grade-level task model for Mode 2 performance-based tasks for each of grades 4,6,8,10, and 12 and 10 performance-based tasks derived from each task model (including student directions for the tasks)
Grade-specific rubrics to measure two dimensions (speaking and listening) for the Mode 1 performance-based tasks for grades 3, 5, 7, 9, and 11.
Grade-specific rubrics to measure four dimensions (speaking, listening, research, and reading) for the Mode 2 performance-based tasks for grades 4, 6, 8, 10, and 12.
Sample student responses from all performance-based tasks that have been annotated to help ensure the rubrics can be used to provide reliable scores and feedback to the performance-based tasks (set of anchored sample responses); at least one top level student response per grade level should include students who are deaf and hard of hearing who have used either ASL or appropriate technologies to participate meaningfully in the Speaking and Listening Assessment.

<b>Deliverables</b>
Directions for teachers on how and when to administer and score the Grade 3-12 performance-based tasks
One grade-level task model for grade 2 and 6 performance-based tasks derived from that task model (including student directions for the tasks, and video where required). Three of the task models should focus on a telling a story and three on recounting an experience.
One grade-level task model for grade 1 and 6 performance-based tasks derived from that task model (including student directions for the tasks, and video where required). Two of the task models should focus on a description of a person, one on a description of a place, one on a description of an event, and two on a description of a thing.
One grade-level task model for Kindergarten, and 6 performance-based tasks derived from that task model (including student directions for the tasks, and video where required). Two of the task models should focus on a description of a person, one on a description of a place, one on a description of an event, and two on a description of a thing.
A rubric to measure Grade 2 speaking and listening skills aligned to the Grade 2 performance tasks
A rubric to measure Grade 1 speaking skills aligned to the Grade 1 performance tasks
A rubric to measure Kindergarten speaking and listening skills aligned to the Kindergarten performance tasks
Sample student responses from the performance-based tasks that have been annotated to help ensure the rubrics can be used to provide reliable scores and feedback to the performance-based tasks (set of anchored sample responses); at least one top level student response per grade level should include students who are deaf and hard of hearing who have used either ASL or appropriate technologies to participate meaningfully in the Speaking and Listening Assessment.
Directions for the teacher for how and when to administer and score the K-2 performance-based tasks.
10 Listening Log Templates (one each per grade level from third through 12 <sup>th</sup> grade)
10 Rubrics (one each per grade level from third through 12 <sup>th</sup> grade) to be used to score the listening log templates

<b>Deliverables</b>
10 Written Annotated Sample Student Response Packets (one packet each per grade level from third through 12 <sup>th</sup> grade). Each packet must contain written, annotated sample student responses for each score point for each dimension on the grade-level rubric for the proposed listening opportunities in the Mode 1 performance-based tasks. At least one top level student response per grade level should include students who are deaf and hard of hearing who have used either ASL or appropriate technologies to participate meaningfully in the Speaking and Listening Assessment.
10 sets of directions (one set of directions each per grade level from third through 12 <sup>th</sup> grade). Each set of directions includes directions on how to use the listening log templates, the scoring materials, etc., with all requirements as described above.
<b>Content and Training Materials Development, Publishing and Review</b>
Plan for all materials reviews for any and all task models, tasks, rubrics, directions, reports, etc. to be field-tested or submitted for use on the PARCC Speaking and Listening Assessments
Set up and conducting of weekly review conference calls to address content issues and approve all deliverables (including all needed materials for these weekly conference calls)
Set up, hosting, and facilitating of all meetings as set out in this section of the RFP, including travel, lodging, and meals arrangements, audio-visual, hardware, and software, meeting space, and staffing of facilitators for these meetings
Development of detailed reports after each meeting where content materials are reviewed, including quantitative and qualitative data
<b>Field Testing</b>
Revised plan for the field test of all components of the Speaking and Listening Assessments, including schedule and sampling plans (students and items)
Implementation of the field tests, including communications with participating states
Plan for the operational administration procedures of the field tests
Scoring of the field tests, as applicable
Release of PARCC-selected items from the field test in an amount to be projected during contract negotiations and finalized at the end of the field test.
A comprehensive technical report
<b>Operational Test Form Development</b>
The first full mockup and all additional versions of computer delivered forms/item banks (as appropriate) for the Speaking and Listening Assessments, K-12 in conformance with PARCC computer-based style and file formatting guidelines, and interoperability standards. Included must be finalized banks of content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos (which incorporate all comments/edits resulting from field test data review)

<b>Deliverables</b>
A plan for review of computer-based products developed for the Speaking and Listening Assessments, K-12 with an objective of ensuring that industry quality standards are attained. This plan must include a detailed product development schedule for managing the workflow and volume of documents to be reviewed and a security plan for computer-based product development, with stringent test security procedures to be followed during all stages of document production.
A report demonstrating that the contractor has been able to validate that the content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos conform to the data formatting standards to assure interoperability and accessibility compliance
Assessment delivery software (e.g., adaptive algorithms or item selection rules; assessment XML)
Test administration (and selection) guidelines
Interpretive guides
Scoring materials and teacher training documents/modules
<b>Platform and Engine Requirements</b>
Plan for the securement of test delivery platform that conforms to PARCC standards
Development and delivery of system manual to documents all technical work associated with the development of the computer-based system
Delivery of the test delivery platform in the event that a PARCC platform is not available
Secure delivery/transfer of all items, test specifications, forms, and other assessment content—as well as all registration data, score data, and analyses into the PARCC assessment delivery component to allow for the first year and on-going operational diagnostic, computer-adaptive assessments
<b>Technical Report</b>
Comprehensive report for Speaking and Listening that provides information and data relevant to the assessment, including research studies as noted in this section.
<b>Accessibility and Accommodations</b>
Draft Accommodations Policy for the PARCC Speaking and Listening Assessment
Draft Accessibility Guidelines for the PARCC Speaking and Listening Assessment
An implementation plan to demonstrate that the contractor will ensure that all deliverables intended to be used to assess students on the CCSS will use (a) the universal design of materials to provide access to the greatest extent possible to the greatest range of students, (b) where applicable, assistive technologies that can be used in conjunction with the planned assessment deliverables to provide access to students who are routine users of assistive technology because of their disability, and (c) accommodations or alternative testing formats that may be necessary for students who are not able to participate in the assessment through designs for (a) and (b).

## 4 DELIVERABLES

Offerors will, at a minimum, address the following deliverables in their response with a breakdown of the Interim Deliverables and Final Deliverables as appropriate. In addition, the Offeror is expected to propose mitigation and contingency strategies to meet deliverables on schedule as outlined in Table 1.

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
1	A comprehensive assessment design, development, scoring and reporting plan that addresses the priorities and requirements detailed within the context of this RFP and also accounts for all specified constraints, including budget	<p>Overall, the Offeror’s proposal will be evaluated based on how well the Offeror demonstrates the ability to meet the requirements set out in this RFP, including work that shows a developed understanding that PARCC is seeking Speaking and Listening Assessments for grades K-12 designed to provide the following:</p> <ol style="list-style-type: none"> <li>1) information derived from teacher-scoring that can be used to inform and improve instruction</li> <li>2) information to schools and school districts that can be used to evaluate and improve the efficacy of curricula, instructional program and materials, and professional development as they relate to student acquisition of and improvement in the speaking and listening CCSS</li> <li>3) information to parents and to students that clearly indicate individual student acquisition and improvement related to the speaking and listening standards with references as appropriate to performance expectations in the current, prior or subsequent grade levels</li> </ol>	A PARCC approved comprehensive assessment design, development, scoring and reporting plan that addresses all minimum performance standards.

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<ul style="list-style-type: none"> <li>4) results that are available as soon as possible following administration so that the information can be used to support instruction;</li> <li>5) detailed, yet easy to understand information regarding a student’s areas of strength and weakness, above and below grade level, relative to a given skill or set of skills as defined by the CCSS;</li> <li>6) detailed and specific feedback that supports teacher decision-making for selecting targeted interventions and instructional strategies;</li> <li>7) teacher scoring and recording of student performance;</li> <li>8) reporting on the PARCC platform;</li> <li>9) the evaluation of student responsiveness to instruction or intervention activities;</li> <li>10) full and rigorous enacting of the CCSS for Speaking and Listening, including the key ideas described in the PARCC Model Content Frameworks for English Language Arts, K-12 (see Appendix D);</li> <li>11) valid and reliable data to aggregate up to provide insight into student proficiency with Speaking and Listening and</li> </ul>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<p>instructional approaches, to the extent that can be supporting during this initial implementation of the assessment; and,</p> <p>12) the longer term potential to incorporate reliable results into students' PARCC summative scores.</p> <p>As such, the PARCC Speaking and Listening Assessment should fully address the following design considerations:</p> <ol style="list-style-type: none"> <li>1) be available on demand, with little set up and preparation;</li> <li>2) be constructed such that future enhancements in administration and scoring could sufficiently increase the validity and reliability of some or all of the speaking and listening assessments to support their use for school to school and district to district comparisons.</li> <li>3) be accessible for all students and adult assessment administrators and scorers—including individuals with disabilities and English language learners, both with and without the use of accommodations (to allow for inclusion of all students in the PARCC assessment system, including those students who are deaf and hard of hearing).</li> </ol>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<p>Consideration of the use of American Sign Language for deaf and hard of hearing students must be central with regard to assessment design, scoring and reporting, as well as the development of any supplemental materials;</p> <p>4) be able to be administered and scored within a short period of time;</p> <p>5) be used in the first 2-4 years for formative purposes, but designed in a manner that will provide for, with stronger administration and scoring processes, valid and reliable data that can be used for school to school/ district to district comparisons at the aggregate level</p>	
2	<p>A comprehensive set of reports that meet all of the requirements set out in section 2.6, including requirements for metadata collection and that meet interoperability standards set out by PARCC.</p>	<p>A plan for the development of reports that are responsive to the features stipulated in 2.6-B, 1-4. Offerors' plans should address the following criteria, where the reporting system will:</p> <p>1. Provide usage analytics regarding the use of various components of the Speaking and Listening assessment as set forth in section 2.6.</p> <p>a. Provide data that is instructionally actionable, i.e., that can lead to improved outcomes for students as related to the CCSS</p>	<p>A PARCC approved comprehensive set of reports that meet all of the requirements in section 2.6, including requirements for metadata collection and that meet interoperability standards set out by PARCC.</p>

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<p>and improved understandings for teachers and meet the intended inferences and utility goals outlined in this RFP including the following:</p> <ul style="list-style-type: none"> <li>the nature of the information reported to different audiences (i.e., students, parents, administrators) for each of the proposed assessments and the rationale for these design decisions;</li> <li>a description of the various reporting features associated with each of the different reports in the system, including sample mock reports to show how those features might be shown;</li> <li>an explanation of how the presence or absence of each feature enhances the utility of the assessment system;</li> <li>an explanation of how the data files behind the reports can be made available for school districts to download for use at the district and state level (suggest rules and PARCC business policies for who has access to the PARCC data warehouse);</li> <li>an explanation of the technical reliability of all data reported.</li> </ul>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<p>b. Be finalized in collaboration with PARCC.</p> <p>c. Be able to integrate with current PARCC state databases to ease input of student demographic information for registration for PARCC Speaking and Listening assessments and such that any relevant data from the assessments could be exported back to state databases. PARCC’s technology specifications can be found in Appendix C.</p> <p>d. Collect, retain and organize data such that it facilitates and supports research on all dimensions of the speaking and listening assessment including differential performance by subgroups, growth over time, and the efficacy of the various types/approaches of assessment, modes of administration, and accommodations provided.</p> <p>e. The Offerors should provide mock-up reports to help the RFP reviewers visualize how the contractor will meet the reporting goals established here.</p>	
3	Using Evidence Centered Design (EDC) for the Speaking and Listening Assessment	A list of technical requirement questions the Offeror would expect to be answered in conjunction with PARCC to allow for the development of each or the deliverables designated in all of Section 2.6 using the specifications provided. These questions should indicate the Offeror’s need for clarification of the specifications listed, such that following response to	PARCC approved demonstrated documentation that EDC was used in the development of the Speaking and Listening Assessment.

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<p>these questions, the Offeror would be able to complete the required deliverables on the deliverable schedule. The appropriateness of questions generated.</p>	
4	<p>13 rubrics (one each per grade level from Kindergarten through 12<sup>th</sup> grade) –for classroom discussion evaluation</p>	<p>Grade-level rubrics for grades K-12, with one or more dimensions that will allow teachers to score the grade-level speaking and listening skills made evident through students’ responses and behaviors while engaged in classroom discussions. The Contractor must be able to demonstrate that these rubrics can be used to score student responses and behaviors with validity and reliability, that such scoring requires typically no more than X minutes per student per discussion assessed, and that “X” minutes is a feasible expectation for each grade K-12. Appendix D contains the PARCC Model Content Frameworks for English Language Arts. In this document, tables highlight the distinct skills in the Speaking and Listening for each grade level through red print which designates the skills new to that grade level. In designing the rubrics for each grade level, the Contractor is expected to use these distinctions to differentiate the grade-level rubrics (and to use the supplied charts for K-2 and grade 12). The contractor should note that the expectations for student performances in speaking and listening (rubric dimensions and anchored samples) must be equally</p>	<p>13 rubrics, one each per grade level from Kindergarten through 12<sup>th</sup> grade, for classroom discussion evaluation approved by PARCC.</p>

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<p>rigorous (same levels of cognitive complexity and performance expectations) and consistent across all components of the speaking and listening assessment.</p> <p>Must include two mock-ups of the rubrics (one for grades K-5; one for grades 6-12), including descriptions of their key features.</p>	
5	<p>11 sets of directions (one set of directions each per grade level from Kindergarten through 12<sup>th</sup> grade). Each set of directions includes instructions on how to use the scoring materials for the given grade level and how to upload scores, etc.—for classroom discussion evaluation</p>	<p>Written directions for teachers on how to use the scoring materials (rubrics, video set, and annotated sample student responses) to measure student performances in relation to grade-level CCSS in speaking and listening and the speaking and listening claims. Included in these directions should be clear instructions for how teachers can upload scores into the PARCC Assessment database, how teachers can reliably combine scores from multiple performances into a single score if desired, and how teachers can use the data obtained from scoring individual students using the provided scoring materials to provide relevant feedback to students and their families to increase student achievement when speaking and listening during classroom discussions.</p> <p>Must include two mock-up sets of directions (one for grades K-5; one for grades 6-12), including descriptions of their key features.</p>	<p>Completed, and PARCC approved 11 sets of directions, one set of directions each per grade level from Kindergarten through 12<sup>th</sup> grade, Including instructions on how to use the scoring materials for the given grade level and how to upload scores, etc. for classroom discussion evaluation.</p>

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
6	11 guidelines for teachers (one per grade level from Kindergarten through 12 <sup>th</sup> grade) to assist teachers in decision-making for appropriate uses of the classroom discussion rubric—for classroom discussion evaluation	<p>Guidelines for teachers on how to decide appropriate uses of the classroom discussion rubric, including but not limited to the conditions required for use of the discussion rubric (e.g. minimum number of students; classroom set-up, technologies that can be used; parameters in terms of time, substance, and student preparation; role of teacher etc.). Included in these guidelines should be clear instructions to teachers that classroom discussions appropriate for assessment using the rubric should be “classroom-embedded,” and not discussions generated just for the purpose of assessment.</p> <p>Must include two mock-up sets of guidelines for teachers (one for grades K-5; one for grades 6-12), including descriptions of their key features.</p>	Completed and PARCC approved 11 guidelines for teachers, one per grade level from Kindergarten through 12 <sup>th</sup> grade, to assist teachers in decision making for appropriate uses of the classroom discussion rubric for classroom discussion evaluation.
7	One grade-level task model for Mode 1 performance-based tasks for each of grades 3,5,7,9, and 11 and 10 performance-based tasks derived from each task model (including student directions for the tasks)	The task generation models and tasks should require students to use listening logs or another note-taking format that allows students to capture what is understood from the pre-recorded presentations, including the questions to be asked to ensure the reliable scoring of student speaking and listening skills. Speaking and Listening standards 1, 2 and 3 in each grade should guide the content of the listening logs.	Completed and PARCC approved grade level model for Mode 1 (one per grade-level) performance-based tasks for each of the grades 3,5,7,9, and 11; and 10 performance-based tasks derived from each task model,

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<p>(Section 2.6-C5 outlines specific requirements for listening logs or an alternate format response.) Pre-recorded stimuli are being recommended (e.g., a video of a lecture, a speech, a meeting for a debate) as live stimuli –interesting and compelling though they may be—cannot be standardized across the testing population. For instance, some students might receive a live performance that is well organized and clear, with central ideas clearly stated; others might receive a live performance that rambles, with central ideas implicit if present at all. Some could be asked to listen to a speaker with a heavy accent foreign to them; while others are presented with speakers with familiar inflections and pronunciations. Relying on local live stimuli could also present issues for schools, especially those that are geographically remote.</p> <p>Ten (10) performance-based tasks at each grade level that utilize pre-recorded stimuli are required. The contractor must provide evidence that demonstrates conclusively that the task models and tasks provided for Mode 1 performance-based tasks can be scored with an inter-rater reliability of .85 or higher for those implementing the Mode 1 performance-based tasks with fidelity to the design.</p> <p>1) The tasks should be designed to elicit</p>	<p>including student directions for the tasks.</p>

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<p>evidence that students can meet the PARCC speaking and listening claim, CCSS grade-level standards, and PARCC provided speaking and listening evidences. The tasks should also be designed to allow for students to demonstrate the ancillary claims for this assessment (and PARCC Summative Assessment Claims and evidence statements). The tasks should be designed so they are accessible for all students, including students with disabilities and English language learners.</p> <ol style="list-style-type: none"> <li>2) The operational directions for how to administer and score these performance-based tasks is also requisite.</li> <li>3) The Contractor should provide a set of anchored sample logs, oral responses, and one video per grade band that provides instruction to teachers to implement, where students discuss and teacher debriefs that can be used to train teachers on how to use the rubrics. Such materials need to ensure that teachers are provided information early on regarding how to mitigate against variations in students' logs. These anchors must include sample student responses that</li> </ol>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<p>have been annotated to elucidate clearly how to utilize the scoring rubric(s) to score the expected range of student responses to the ten performance-based tasks. The annotated sample student responses should be actual student-produced responses developed through actual student use of the performance-based tasks. These annotated samples must demonstrate the full student performance continuum, including the responses of ELLs and students with disabilities as appropriate, and must include the work of students from across PARCC states at each grade level. The annotated sample student responses must have been developed using actual student work produced through field testing of the performance-based tasks (see Section 2.6 -E for more information about the required field-testing). These annotated responses, along with the operational assessment directions for how to administer and score the performance-based tasks, should be sufficient to ensure reliable scoring and feedback to students in response to student work products associated with the</p>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<p>performance-based tasks.</p> <p>A description or mock-up of a Mode 1 performance-based task.</p>	
8	<p>One grade-level task model for Mode 2 performance-based tasks for each of grades 4,6,8,10, and 12 and 10 performance-based tasks derived from each task model (including student directions for the tasks)</p>	<p>The Contractor will provide one Mode 2 task generation model for each grade level for grades 4, 6, 8, 10, and 12 and ten (10) performance-based tasks per grade level that are aligned to the task generation model for the given grade level. The task generation models and tasks must require students to conduct research, including gathering relevant information from a range of resources and then integrate that information into a short presentation of their findings.</p> <p>In grades 10 and 12, students should be required to present a 5-10 minute <i>oral argument</i> of their research findings with those whom they know well and/or those with whom they have limited or no acquaintance. To assess students' listening skills (and further assess their speaking skills), they also should be required to respond to several audience questions regarding their findings with relevant evidence, observations, and ideas.</p> <p>In grades 6 and 8, students should be required to present a 3-6 minute explanation of their research findings with those whom they know well and/or those with whom they have limited acquaintance. To assess students' listening skills (and further assess their</p>	<p>Completed and PARCC approved grade-level task model (one per grade-level) for Mode 2 performance-based tasks for each of grades 4,6,8,10, and 12; and 10 performance-based tasks derived from each task model, including student directions for the tasks.</p>

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<p>speaking skills), students also should be required to respond to several questions regarding their findings with relevant evidence, observations, and ideas.</p> <p>In grade 4, students should be required to present a 2-5 minute explanation of their research findings with those whom they know well. To assess students' listening skills (and further assess their speaking skills), students also should be required to answer a few questions from peers that clarify the information presented.</p> <p>Research is defined broadly as gathering, building, and presenting knowledge through the integration, comparison, and synthesis of ideas from a wide range of informational sources, including not only traditional print texts, but also multimedia texts or information gained from attending a live lecture, demonstration, debate or hearing (e.g., a school committee meeting, trial, legislative hearing) or conducting a live interview. Research could also include literary texts, including researching criticism of various kinds so as to make an oral argument for a particular interpretation or attending a performance of a play and making an argument about an actor's depiction of a character, a director's concept, a designer's set or sound design.</p> <p>a. The tasks should be designed to elicit evidence that students can meet the PARCC speaking and listening claims, CCSS grade-</p>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<p>level standards, and PARCC provided speaking and listening evidences. The tasks should also be designed to allow for students to demonstrate the ancillary claims for this assessment (and PARCC Summative Assessment Claims and evidence statements). The tasks should be designed so they are accessible for all students, including students with disabilities and English language learners.</p> <p>b. The operational directions for how to administer and score these performance-based tasks is also requisite.</p> <p>c. Each of the performance-based tasks must require the students to:</p> <ul style="list-style-type: none"> <li>• Gather information from content-rich sources to build a deeper understanding of the topic studied</li> <li>• Integrate, compare, and/or synthesize ideas from sources, citing details and examples from the sources</li> <li>• Utilize digital media (e.g., textual, graphical, audio, visual, and interactive elements) in the presentation when appropriate to</li> </ul>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<p>enhance understanding of findings, reasoning, and evidence and add interest at grade levels as required by the standards</p> <ul style="list-style-type: none"> <li>• Consider audience and task in the construction and delivery of the presentation, including speaking clearly at an understandable pace with appropriate eye contact, adequate volume and clear pronunciation as required by the grade-level standards.</li> </ul> <p>A description or mock-up of a Mode 1 performance-based task.</p>	
9	Grade-specific rubrics to measure two dimensions (speaking and listening) for the Mode 1 performance-based tasks for grades 3,5,7,9, and 11.	<p>A scoring rubric or rubrics should be developed to assess each student’s presentation on two dimensions:</p> <ul style="list-style-type: none"> <li>• Speaking: The Contractor is expected to develop a rubric to assess the student’s demonstration of grade-level speaking skills.</li> <li>• Listening: The Contractor is expected to develop a rubric to assess the student’s demonstration of grade-level listening skills.</li> </ul> <p>All of the rubrics developed must align clearly to appropriate CCSS and to the relevant PARCC claims to be measured on the PARCC Speaking and Listening</p>	Completed and PARCC approved grade-specific rubrics to measure two dimensions (speaking and listening) for Mode 1 performance-based tasks for grades 3,5,7,9, and 11.

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		Assessment.	
10	Grade-specific rubrics to measure four dimensions (speaking, listening, research, and reading) for the Mode 2 performance-based tasks for grades 4, 6, 8, 10, and 12.	<p>Scoring rubric(s) should be developed to assess each student’s presentation on four dimensions:</p> <ul style="list-style-type: none"> <li>• Reading texts: The PARCC Summative Assessments have a grade-appropriate rubric to assess reading comprehension for prose constructed response items. The Contractor is expected to use this rubric as the basis for the assessment of reading for the performance-based task, when measuring the reading claim. This rubric will be provided to the contractor upon contract award.</li> <li>• Research: The Contractor is expected to develop a rubric to assess student work products produced in response to the performance-based task to measure the ancillary research claim. This rubric may be sub-divided into additional dimensions.</li> <li>• Speaking: The Contractor is expected to develop a rubric to assess the student’s substantive and stylistic presentation according to the grade-level speaking skills.</li> <li>• Listening: The Contractor is expected to develop a rubric to assess the student’s grade-level listening skills as explicated in Standards 1, 2, and 3.</li> </ul>	Completed and PARCC approved grade specific rubrics to measure four dimensions (speaking, listening, research, and reading) for Mode 2 performance-based tasks for grades 4,6,8,10, and 12.

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		All of the rubrics to be developed must align clearly to appropriate CCSS and to the relevant PARCC claims to be measured on the PARCC Speaking and Listening Assessment.	
11	Sample student responses from all performance-based tasks that have been annotated to help ensure the rubrics can be used to provide reliable scores and feedback to the performance-based tasks (set of anchored sample responses); at least one top level student response per grade level should include students who are deaf and hard of hearing who have used either ASL or appropriate technologies to participate meaningfully in the Speaking and Listening Assessment.	The Contractor should provide a set of anchored responses per grade band that provides instruction to teachers regarding the implementation of the assessment. Such materials need to ensure that teachers are provided information early on regarding how to mitigate against variations in students' logs. These anchors must include sample student responses that have been annotated to elucidate clearly how to utilize the four scoring rubrics to score the expected range of student responses to the ten performance-based tasks per grade level. The annotated sample student responses should be actual student-produced responses developed through classroom use of the performance-based tasks. These annotated samples must demonstrate the full student performance continuum, including the responses of ELLs and students with disabilities as appropriate, and must include the work of students from across PARCC states at each grade level. The annotated sample student responses must have been developed using actual student work produced through field testing of the	Completed and PARCC approved sample student responses from all performance-based tasks that have been annotated to help ensure the rubrics can be used to provide reliable scores and feedback to the performance-based tasks (set of anchored sample responses); at least one top level student response per grade level should include students who are deaf and hard of hearing who have used either ASL or appropriate technologies to participate meaningfully in the

	<b>Deliverables</b>	<b>Deliverable Description/Minimum Performance Standards</b>	<b>Evidence of Completion</b>
		performance-based tasks (see Section 2.6 -E for more information about the required field-testing). These annotated responses, along with the operational assessment directions for how to administer and score the performance-based tasks, should be sufficient to ensure reliable scoring and feedback to students in response to student work products associated with the performance-based tasks.	Speaking and Listening Assessment.
12	One video per grade band that provides instruction to teachers regarding the implementation of the assessment.	The Contractor should provide one video per grade band that provides instruction to teachers regarding the implementation of the assessment. The video must include film of a student discussion and of a teacher debriefing the discussion that can be used to train teachers on how to use the rubrics. Such materials need to ensure that teachers are provided information early on regarding how to mitigate against variations in students' logs.	One completed and PARCC approved video per grade band that provides instruction to teachers regarding the implementation of the assessment.
13	Directions for teachers on how and when to administer and score the Grade 3-12 performance-based tasks	A set of clear directions for teachers on how and when to administer and score the Grades 3-12 performance-based tasks. These operational assessment directions for how to administer and score the performance-based tasks, along with annotated responses, should be sufficient to ensure reliable scoring and feedback to students in response to student work products associated with the performance-based tasks.	Completed and PARCC approved directions for teachers on how and when to administer and score the Grade 3-12 performance-based tasks

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14	White paper to describe how test administration policies and test design parameters would need to be implemented to allow for the Speaking and Listening Assessment to provide sufficient reliability to allow for use as a summative assessment.	<p>White paper should describe:</p> <ul style="list-style-type: none"> <li>• implementation of test administration policies and test design parameters needed to allow for the Speaking and Listening Assessment to provide sufficient reliability to allow for use as a summative assessment</li> <li>• changes in administration and scoring that could occur over time to provide for the reporting of reliable aggregate data</li> <li>• recommendations on how PARCC could “ratchet” up tasks and administration to support summative uses</li> </ul>	A completed and PARCC approved white paper to describe how test administration policies and test design parameters would need to be implemented to allow for the Speaking and Listening Assessment to provide sufficient reliability to allow for use as a summative assessment.
15	Training materials that support teacher understanding in how to use off-grade level in the current grade to support longer term student learning.	<p>The contractor must provide the following:</p> <ul style="list-style-type: none"> <li>• Copies of training materials for teachers that support teacher understanding in how to use off-grade level in the current grade to support longer term student learning.</li> <li>• The training materials must be accompanied by a detailed narrative description of how this understanding is relayed through the training materials.</li> </ul>	Completed and PARCC approved training materials that support teacher understanding in how to use off-grade level in the current grade to support longer term student learning.
16	One grade-level task model for grade 2 and 6 performance-based tasks derived from that task model (including student directions for the tasks, and video where required). Three of the task models should focus on a telling a story and three on recounting an experience.	The Contractor will provide a grade-level task generation model for each grade (K, 1, and 2) and ten (10) performance-based tasks per grade level that are aligned to the task generation model.	One grade-level task model for grade 2 and 6 performance-based tasks derived from that

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		<p>For grade 2 students, the task generation model should require students to tell a story or recount an experience that could include information from at least one text they have read or listened to. Examples of students sharing out could include “tell what happened on your weekend,” or “describe the character in the story you read during reading group time.” Students should be required to demonstrate grade appropriate listening skills when they answer one question generated by the classroom teacher. These tasks should be designed to elicit evidence that students can meet the speaking and listening claims for the PARCC assessments when students engage in formal speech. The tasks should be designed so they are accessible for all students, including students with disabilities and English language learners.</p>	<p>task model (including student directions for the tasks, and video where required). Three of the task models should focus on a telling a story and three on recounting an experience, that is fully complete and PARCC approved.</p>
17	<p>One grade-level task model for grade 1 and 6 performance-based tasks derived from that task model (including student directions for the tasks, and video where required). Two of the task models should focus on a description of a person, one on a description of a place, one on a description of an event, and two on a description of a thing.</p>	<p>The Contractor will provide a grade-level task generation model for each grade (K, 1, and 2) and six (6) performance-based tasks per grade level that are aligned to the task generation model and that require students in K-1 to describe a person, place, event, or thing.</p> <p>Students should be required to demonstrate grade appropriate listening skills when they answer one question generated by the classroom teacher. These tasks should be designed to elicit evidence that students can meet the speaking and listening claims for</p>	<p>One grade-level task model for grade 1 and 6 performance-based tasks derived from that task model (including student directions for the tasks, and video where required). Two of the task models should focus on a description of a person, one on a description of</p>

	<b>Deliverables</b>	<b>Deliverable Description/Minimum Performance Standards</b>	<b>Evidence of Completion</b>
		the PARCC assessments when students engage in formal speech. The tasks should be designed so they are accessible for all students, including students with disabilities and English language learners.	a place, one on a description of an event, and two on a description of a thing; fully completed and PARCC approved.
18	One grade-level task model for Kindergarten, and 6 performance-based tasks derived from that task model (including student directions for the tasks, and video where required). Two of the task models should focus on a description of a person, one on a description of a place, one on a description of an event, and two on a description of a thing.	<p>The Contractor will provide a grade-level task generation model for each grade (K, 1, and 2) and six (6) performance-based tasks per grade level that are aligned to the task generation model and that require students in K-1 to describe a person, place, event, or thing (must be a person, place, event, or thing familiar to students for the Kindergarten tasks).</p> <p>Students should be required to demonstrate grade appropriate listening skills when they answer one question generated by the classroom teacher. These tasks should be designed to elicit evidence that students can meet the speaking and listening claims for the PARCC assessments when students engage in formal speech. The tasks should be designed so they are accessible for all students, including students with disabilities and English language learners.</p>	One grade-level task model for Kindergarten, and 6 performance-based tasks derived from that task model (including student directions for the tasks, and video where required). Two of the task models should focus on a description of a person, one on a description of a place, one on a description of an event, and two on a description of a thing, fully completed and PARCC approved.
19	A rubric to measure Grade 2 speaking and listening skills aligned to the Grade 2 performance tasks.	The contractor is expected to develop a rubric to assess the student's presentation to demonstrate grade-level speaking and listening skills and the PARCC Speaking	A complete and PARCC approved rubric to measure Grade 2

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		and Listening claims. This should include students' ability to speak audibly and express thoughts, feelings, and ideas clearly.	speaking and listening skills aligned to the Grade 2 performance tasks
20	A rubric to measure Grade 1 speaking skills aligned to the Grade 1 performance tasks	The contractor is expected to develop a rubric to assess the student's presentation to demonstrate grade-level speaking and listening skills and the PARCC Speaking and Listening claims. This should include students' ability to speak audibly and express thoughts, feelings, and ideas clearly.	A complete and PARCC approved rubric to measure Grade 1 speaking skills aligned to the Grade 1 performance tasks
21	A rubric to measure Kindergarten speaking and listening skills aligned to the Kindergarten performance tasks	The contractor is expected to develop a rubric to assess the student's presentation to demonstrate grade-level speaking and listening skills and the PARCC Speaking and Listening claims. This should include students' ability to speak audibly and express thoughts, feelings, and ideas clearly.	A complete and PARCC approved rubric to measure Kindergarten speaking and listening skills aligned to the Kindergarten performance tasks
22	Sample student responses from the performance-based tasks that have been annotated to help ensure the rubrics can be used to provide reliable scores and feedback to the performance-based tasks (set of anchored sample responses); at least one top level student response per grade level should include students who are deaf and hard of hearing who have used either ASL or appropriate technologies to participate meaningfully in the Speaking and Listening Assessment.	A set of anchored sample responses that can be used to train teachers on how to use the rubrics should be provided by the Contractor. These anchors must include sample student responses that have been annotated to elucidate clearly how to utilize the scoring rubric will be used to score the expected range of student responses to the performance-based tasks. The annotated sample student responses should be actual student-produced responses developed through field-testing of the performance-based tasks. These	Fully complete and PARCC approved sample student responses from the performance-based tasks that have been annotated to help ensure the rubrics can be used to provide reliable scores and

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		<p>annotated samples must demonstrate the full student performance continuum, including the responses of ELLs and students with disabilities as appropriate, and must include the work of students from across PARCC states at each grade level. The annotated sample student responses must have been developed using actual student work produced through field testing of the performance-based tasks (see Section 2.6-E for more information about the required field-testing). These annotated responses, along with the operational assessment directions for how to administer and score the performance-based tasks, should be sufficient to ensure reliable scoring and feedback to students in response to student work products associated with the performance-based tasks.</p>	<p>feedback to the performance-based tasks (set of anchored sample responses); at least one top level student response per grade level should include students who are deaf and hard of hearing who have used either ASL or appropriate technologies to participate meaningfully in the Speaking and Listening Assessment.</p>
23	Directions for the teacher for how and when to administer and score the K-2 performance-based tasks.	<p>A set of clear directions for teachers on how and when to administer and score the Grades K-2 performance-based tasks. These operational assessment directions for how to administer and score the performance-based tasks, along with annotated responses, should be sufficient to ensure reliable scoring and feedback to students in response to student work products associated with the performance-based tasks.</p>	<p>Complete and PARCC approved directions for the teacher for how and when to administer and score the K-2 performance-based tasks.</p>
24	10 Listening Log Templates (one each per grade level from third	One listening log template per grade level (grades 3	10 Fully complete and

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	through 12 <sup>th</sup> grade)	through 12). This listening log should be able to be completed as an on-line or paper-based form. When students complete the listening log as designed, students must be able to demonstrate mastery of grade-level CCSS listening standards (Speaking and Listening standards 1, 2, and 3). Appendix D contains the PARCC Model Content Frameworks for English Language Arts. In this document, tables highlight the distinct skills in the Speaking and Listening strand for each grade level through red, underlined print which designates the skills new to that grade level. In designing the listening log template for each grade level, the Contractor is expected to use these distinctions to differentiate the grade-level listening log templates. These templates should be provided as downloadable, on-line documents and must meet all technology requirements as described in Section 2.6, F-I of this document. The design for each grade-level listening log should also employ principles of Universal Design for Learning and be able to be used reliably by students with disabilities, including those who are deaf and/or hard of hearing (including those students who use American Sign Language and/or technology-based supports to communicate in the classroom).	PARCC approved Listening Log Templates (one each per grade level from third through 12th grade)
25	10 Rubrics (one each per grade level from third through 12 <sup>th</sup> grade) to be used to score the listening log templates	Grade-level rubrics for grades 3-12, with one or more dimensions that will allow teachers to score the grade-level listening skills made evident through students' responses made on completed listening logs using the grade-level templates designed by the contractor. The	10 completed and PARCC approved Rubrics (one each per grade level from third through 12th grade) to

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		contractor must be able to demonstrate that these rubrics can be used to score student listening logs with validity and reliability, and that such scoring is estimated to typically take about 1.5 minutes per listening log. Offeror(s) are welcome, but not required to suggest alternate use times along with supporting research. These rubrics should be provided as downloadable, on-line documents and must meet all technology requirements as described in Section 2.6, F-I of this document.	be used to score the listening log templates
26	10 Written Annotated Sample Student Response Packets (one packet each per grade level from third through 12 <sup>th</sup> grade). Each packet must contain written, annotated sample student responses for each score point for each dimension on the grade-level rubric for the proposed listening opportunities in the Mode 1 performance-based tasks. At least one top level student response per grade level should include students who are deaf and hard of hearing who have used either ASL or appropriate technologies to participate meaningfully in the Speaking and Listening Assessment.	Written annotated sample student responses for each score point for each dimension on all required contractor designed rubrics, with multiple annotated responses provided where needed to ensure teachers using these sample student responses can validly and reliably score student produced responses to grade-level listening logs. The annotated sample student responses for each grade level must be in response to a minimum of three distinct tasks (including both student and teacher presentations). The annotated sample student responses should be actual student-produced responses developed through classroom use of the listening logs. These annotated samples must demonstrate the full student performance continuum, including the responses of ELLs and students with disabilities as appropriate, and must include the work of students from across PARCC states at each grade level. The annotated sample student responses must have been developed using actual student work produced	10 completed and PARCC approved written Annotated Sample Student Response Packets (one packet each per grade level from third through 12th grade). Each packet must contain written, annotated sample student responses for each score point for each dimension on the grade-level rubric for the proposed listening opportunities in the Mode 1 performance-based tasks. At least

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		through field testing of the listening logs (see Section 2.6-E for more information about the required field-testing). These samples should be provided as downloadable, on-line documents and must meet all technology requirements as described in Section 2.6, F-I of this document.	one top level student response per grade level should include students who are deaf and hard of hearing who have used either ASL or appropriate technologies to participate meaningfully in the Speaking and Listening Assessment.
27	10 sets of directions (one set of directions each per grade level from third through 12 <sup>th</sup> grade). Each set of directions includes directions on how to use the listening log templates, the scoring materials, etc., with all requirements as described above.	Written directions for teachers on how to use the listening log template and scoring materials (rubrics and annotated sample student responses) to administer and score the listening logs to measure student performances in relation to grade-level CCSS in listening and the listening claim. The teacher directions should include (1) the total number and type of presentations students must respond to with listening logs (2) criteria teachers should use to select the presentations for the listening logs to be evaluated for the assessment (3) guidelines for teachers on how to decide appropriate uses of the rubric, including but not limited to what conditions are required to allow for student assessment using the rubric (e.g. location requirements, etc.), what conditions are recommended (e.g. technologies to be available, etc.), and what conditions negate use of the rubric for assessment (e.g. locations that are not	10 completed and PARCC approved sets of directions (one set of directions each per grade level from third through 12th grade). Each set of directions includes directions on how to use the listening log templates, the scoring materials, etc., with all requirements as described above.

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		<p>acceptable, circumstances that would bias results, etc.). Teacher directions will also need to be explicit in describing criteria for teacher/adult presentations used as stimuli for the listening logs required in response to teacher/adult presentations. Included in these directions should be how teachers can upload scores into the PARCC Assessment database when it becomes available in 2014 and how teachers can use separate individual scores attained from scoring multiple separate student performances using the grade-level listening log to report a single reliable score for each individual student. These directions should be provided as downloadable, on-line documents and must meet all technology requirements as described in Section 2.6, F-I of this document.</p>	
28	<p>Plan for all materials reviews for any and all task models, tasks, rubrics, directions, reports, etc. to be field-tested or submitted for use on the PARCC Speaking and Listening Assessments</p>	<p>All educational materials as outlined in Section 2.6 developed for this contract are required to undergo content and bias review as well as field-testing. The Contractor will be responsible for all logistical and management work linked to the review and field testing of all content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos.</p>	<p>A completed and PARCC approved plan for all materials reviews for any and all task models, tasks, rubrics, directions, reports, etc. to be field-tested or submitted for use on the PARCC Speaking and Listening Assessments</p>
29	<p>Set up and conducting of weekly review conference calls to address content issues and approve all deliverables (including all needed</p>	<p>A core review team made up of content experts from PARCC member states, Achieve staff, and contractor</p>	<p>Documented evidence of collaboration with</p>

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
	materials for these weekly conference calls)	<p>staff will meet virtually each week for two hours from the execution of the contract through the end of the contract, at the discretion of PARCC. Each organization represented will assign the core review team members who attend these weekly meetings. The weekly time designated for this virtual meeting will be mutually determined between PARCC and the contractor. To begin this work and other work designated in this contract, the contractor will be responsible for holding an initial, comprehensive project management kickoff meeting. See section 2.4 for additional details relative to this initial meeting and subsequent project management meetings.</p> <p>a. Time must be devoted during each weekly virtual meeting to address content issues and questions that arise in development of the deliverables and to allow for review and approval of all deliverables, and to allow for discussions of project management work (issues focused around budgets, schedules, technology needs, etc.). On occasion, upon the approval of PARCC, this call may be cancelled or the time extended.</p> <p>b. The contractor is required to provide the services needed (call-in numbers, Web-Ex hosting, etc.) to host these weekly virtual meetings.</p>	<p>and approval from PARCC in setting up and conducting of weekly review conference calls to address content issues and approve all deliverables (including all needed materials for these weekly conference calls)</p> <p>All weekly conference call materials.</p> <p>Thoroughly documented and PARCC approved minutes of all conference calls.</p>
30	Set up, hosting, and facilitating of all meetings as set out in this section of the RFP, including travel, lodging, and meals arrangements,	To support this activity the contractor is to host two face-to-face meetings for up to four days for each of	Documented evidence of collaboration and

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
	audio-visual, hardware, and software, meeting space, and staffing of facilitators for these meetings	<p>two separate groups (a Review committee for Student Materials and a Review committee for Teacher Materials) to allow for PARCC initial review of the materials developed to support the Speaking and Listening Assessments, K-12.</p> <p>For the purposes of pricing, the contractor should assume that these face-to-face meetings are to occur in a hub city or competitively priced alternative. In hosting these face-to-face meetings, in addition to arranging for the travel to and from the meetings, meals and lodging for participants, the Contractor is responsible for providing sufficient facilitators to facilitate the review meetings, training materials that have been previously approved by PARCC state leaders at least 15 business days prior to the start of any training date, appropriate meeting space, audio/visual technologies (including microphones and projection devices as needed in each meeting space), all hardware and software needed and all printed materials required for the meetings. Since PARCC state leaders require an agenda four weeks prior to the start of any face-to-face meeting, the Contractor should also plan to provide such agendas when planning any face-to-face meetings.</p> <p>The Contractor will be responsible for assembling the review teams. These teams should include state content leaders, assessment experts, grade-level teachers, accessibility and accommodations experts (for both students with disabilities and English language</p>	<p>PARCC approval in setting up, hosting, and facilitating of all meetings as set out in this section of the RFP, including travel, lodging, and meals arrangements, audio-visual, hardware, and software, meeting space, and staffing of facilitators for these meetings</p> <p>Thoroughly documented minutes of all meetings and sample evidence (10%) of set-up of travel, lodging, and meal arrangements.</p>

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<p>learners), with care given to ensure that all groups have effective representation across the demographics representative of the PARCC states.</p> <p>PARCC will provide names of staff for review committees to assist in ensuring materials developed for the Speaking and Listening Assessments are sufficiently aligned with the PARCC Summative Assessment and PARCC Diagnostic Assessments to meet PARCC goals and objectives of an integrated assessment system, and the Offeror should account for the additional reviewers in their proposed process and price structure for the review work proposed.</p> <p>After the initial face-to-face meetings for review committees, all additional reviews required as proposed by the Offeror may be hybrid face-to-face/virtual review meetings. For these hybrid meetings, reviewers may all do their reviews virtually, but the contractors facilitating the reviews, 2 Achieve staff members, and 2 PARCC state leaders must be able to meet in person throughout any facilitated portions of the review process.</p> <p>The Contractor is responsible for making all travel, lodging, and meals arrangements for the contractor staff, and PARCC state leaders meeting face-to-face during the hybrid meetings, as well as for any audio-visual, hardware/software, and meeting space required.</p> <p>The Contractor will be responsible for providing a</p>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<p>proposed review schedule for all reviews no later than 30 days after the contract execution. This review schedule must include all dates for reviews and the number of reviewers expected to participate. PARCC state leaders will collaborate with the Contractor to finalize the schedule within 14 business days from submission of the initial review schedule. Upon acceptance of the review schedule, the Contractor is required to provide PARCC with the locations of review meetings (for both initial face-to-face meetings and for those to attend face-to-face meetings in the hybrid review model) within 60 days.</p>	
31	<p>Development of detailed reports after each meeting where content materials are reviewed, including quantitative and qualitative data</p>	<p>10 days after each review occurs, the Contractor is responsible for providing detailed reports to PARCC to indicate level and quality of participation in reviews by the invited reviewers, number of materials deliverables approved as is, approved with edits, and rejected during each review, reviewer evaluations of the review process, and a gap analysis of deliverables expected to be approved through the review process in the agreed upon schedule of deliverables and missing deliverables as a result of the review process.</p> <p>The Contractor may provide additional qualitative data deemed relevant by the contractor to keep PARCC informed on the progress of the development of the deliverables for this portion of the RFP. If the gap analysis indicates a 5% or larger gap for any deliverable, the Contractor shall also provide in that review cycle</p>	<p>Development of detailed and PARCC approved reports after each meeting where content materials are reviewed, including quantitative and qualitative data</p>

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		report a proposed plan for eliminating the gap and meeting the initial deliverable schedule or a proposed plan for a revised deliverable schedule. Any and all such proposed plans must be approved by PARCC.	
32	Revised plan for the field test of all components of the Speaking and Listening Assessments, including schedule and sampling plans (students and items)	<p>The contractor will develop and implement a comprehensive field test plan consistent with the proposed assessment design (including field testing with deaf and hard of hearing students). This field test plan must account for field testing of individual content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos for two phases, to occur in February 2015, as well as the operational administration procedures and related materials for both phases. The purpose of the field test is to ensure that the task models and tasks are valid, reliable, and usable.</p> <p>It is expected that the field test plan will include all grades and content areas being assessed and will provide for all designated accessibility features and accommodations. Given the specialized accessibility needs of students identified in Section 8.0, the contractor should include in the field test plan means to (1) evaluate the prototype listening assessment with students who are Deaf or have a hearing impairment, and means to (2) evaluate the prototype speaking assessment with students who have speech language disorders, developmental disabilities, or other health impairments that impact communication in order to</p>	A complete and PARCC approved revised plan for the field test of all components of the Speaking and Listening Assessments, including schedule and sampling plans (students and items)

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<p>determine the accessibility of the assessments and the efficacy of assistive technology interventions and/or accommodations.</p> <p>Prior to and in preparation for the field test, a suite of research studies that establish suitable environments to test the following is required:</p> <ul style="list-style-type: none"> <li>a. The potential of tasks and rubrics to perform as designed in the following situations: <ul style="list-style-type: none"> <li>i. For a broad cross-section of students, including the deaf and blind</li> <li>ii. For teachers, including administration and scoring</li> </ul> </li> </ul> <p>Additional studies for the research agenda include following:</p> <p>Study 1: Investigation of instructional sensitivity of tasks</p> <p>Study 2: Psychometric analyses to investigate if tasks can be scaled and put on the same metric at each grade level through common students or common tasks design</p> <p>Study 3: Psychometric analyses to examine how task performance correlate with external measures of similar or related constructs (including PARCC ELA/L</p>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<p>assessments)</p> <p>Study 4: Investigation of usability and accessibility of tasks, and functionalities and tools in tasks through cognitive lab or similar method as recommended by the Offeror</p> <p>The field test plan must include a thorough description of the proposed schedule as well as the sample requirements needed to achieve each of the field test goals. Note that there is no standing requirement for all PARCC states and schools to participate in field testing for the Speaking and Listening Assessments, K-12, but the Offeror’s proposed field test plan must include an explanation of how the proposed sampling will yield adequate information that can be applied across the consortium. It also must address how it will ensure the full student performance continuum, including representation of students with disabilities and ELLs.</p> <p>Given the project schedule, it is possible that field test for the Speaking and Listening Assessments, K-12 will overlap with field testing scheduled for the PARCC Diagnostic Assessment field testing, and also the 2013-2014 operational administration of existing state assessments. It will be necessary for the Contractor for the Speaking and Listening Assessments, K-12 to avoid scheduling conflicts with those efforts and to avoid situations that might overburden schools or students. The Contractor will be required to collaborate with the</p>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		contractors for field testing of the PARCC Summative Assessments and PARCC Diagnostic Assessments to this end.	
33	Implementation of the field tests, including communications with participating states	The proposed protocol for interacting with states and schools a) for the purpose of identifying, recruiting, and selecting field test participants, and b) for the purpose of administering the field test(s).	<p>Documented evidence of implementation of the field tests with fidelity, including communications with participating states</p> <p>Proposed protocol for interaction with states and schools for the purpose of recruitment and administration of the field test.</p>
34	Plan for the operational administration procedures of the field tests	<p>The Offeror should propose a multi-stage field test design that requires different levels of involvement across schools and students or includes multiple field test windows including:</p> <ul style="list-style-type: none"> <li>a detailed description of a schedule that not only identifies the window(s) for the administration of the field test, but also outlines a timetable for pre-administration activities (including review of field test materials) and post-administration activities such as processing and scoring.</li> </ul>	A complete and PARCC approved plan for the operational administration procedures of the field tests

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<ul style="list-style-type: none"> <li>the procedures and materials that will be developed to support the administration of the field test, including ancillary materials needed to support the administration, accessibility features, and accommodations</li> </ul>	
35	Scoring of the field tests, as applicable	<p>PARCC’s assumption is that for the short term future, these assessments will typically be administered and scored by the classroom teacher. The Offeror must address the impact that this will have on each study and what steps can be taken in the future to address the limitations that this formative stage entails.</p> <p>The Offeror should propose a multi-stage field test design that requires different levels of involvement across schools and students or includes multiple field test windows including a detailed description of the manner in which field test responses will be processed, scored, analyzed, reported, and interpreted to support the purposes of the assessment program.</p>	Completed and PARCC approved scoring of the field tests, as applicable
36	Release of PARCC-selected items from the field test in an amount to be projected during contract negotiations and finalized at the end of the field test.	<p>The contractor must provide:</p> <ul style="list-style-type: none"> <li>Selected items from the field test in the amount negotiated. Selected items will be submitted at the end of the field test.</li> </ul>	Release of PARCC-approved and selected items from the field test in an amount to be projected during contract negotiations and finalized at the end of the field test.

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
			Evidence of modes of release.
37	A comprehensive technical report	<p>Following the Field Test, the Contractor will produce a Technical Report based on an overall analysis of the Field Test administration. The Technical Report will be reviewed by PARCC and by the Technical Advisory Committee (TAC) prior to completion of the final copy of the report. The report will include tabular and graphic displays of data to illustrate the characteristics and quality of items. The technical report will include but not be limited to the topics listed below.</p> <ul style="list-style-type: none"> <li>A. Prior to field testing, the outcome of the proposed research studies as above</li> <li>B. Procedures employed to construct the Field Test forms</li> <li>C. Usability of tasks by deaf and blind students</li> <li>D. Test-retest reliability, inter-rater reliability</li> <li>E. Description and rationale of sampling, scoring and scaling procedures, including sample to full-state comparisons of representativeness and performance.</li> <li>F. All analyses in support of choice of scoring and scaling models, e.g., model fit analysis.</li> <li>G. Item analyses (e.g., p-values, corrected point bi-serials, DIF statistics/bias etc.)</li> </ul>	A completed and PARCC approved comprehensive technical report meeting all minimum performance standards.
38	The first full mockup and all additional versions of computer delivered forms/item banks (as appropriate) for the Speaking and Listening	The Contractor must submit The first full mock-up and all additional versions of computer delivered	Completed and PARCC approved first full

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
	<p>Assessments, K-12 in conformance with PARCC computer-based style and file formatting guidelines, and interoperability standards. Included must be finalized banks of content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos (which incorporate all comments/edits resulting from field test data review)</p>	<p>forms/items for:</p> <ul style="list-style-type: none"> <li>• Speaking and Listening Assessments</li> <li>• K-12 conformance with PARCC computer-based style and file formatting guidelines</li> <li>• Interoperability standards</li> <li>• Finalized banks of content deliverables for tasks, listening logs, and rubrics.</li> <li>• Training materials/videos, which incorporate all comments/edits resulting from field test data review.</li> </ul>	<p>mockup and all additional versions of computer delivered forms/item banks (as appropriate) for the Speaking and Listening Assessments, K-12 in conformance with PARCC computer-based style and file formatting guidelines, and interoperability standards. Included must be finalized banks of content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos (which incorporate all comments/edits resulting from field test data review)</p>
39	<p>A plan for review of computer-based products developed for the Speaking and Listening Assessments, K-12 with an objective of ensuring that industry quality standards are attained. This plan must include a detailed product development schedule for managing the workflow and volume of documents to be reviewed and a security plan for computer-based product development, with stringent test security</p>	<p>The contract will submit a plan for the review of computer-based products developed for:</p> <ul style="list-style-type: none"> <li>• Speaking and Listening Assessments</li> <li>• K-12, with an objective of ensuring that industry quality standards are attained.</li> </ul>	<p>A completed and PARCC approved plan for review of computer-based products developed for the Speaking and Listening</p>

	<b>Deliverables</b>	<b>Deliverable Description/Minimum Performance Standards</b>	<b>Evidence of Completion</b>
	procedures to be followed during all stages of document production.	<ul style="list-style-type: none"> <li>• Detailed product development schedule for managing the workflow and volume of documents to be reviewed</li> <li>• A security plan for computer-based product development with stringent test security procedures during all stages of document production.</li> </ul>	Assessments, K-12 with an objective of ensuring that industry quality standards are attained. This plan must include a detailed product development schedule for managing the workflow and volume of documents to be reviewed and a security plan for computer-based product development, with stringent test security procedures to be followed during all stages of document production.
40	A report demonstrating that the contractor has been able to validate that the content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos conform to the data formatting standards to assure interoperability and accessibility compliance	<p>The Contractor will submit a report demonstrating:</p> <ul style="list-style-type: none"> <li>• That the contractor has been able to validate that the content deliverables and training materials, videos conform to the data formatting standards to assure interoperability and accessibility compliance.</li> </ul>	A completed and PARCC approved report demonstrating that the contractor has been able to validate that the content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos conform to the data

	<b>Deliverables</b>	<b>Deliverable Description/Minimum Performance Standards</b>	<b>Evidence of Completion</b>
			formatting standards to assure interoperability and accessibility compliance
41	Assessment delivery software (e.g., adaptive algorithms or item selection rules; assessment XML)	Assessment delivery software as described in section 2.6-F above.  Offerors' proposals must include descriptions of the approach and procedures they will use to complete all the responsibilities/tasks specified in this section.	Complete and PARCC approved Assessment delivery software (e.g., adaptive algorithms or item selection rules; assessment XML)
42	Test administration (and selection) guidelines	Test administration and selection guidelines as described in section 2.6-F above.  Offerors' proposals must include descriptions of the approach and procedures they will use to complete all the responsibilities/tasks specified in this section.	Complete and PARCC approved test administration (and selection) guidelines
43	Interpretive guides	Interpretive guides as described in section 2.6-F above.  Offerors' proposals must include descriptions of the approach and procedures they will use to complete all the responsibilities/tasks specified in this section.	A complete and PARCC approved set of interpretive guides.
44	Scoring materials and teacher training documents/modules	Scoring materials and teacher training documents/modules as described in section 2.6-F above.  Offerors' proposals must include descriptions of the approach and procedures they will use to complete all	Complete and PARCC approved scoring materials and teacher training documents/modules.

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		the responsibilities/tasks specified in this section.	
45	Plan for the securement of test delivery platform that conforms to PARCC standards	Plan for the securement of test delivery platform that conforms to PARCC standards (refer to section 2.6-F above).  Offerors' proposals must include descriptions of the approach and procedures they will use to complete all the responsibilities/tasks specified in this section.	Documented evidence and PARCC approved plan for the securement of test delivery platform that conforms to PARCC standards
46	Development and delivery of system manual to documents all technical work associated with the development of the computer-based system	Development and delivery of system manual to document all technical work associated with the development of the computer-based system (refer to section 2.6-F above).  Offerors' proposals must include descriptions of the approach and procedures they will use to complete all the responsibilities/tasks specified in this section.	Development, delivery of and PARCC approved system manual to documents all technical work associated with the development of the computer-based system
47	Delivery of the test delivery platform in the event that a PARCC platform is not available	Delivery of the text delivery platform in the event that a PARCC platform is not available (refer to sections 2.6-F above).  Offerors' proposals must include descriptions of the approach and procedures they will use to complete all the responsibilities/tasks specified in this section.	PARCC approved documented evidence of the delivery of the test delivery platform in the event that a PARCC platform is not available
48	Secure delivery/transfer of all items, test specifications, forms, and other assessment content—as well as all registration data, score data, and analyses into the PARCC assessment delivery component to allow for the first year and on-going operational diagnostic, computer-	The contractor will demonstrate: (the mode for demonstration will have to be identified and included here).	A PARCC approved plan for the secure delivery/transfer of all items, test

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
	adaptive assessments	<ul style="list-style-type: none"> <li>Secure delivery/transfer of all items, test specification, forms, and other assessment content, registration data, and analysis into the PARCC assessment delivery component to allow for first year and on-going operational diagnostic, computer adaptive assessment.</li> </ul>	specifications, forms, and other assessment content—as well as all registration data, score data, and analyses into the PARCC assessment delivery component to allow for the first year and on-going operational diagnostic, computer-adaptive assessments
49	Comprehensive report for Speaking and Listening that provides information and data relevant to the assessment, including research studies as noted in this section.	<p>The contractor will provide:</p> <ul style="list-style-type: none"> <li>Detailed documentation on each phase of the Speaking and Listening Assessments, K-12 design and development process. Documentation will include a summary of all design decisions, and the manner in which the design is intended to support the overall goals of the assessment.</li> <li>A comprehensive technical report that provides information and data relevant to the evaluation of the associated content-domains for the assessment. The report will include at least the following information: <ul style="list-style-type: none"> <li>Goals and purpose of the assessments.</li> <li>Intended uses of assessment results</li> <li>Theory of action related to the design of the assessments</li> </ul> </li> </ul>	A complete, PARCC approved, comprehensive report for Speaking and Listening that provides information and data relevant to the assessment, including research studies as noted in this section.

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<ul style="list-style-type: none"> <li>○ Summary of the assessment design, development and review process (for each test developed) – including task development and review, test/bank development and review.</li> <li>○ Stakeholders involved in the development process and their roles and responsibility</li> <li>○ Field-test design, process and materials</li> <li>○ A summary of data resulting from the field-test and operational administrations and how this data was used to inform the design and implementation process</li> <li>○ Proposed validation plan and research agenda.</li> </ul>	
50	Draft Accommodations Policy and for the and draft Accessibility Guidelines for the PARCC Speaking and Listening Assessment	<p>The Contractor will submit draft Accommodations Policy and draft Accessibility Guidelines for the PARCC Speaking and Listening Assessment that are consistent with the Accommodations Policy and Accessibility Guidelines for the PARCC Summative Assessment, with appropriate revisions and changes needed to meet the design parameters of the PARCC Speaking and Listening Assessment. The draft policy documents must include:</p> <ul style="list-style-type: none"> <li>• Proposed alternative testing formats that may be necessary for students who are not able to participate in the assessment through the universally designed materials or through assistive technologies that can be used in conjunction with planned deliverables.</li> </ul>	Complete and PARCC approved draft Accommodations Policy and for the and draft Accessibility Guidelines for the PARCC Speaking and Listening Assessment

	Deliverables	Deliverable Description/Minimum Performance Standards	Evidence of Completion
		<ul style="list-style-type: none"> <li>• Embedded supports, designed for computer delivery be consistent with those to be provided by the PARCC Summative Assessments and consistent with the finalized accessibility guidelines for the PARCC Speaking and Listening Assessment.</li> </ul> <p>The contractor will develop an implementation plan to demonstrate that the contractor will ensure that all deliverables intended to be used to assess students on the CCSS will use:</p> <ul style="list-style-type: none"> <li>• the universal design of materials to provide access to the greatest extent possible to the greatest range of students,</li> <li>• where applicable, assistive technologies that can be used in conjunction with the planned assessment deliverables to provide access to students who are routine users of assistive technology because of their disability, and</li> <li>• Accommodations or alternative testing formats that may be necessary for students who are not able to participate in the assessment through designs for (a) and (b).</li> </ul>	

#### 4.1 Financial Consequences

The Contractor shall submit to PARCC, Inc. for payment the above deliverables and those proposed and accepted by PARCC, Inc. that are satisfactorily completed in accordance with the terms and conditions set forth in the SCOPE OF SERVICES and DELIVERABLES. Payment shall be delayed for any deliverables that are not satisfactorily completed until all deficiencies are corrected and the services have been accepted by PARCC, Inc. In addition, delays in providing completed deliverables will subject the Contractor to damages as provided in Attachment 6 Standard Terms and Conditions.

For each default on completion of Final Deliverables (see SECTION X.X), the Contractor shall be liable to PARCC, Inc. in a specified amount per calendar day from the date of notice by PARCC, Inc. until the default has been corrected. The specified amount of damages is defined below:

- Schedule of Liquidated Damages For Final Deliverables

Number of business days elapsed after the default for Liquidated Damages

First	\$2,500.00
Second	\$7,500.00
Third	\$15,000.00
Fourth	\$22,500.00
Fifth	\$30,000.00
Sixth	\$37,500.00
Seventh/ subsequent days	\$62,500.00 per day

D. Cap: For each calendar, contract, or fiscal year which corresponds to the period of the performance bond specified in RFP SECTION 3.5.2, the cumulative total of liquidated damages for which the Contractor may be liable shall not exceed, annually, 25% of the total contract amount at the time of assessment of liquidated damages.

E. Collection: At its option, PARCC, Inc. shall collect liquidated damages by making claims against the performance bond, from time to time, until the bond has been exhausted, by deducting the liquidated damages from contract payments to the Contractor, by demand to the Contractor for payment, or by any combination of these methods.

## 5 REQUEST FOR PROPOSAL GUIDELINES

### 5.1 Schedule of Events

The following table outlines the tentative schedule and the key milestones for this RFP process.

Milestone	Dates
Request For Proposal released by PARCC, Inc.	October 3, 2013
Deadline for questions	October 9, 2013
Proposals due	October 23, 2013
Source Selection Begins	October 25, 2013
Contract award	November 25, 2013

The period of Performance (PoP) for the contract resulting from this RFP is from mid-November 2014 until July 1, 2015.

### 5.2 Evaluation Criteria

The evaluation method for this solicitation will be best value. Best value will be determined using four (4) evaluation factors: Technical Approach, Management Approach, Past Performance, and Price. The Technical Approach is the most important factor; Management Approach is the second most important factor, then Past Performance followed by Price. Offerors are cautioned that the award may not necessarily be made to the lowest Price offered.

PARCC, Inc. anticipates awarding the Contract, if one is to be awarded, after negotiations with the responsible and responsible contractor(s) determined to provide the best value to the state.

PARCC, Inc. shall evaluate and rank responsive Technical Replies and score them on a scale of 1 to 80 using the following criteria.

The following criteria will be used to evaluate and rank Replies.

**Table 2 - Evaluation Criteria**

Criteria	Total Possible Points
Executive Summary	N/A
Qualifications and Experience	10 points
Technical Plan	55 points
Management Plan	15 points
<b>Total</b>	<b>80 points</b>
Price	
<b>Total</b>	<b>20 points</b>

Price analysis is conducted through the comparison of Price Replies submitted. PARCC, Inc. shall score responsive Price Replies up to 20 points using the below.

The criteria for price evaluation shall be based upon the following formula:

$$(\text{Low Price}/\text{Offeror's Price}) \times \text{Price Points} = \text{Offeror's Awarded Points}$$

OR

Price analysis is conducted through the comparison of Price Replies submitted.

The method of awarding points for the Price Proposal will be done using the present value methodology. The present value discount rate will be used in the computations and evaluation. To determine that discount rate, use the rates identified in Release H.15, Select Interest Rates (Weekly), available online at <http://www.federalreserve.gov/releases/h15/>. Use the most recent copy of the Federal Reserve Bulletin published at the time of issuance of the RFP. See the "Critical Event Dates" for the release date.

The maximum points will be awarded to the lowest acceptable Price Proposal. Replies with higher prices will receive the fraction of the maximum points proportional to the ratio of the lowest Price Proposal to the higher Price Proposal. The fractional value of points to be assigned will be rounded to one decimal place. The criteria for price evaluation shall be based upon the following formula:

$$(\text{Low Price}/\text{Offeror's Price}) \times \text{Price Points} = \text{Offeror's Awarded Points}$$

The total maximum number of points that can be earned in the evaluation process is 100 points.

### 5.3 Evaluations

Overall, the Offeror's proposal will be evaluated based on how well the Offeror demonstrates the ability to meet the requirements set out in this RFP, including work that shows a developed understanding that PARCC is seeking Speaking and Listening Assessments for grades K-12 designed to provide the following:

- 1) information derived from teacher-scoring that can be used to inform and improve instruction
- 2) information to schools and school districts that can be used to evaluate and improve the efficacy of curricula, instructional program and materials, and professional development as they relate to student acquisition of and improvement in the speaking and listening CCSS
- 3) information to parents and to students that clearly indicate individual student acquisition and improvement related to the speaking and listening standards with references as appropriate to performance expectations in the current, prior or subsequent grade levels
- 4) results that are available as soon as possible following administration so that the information can be used to support instruction;
- 5) detailed, yet easy to understand information regarding a student's areas of strength and weakness, above and below grade level, relative to a given skill or set of skills as defined by the CCSS;
- 6) detailed and specific feedback that supports teacher decision-making for selecting targeted interventions and instructional strategies;

- 7) teacher scoring and recording of student performance;
- 8) reporting on the PARCC platform;
- 9) the evaluation of student responsiveness to instruction or intervention activities;
- 10) full and rigorous enacting of the CCSS for Speaking and Listening, including the key ideas described in the PARCC Model Content Frameworks for English Language Arts, K-12 (see Appendix B);
- 11) valid and reliable data to aggregate up to provide insight into student proficiency with Speaking and Listening and instructional approaches, to the extent that can be supporting during this initial implementation of the assessment; and,
- 12) the longer term potential to incorporate reliable results into students' PARCC summative scores.

The RFP is designed to assess the most points to the Offeror presenting the best solution for the required services. The Evaluation Committee will consider only those Replies provided after the preliminary administrative review completed by the PARCC, Inc.

Each member of the Evaluation Committee will be provided a copy of each Technical Proposal. Replies will be evaluated on the criteria established in the section above entitled "Criteria for Evaluation" in order to assure that Replies are uniformly rated. The Evaluation Committee will assign points, utilizing the technical evaluation criteria identified herein and the Procurement Office will complete a technical summary.

PARCC, Inc. reserves the right to request oral presentations/seek clarification on any Proposal submitted. Information requested and received will be evaluated by the Committee based on the established criteria. During this stage Offerors will be asked to provide any clarifications needed by the Evaluation Committee to assist in evaluating their Proposal. Information received in this stage will be added to the Offeror's Proposal and evaluated as a part of the appropriate section above.

A. Factors to be evaluated:

- 1) Technical Approach
- 2) Management Approach
- 3) Past Performance
- 4) Price

### **5.3.1 Executive Summary**

The Offeror shall provide an Executive Summary to be written in non-technical language to summarize the Offeror's overall capabilities and approaches for accomplishing the services specified herein. Evidence would include, but not be limited to, potential Contractor's mission, date of founding, size, experience, and expertise in accessible design. This response should also demonstrate the Offeror's clear understanding of PARCC's goals to develop an effective means to assess the CCSS for ELA/Literacy through Speaking and Listening assessments. The Offeror is encouraged to limit the summary to no more than six (6) pages.

### **5.3.2 Technical Approach**

The Offeror shall provide a technical plan which explains technical approach and facility capabilities.

The Offeror shall provide comprehensive documentation which describes its approach to creating the Speaking and Listening Assessment commensurate with the proposal/response requirements found in the scope of work. In particular, the Offeror should clearly describe how it will address the following major areas of the design with attention to quality and quantity, consistent with the proposal/response requirements:

- 1 Item/Task Development and Review, including meta-data tagging and accessibilities requirements
- 2 Field Testing
- 3 Operational forms construction.
- 4 Facility Capabilities

The Offeror shall provide a description and location of the Offeror's facilities as they currently exist and as they will be employed for the purpose of this work.

### **5.3.3 Management Plan**

The Offeror shall provide a management plan which describes the administration and management of the project team, the key project personnel, project management meetings and project management reports.

#### 1) Administration and Management

The Offeror shall provide a description of the management structures in place that provide assurance that tasks will be properly initiated and completed on time.

- A. The Offeror shall include a description of the organizational structure of the management team by job title and describe the key roles and responsibilities for each team member;
- B. The Offeror shall describe the management style and methodology to be used to manage the project work, including control of prices, assuring quality, identifying and minimizing risk, and maintaining schedules; as well as the means of coordination and communication between the Offeror, the PARCC Consortium, PARCC, Inc., and Achieve and other organizations as applicable;
- C. The Offeror shall provide assurances that the Offeror, including its Subcontractors, will cooperate with other Contractors receiving an award under this solicitation, including the other Contractor's Subcontractors receiving an award under this RFP, to produce high-quality deliverables as efficiently as possible.
- D. Project Management Meetings Planning and Facilitation

- 1) Conference Calls: Weekly project management conference calls will be conducted at an agreed upon day and time for the first six months of the project in order to ensure all requirements and timelines are maintained and to address needs for problem solving and time-sensitive adjustments. PARCC, Inc., and Achieve staff, and the Contractors will all be represented on these calls. All stakeholders will revisit the frequency of these calls following the initial six months possibly changing to one monthly check-in call. At that time, PARCC may determine periodically that weekly, focused conference calls are required as activities dictate. The Contractor will provide a toll-free conference line for all calls between the Contractor, Achieve, the PARCC Consortium, PARCC, Inc. and other

organizations as applicable. The Contractor will be responsible for all planning and facilitation as well as documenting and distributing the outcomes of each meeting.

- 2) Communication Tools: To meet timelines for completing work tasks, the Contractor, the PARCC Consortium, and PARCC, Inc. will need to use electronic communications, including, but not limited to a secure file sharing site, video conferencing, teleconferencing site, etc., provided the Contractor in addition to overnight express delivery of materials as necessary.
- 3) Offerors shall provide, with their proposal, an outline of any additional project management meetings needed, other than those specified, between the Contractor, members of the PARCC leadership team, and PARCC, Inc. as appropriate.
- 4) The Contractor will be responsible for all planning and facilitation as well as documenting the outcomes of each meeting. The proposed meetings should be staged to best fulfill the scope of the task and engage stake-holders in all aspects of the process. The Offeror shall provide a management plan which describes administration, management and key personnel.

#### **5.3.4 Price Proposal**

- A. The price proposals should include funding specifically for the project management meetings and other oversight activities. Project oversight activities include work related to overall project management and management of key activities.
- B. The Offeror(s) receiving an award under this solicitation shall be responsible for all travel prices of their staff (excluding Achieve, and PARCC, Inc) and required subcontractors' staff for participation in all project meetings.

##### **5.3.4.1 Price Evaluation Approach**

The total price in the Offeror's Price Proposal shall reflect the proposed hours and any materials travel, etc. with the associated prices. This contract will be a firm fixed price contract.

#### **5.4 Special Instructions**

##### **5.4.1 Questions and Answers**

Any technical questions arising from this RFP must be forwarded, in writing, to the contact person identified below. Questions will be accepted until October 29, 2013 at 4:30 PM ET. PARCC, Inc.'s written response to written inquiries submitted timely by Offerors will be posted on the PARCC website at <http://parconline.org/>. It is the responsibility of all potential Offerors to monitor this site for any changing information prior to submitting a proposal.

Only written inquiries from Offerors, which are signed by persons authorized to contractually bind the Offerors, will be recognized by PARCC, Inc. as duly authorized expressions on behalf of the Offerors.

WRITTEN QUESTIONS - SUBMIT IN MICROSOFT EXCEL FORMAT TO:

E-Mail Address (preferred): [rfp@parconline.org](mailto:rfp@parconline.org)

When submitting questions in Excel, please use the following format:

Question #	Page #	Section # and Title	Question

#### 5.4.2 Oral Instructions/Changes to the RFP (Addenda)

No negotiations, decisions, or actions will be initiated or executed by an Offeror as a result of any oral discussions with a PARCC, Inc. employee. Only those communications which are in writing from the PARCC, Inc., will be considered as a duly authorized expression on behalf of PARCC until a contract is awarded.

Notices of changes (addenda) will be posted on the PARCC, Inc. website, under this solicitation number. It is the responsibility of all potential Offerors to monitor this site for any changing information prior to submitting a proposal. All addenda will be acknowledged by the Offeror's signature and subsequent submission of addenda with proposal when so stated in the addenda.

#### 5.4.3 Modifications, Resubmittal and Withdrawal

Offerors may modify submitted proposals at any time prior to the proposal due date. Requests for modification of a submitted proposal shall be in writing and must be signed by an authorized representative of the Offeror. Upon receipt and acceptance of such a request, the entire proposal will be returned to the Offeror and not considered unless resubmitted by the due date and time. Offerors may also send a change in a sealed envelope to be opened at the same time as the proposal. The solicitation number, opening date and time should appear on the envelope of the modified proposal.

Unless specifically requested by PARCC, Inc., any amendments, revisions, or alterations to proposals will not be accepted after the closing for the receipt of proposals.

#### 5.4.4 Confidential, Proprietary, or Trade Secret Material

If Offeror considers any portion of the documents, data or records submitted in response to this solicitation to be confidential, trade secret or otherwise not subject to disclosure pursuant to the Federal Acquisition Register (FAR) or the U.S. Department of Education Acquisition Regulation (EDGAR) or other authority, Offeror shall clearly mark and identify in its Proposal those portions which are confidential, trade secret or otherwise exempt. Offeror shall also simultaneously provide PARCC, Inc. with a separate redacted copy of its Proposal. This redacted copy shall contain the solicitation name, number, and the name of the Offeror on the cover, and shall be clearly titled "Redacted Copy. The Redacted Copy shall be provided to PARCC, Inc. at the same time Offeror submits its Proposal to the solicitation and must only exclude or obliterate those exact portions which are claimed confidential, proprietary, or trade secret. **The Offeror shall also provide one (1) electronic copy (email, compact disc (CD), flash drive, etc.) of their Redacted Copy.**

Offeror shall be responsible for defending its determination that the redacted portions of its Proposal are confidential, trade secret or otherwise not subject to disclosure. Further, Offeror shall protect, defend, and indemnify PARCC, Inc. for any and all claims arising from or relating to Offerors determination that the redacted portions of its Proposal are confidential, proprietary, trade secret or otherwise not subject to disclosure.

If Offeror fails to submit a Redacted Copy with its proposal, PARCC, Inc. is authorized to produce the entire documents, data, or records submitted by Offeror in answer to a public records request for these records.

PARCC will take all reasonable efforts and assurances to protect vendor proprietary information.

#### **5.4.5 Subcontracting**

This contract or any portion thereof shall not be subcontracted without the prior written approval of PARCC, Inc. No subcontract shall, under any circumstances, relieve the Contractor of its liability and obligation under this contract; and despite any such subcontracting PARCC, Inc. shall deal through the Contractor, which shall retain the legal responsibility for performing the Contractor obligations.

#### **5.4.6 Contract Terms and Conditions**

The PARCC, Inc. Contract Standard Terms and Conditions are incorporated in this RFP and will govern the relationship between PARCC, Inc. and the Contractor. The proposal submitted by the successful Offeror shall be incorporated into the final contract.

#### **5.4.7 Method of Payment**

Compensation and payment terms and conditions will be negotiated with the awarded Contractor. The funding will be from a United States Department of Education grant and payments via the fiscal agency (currently Florida), and unless and until that changes, Florida invoicing/payment requirements will control.

#### **5.4.8 Diversity in Contracting**

PARCC, Inc. is dedicated to fostering the continued development and economic growth of small, minority-, women-, and service-disabled veteran business enterprises. To this end, it is vital that small, minority-, women-, and service-disabled veteran business enterprises participate in PARCC Inc.'s procurement process as both Contractors and Subcontractors in this solicitation. Small, minority-, women-, and service-disabled veteran business enterprises are strongly encouraged to respond to this solicitation, as an Offeror or as part of a team.

#### **5.4.9 Prices Incurred in Responding**

This RFP does not commit PARCC, Inc. to pay any prices incurred by the Offeror in the submission of a proposal or to make necessary studies or designs for the preparation thereof, nor to procure or contract for any articles or services.

#### **5.4.10 Submission of Proposals by Subsidiaries or Affiliates**

An Offeror, its subsidiaries, affiliates, or related entities shall be limited to one (1) Proposal. Submission of more than one (1) Proposal per activity by an Offeror shall cause the rejection of all Proposals submitted by the Offeror. A subsidiary or affiliate of a prime Offeror may also be included as a Subcontractor in another Offeror's Proposal.

#### **5.4.11 Independent Price Determination**

An Offeror shall not collude, consult, communicate, or agree with any other Offeror regarding this procurement as to any matter relating to the Offeror's Proposal.

#### **5.4.12 Performance Bond**

The Contractor shall supply to PARCC, Inc. a Performance Bond in the amount of 5% of the amount of the annual award. The surety shall be in a form acceptable to PARCC, Inc., such as a bond, cashier's

check, certified check, or money order. The Performance Bond shall be executed and furnished to PARCC, Inc. within ten (10) calendar days prior to the Contractor beginning work under the contract. The performance bond shall include payment of any liquidated damages assessed against the Contractor. Any cash bond will be returned together with final payment and close out, subject to offsets for liquidated damages.

#### **5.4.13 Accessible Electronic Information Technology**

Offerors submitting proposals to this solicitation must provide electronic and information technology resources in complete compliance with the applicable accessibility provisions set forth by section 508 of the Rehabilitation Act of 1973, as amended and 29 U.S.C. s. 794(d), including the regulations set forth under 36 C.F.R. part 1194. These standards establish a minimum level of accessibility.

#### **5.4.14 Federal Regulatory Compliance**

The Offeror is required to know and understand all applicable federal regulations that impact the work contracted under this RFP, and to deliver to and/or operate for PARCC federally compliant products and services.

Relevant federal regulations include, but are not limited to:

- Elementary and Secondary Education Act , 2001
- Individuals with Disabilities Education Act, 2004
- Rehabilitation Act of 1973, section 508
- Web Content Accessibility Guidelines 2.0 / W3C guidelines. See <http://www.w3.org/TR/WCAG20/>
- Family Education Rights and Privacy Act (FERPA)
- Children's Online Privacy Protection Act (COPPA)
- Children's Internet Protection Act (CIPA)

#### **5.4.15 Awards**

As in the best interest of PARRC and its member states, PARCC, Inc. reserves the right to award all or none of the services solicited, or any combination thereof, to one or more responsive, responsible Offeror(s). As in the best interest of PARCC, Inc., the right is reserved to reject any and/or all proposals, or to waive any minor irregularity in the proposals received. Conditions which may cause rejection of proposals include, without limitation, evidence of collusion among Offerors, obvious lack of experience or expertise to perform the required work, failure to perform, or meet financial obligations on previous contracts.

### **5.5 Proposal Format & Content**

#### **5.5.1 Proposal Submission**

All volumes of the Offeror's proposals are due by November 21, 2013 1:00 PM ET. The proposal and associated forms must be signed and dated in ink by a duly authorized representative of the Offeror. The proposal shall be written in a concise manner, which is conducive to effective evaluation and selection.

All proposals and related documents submitted in response to this RFP shall become the property of PARCC, Inc.

### 5.5.2 Mail or Delivery Proposals

Partnership for Assessment for Readiness for College and Careers (PARCC)

Attn: Kevin Days, Associate Director, PARCC Operations

1400 16<sup>th</sup> Street NW

Suite 510

Washington, DC 20032

### 5.5.3 Proposal Format and Instructions

This section contains instructions that describe the required format for the proposal. All proposals submitted shall contain two parts and be marked as follows:

Volume	Page Limit
I. Technical Proposal – RFP 2013-13	
a. Executive Summary	6 pages
b. Technical Approach	20 pages
c. Management Approach	15 pages
d. Past Performance	3 pages
II. Price Proposal – RFP 2013-13	Unlimited

Volumes I and II shall be completely separate documents.

#### 5.5.3.1 Transmittal Letter

The absence of a transmittal letter may result in a determination that the proposal is non-responsive and the proposal will not be evaluated. The Offeror shall include a transmittal letter with the Technical Proposal (on Company Letterhead) that contains the following:

- A. A statement certifying that the person signing the proposal is authorized to represent the Offeror and bind the Offeror relative to all matters contained in the Offeror's proposal.
- B. A statement certifying that the Offeror has read, understands, will comply, and agrees to all provisions of this RFP.
- C. The company's federal tax identification number.
- D. A statement certifying that the Offeror understands and agrees to comply with the use of a project management tool designated by PARCC, Inc.
- E. A statement certifying that the Offeror shall use the project management tool(s) designated by PARCC, Inc. to track and update all aspects of the project, including but not limited to prices, timelines, tasks and deliverables, so PARCC, Inc. can review progress.

#### 5.5.3.2 Technical Proposal (Volume I) (12 hard copies)

(Do not include price information in Volume I)

The Offeror shall submit one (1) original in hard copy, eleven (11) hard copies and one (1) in electronic format (compact disc (CD), flash drive, etc.) copies in Microsoft Word 2003 (or later) or Adobe Acrobat (.pdf) of the proposal which is to be divided into the sections described below. Since PARRC, Inc. will expect all proposals to be in this format, failure of the Offeror to follow this outline may result in the rejection of the proposal. The Technical Proposal must be submitted in a separate sealed package marked "TECHNICAL PROPOSAL - RFP 2013-13".

Offerors should clearly mark the original signed copy, "Original". Unless otherwise requested in the RFP, Offerors should refrain from submitting supplemental samples of books, magazines, pamphlets and other materials.

A. Executive Summary

The Offeror shall provide an Executive Summary to be written in non-technical language to summarize the Offeror's overall capabilities and approaches for accomplishing the services specified herein. This section shall also demonstrate the Offeror's clear understanding of PARCC Inc.'s goal to build state and district capacity to securely and reliably deliver next generation computer-based assessments and to securely and effectively manage complex assessment data. The Executive Summary is limited to no more than six (6) pages.

B. Technical Approach

The Offeror shall provide a response to how the requirements described in this RFP will be met. The Offeror shall describe the methodologies, standards, and best practices that will be employed in managing and completing the requirements in each of the required subsections listed below. The Offeror shall also identify where significant development difficulties may be anticipated and any specific techniques to be used to resolve them.

C. Management Plan

The Offeror shall provide a management plan which describes the administration and management of the project team, the key project personnel, project management meetings, and project management reports.

1. Administration and Management

The Offeror shall provide a description of the management structures in place that provide assurance that tasks will be properly initiated and completed on time.

- i. The Offeror shall include a description of the organizational structure of the management team by job title and describe the key roles and responsibilities for each team member;
- ii. The Offeror shall describe the management style and methodology to be used to manage the project work, including control of prices, assuring quality, identifying and minimizing risk, and maintaining schedules; as well as the means of coordination and communication between the Offeror, PARCC, Inc., Achieve and other organizations as applicable;
- iii. The Offeror shall provide assurances that the Offeror, including its Subcontractors, will cooperate with other PARCC Contractors.

1. Identification of Key Personnel

The Offeror shall demonstrate the ability to bring the necessary skilled resources to the project as dictated by the scope of work being performed.

- A. The Offeror shall provide a table with the names and titles of key personnel on the Offeror's team and include the anticipated timeframe for their involvement in the project (including key Subcontractor's personnel).
- B. The Offeror shall provide a resume for each key individual proposed. Resumes will not count against the maximum page count for the Offeror's Management Plan.
- C. The Offeror shall identify who within the Offeror's organization will have prime and final responsibility and approval authority for the work;
- D. The Offeror shall provide an organizational chart showing lines of authority for key personnel involved in performance of the contract and the percent of time each staff member will be dedicated to the project. This chart must also show lines of authority to the next senior level of management;
- E. The Offeror shall demonstrate the understanding that key personnel may not change without prior written approval of the replacement personnel.

2. Coordination of Project Management Meetings and other Project Meetings

- A. Project Review Meeting: The successful operation of the program will require an initial kick off meeting between the Contractor, and PARCC staff. Offerors should anticipate that the kick off meeting will take place in Washington, D.C. within 10 days of contract execution. The Offeror shall propose meeting locations for subsequent Project Review Meetings, however, PARCC, Inc. will make final decisions regarding the location where the management meetings will take place, which will be either at/near the PARCC Inc. offices or, the Contractor's headquarters.
- B. Offerors must provide a recommendation for the number of its team members which will attend the Project Management meetings. Key staff from all relevant Subcontractors must also attend these meetings.
- C. The Contractor shall be responsible for the logistics (meeting facilities, equipment, and reserving hotel rooms for participants) and travel prices of their staff and required Subcontractors' staff for all management meetings. These meetings will also involve relevant PARCC, and required subcontractor's staff. Provisions will be made for electronic participation of any staff member unable to travel to these meetings.
- D. The Contractor shall be responsible for making car rental and air transport arrangements for participants and securing guest rooms for participants at the meeting site. The Contractor shall be responsible for providing participants with all necessary communications in a timely manner. Communications will include meeting invitations, all logistics, and any follow up after the conclusion of the meetings. The Contractor is not responsible for prices associated with travel for any other Contractor's receiving an award under this solicitation or for prices of PARCC, Inc., or Achieve.
- E. The Offeror's Pricing Proposal will include funding specifically for the Project Review Meetings and other oversight activities. Project oversight activities include work related to overall project management and management of key activities.

- 1) The Offeror receiving an award under this solicitation shall be responsible for all travel prices of their staff and required subcontractors' staff for participation in all project meetings.
- 2) The Offeror awarded the contract for the project is not responsible for prices associated with travel for PARCC, Inc. and Achieve staff travel.

F. Project Management Meetings Planning and Facilitation

- 1) Offeror(s) shall provide an outline of any additional project management meetings needed, other than those specified, within the timeline of the solicitation between the Contractor, Achieve, and members of PARCC Operational Working Groups as appropriate.

D. Past Performance

The Offeror shall provide information for a minimum of two (2) and a maximum of three (3) previous projects. The Offeror shall demonstrate that their firm has performed projects and/or tasks of similar scope and complexity. The Offeror shall at a minimum provide:

- 1) A list of 2-3 contracts that the Offeror has held in the past three (3) years in which the services of similar scope and complexity were performed. A maximum of three (3) referenced contracts with a point of contact information (i.e., phone number and email address) shall be included.
- 2) A summary description of the task requirements that are materially relevant to the work being sought by PARCC for each referenced contact. Reference the similarities of these tasks to the requirements in the Section 3 of this document.
- 3) The total dollar value of each contract referenced.

PARCC, Inc. may supplement past performance information provided with any other information it may obtain from any other source including its own experience with your firm.

**5.5.3.3 Price Proposal (Volume II) (12 hard copies)**

The Offeror shall submit one (1) original hard copy, eleven (11) hard copies, and twelve (12) electronic format (compact disc (CD), flash drive, etc.) copies in Microsoft Excel 2010. The Offeror's price information shall be submitted on the forms provided in this RFP and provided as both a Microsoft Excel version and Adobe Acrobat PDF file format. Payment for services will be made based on the deliverables and dates specified on the Price Proposal form. The Price Proposal is to be submitted in a sealed package separate from the Technical Proposal (Volume I), marked "PRICE PROPOSAL - RFP 2013-13. Failure of the Offeror to follow this instruction may result in rejection of the Offeror's proposal.

Detailed pricing shall be documented using the Pricing Sheet included as Appendix C. The Offeror shall utilize the standard PARCC, Inc. Labor Categories (included in Appendix C) to complete the Pricing Sheet.

**5.5.4 Presenting the Proposals**

The proposal shall be limited to a page size of eight and one-half by eleven inches (8½" x 11"). Type size shall not be less than a 12-point font. The proposal shall contain a table of contents, be typed single-spaced and have separate parts, each clearly labeled including page numbers. The information to be contained in each part is described in the above sections. The absence of information or the organization of information in a manner inconsistent with the requirements of this RFP may result in the rejection of the proposals.

All Offeror materials must be packaged so that each box of materials shipped to PARCC, Inc. does not exceed 25 pounds.

## Appendix A: Background – PARCC Assessments

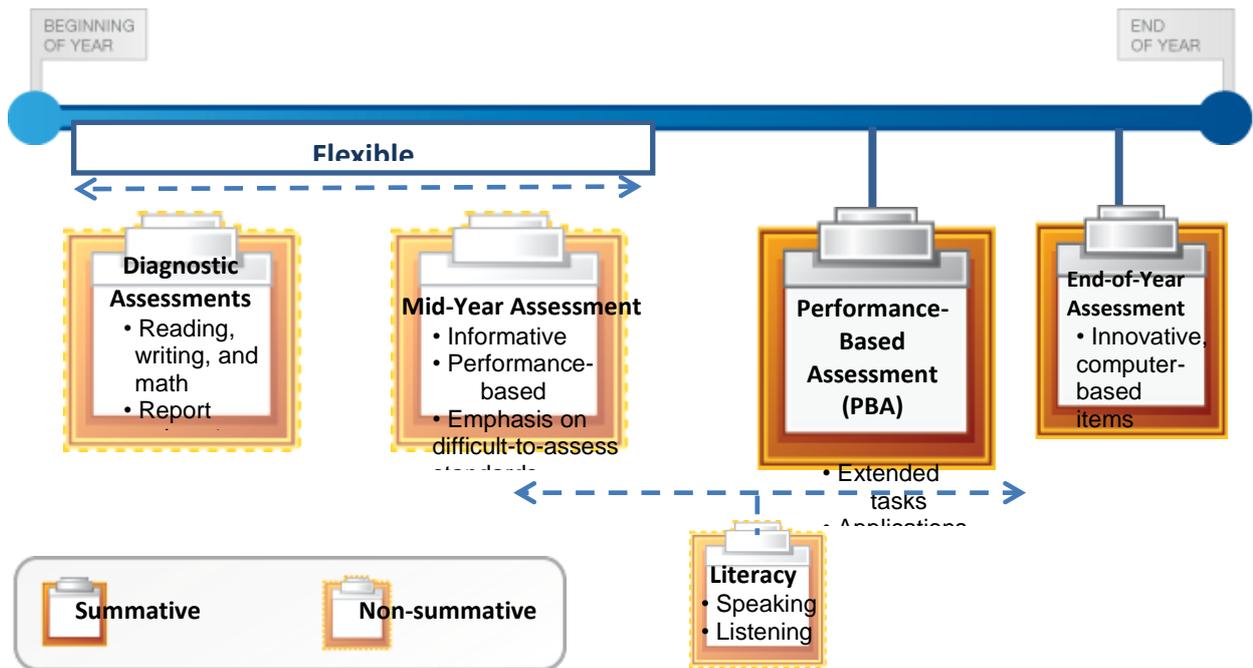
PARCC is a consortium of states working together to develop a common set of assessments in English Language Arts/Literacy and Mathematics in response to the awarding of a Comprehensive Assessment Systems Grant funded in fiscal year 2010 under the auspices of the U.S. Department of Education’s 2010 Race to the Top Assessment Program. Authorized under the American Recovery and Reinvestment Act of 2009 (ARRA), the Race to the Top Assessment Program provides funding to consortia of states to develop assessment systems that provide valid, reliable, and fair performance results for individuals and groups of students against a common set of college and career readiness standards. The assessments are to be designed to encourage best practice in instruction and measurement.

There have been changes to the design since the grant was awarded in 2010. The changes will strengthen PARCC’s original design and at the same time meet the priorities stated in the Race to the Top Assessment Grant NIA. The refined design preserves the number of components included in the original design (thereby allowing for multiple opportunities for data collection to guide instructional decision-making), while reducing the number that will be used for summative purposes (while still collecting sufficient data for accountability purposes).

The refined assessment design presents PARCC states with a strong and coherent set of assessment components that are sustainable both in terms of price and time devoted to student assessment and that signal the kinds of instruction needed for all of our students to make progress towards college and career readiness by the end of high school. The refined design assures;

- PARCC assessments will provide comparable results across member states. The importance of this feature of the system cannot be overstated.
- PARCC summative assessments will be designed to report the extent to which students are “on track” or “ready” for college and careers.
- PARCC assessments will be performance-based and measure the full range of Common Core State Standards, including but not limited to areas not included in many state assessments such as writing, speaking and listening, viewing, and solving multi-step, mathematical problems. PARCC collaborated with two research universities to develop and field test innovative performance tasks that use technology to engage students in authentic demonstrations of their knowledge and skills and expanded understandings of task types through the initial stages of item development.
- PARCC assessments will use state-of-the art technology in all phases of the system including test development, administration, scoring and reporting. As a result, it is anticipated that assessment tasks will be more authentic and engaging, students with disabilities to have more efficient and consistent access to needed accommodations, with the intent that results will be returned more quickly, and assessment prices will be reduced substantially.

- The combination of PARCC summative, diagnostic, and mid-year assessments will measure the full range of student performance and generate information to inform curriculum and instruction.
  - PARCC summative assessments will be carefully designed to measure the full performance continuum, meaning they will provide valid and reliable measures for all students, including high- and low-performing students. PARCC recognizes the importance of this NIA priority, since PARCC assessment results, including both status and growth scores, will be used as a factor in educator evaluation as well as school and district accountability systems. Even though the refined design reduces the number of summative assessment components, the Performance-Based and End-of-Year components taken together will generate more score points than in most existing state assessments.
  - PARCC diagnostic and mid-year assessments will generate information that will inform curriculum, instruction and professional development throughout the school year. In place of the first through-course included in the original design, PARCC will develop computer-based Diagnostic Assessments for reading, writing and mathematics. Local educators will be able to use these assessments anytime during the school year to diagnose areas of students' strengths and weaknesses and, as a result, respond to students' needs with focused interventions. Moreover, the Diagnostic Assessments will be designed so that students could take them multiple times, which will provide additional opportunities to continually measure individual student needs and make adjustments in instructional strategies as needed. Likewise, the mid-year assessment will provide additional information about students' performance during the year and an opportunity to respond to the type of extended tasks that will appear in the performance-based summative component.
  - PARCC will develop high school assessments for each of the grades 9, 10, and 11. The assessments will take the form of end-of-grade assessments in English Language Arts/Literacy and end-of-course assessments in Mathematics in two course sequences: Algebra I, Geometry, and Algebra II; and an equivalent integrated sequence, Mathematics 1, 2, and 3.
  - PARCC assessments will allow for international comparisons. Not only will PARCC provide comparable results across member states, but also steps will be taken to link PARCC results to international measures such as TIMSS and PISA. PARCC leaders will work with its Technical Advisory Committee to explore options for creating the linkages, which may include embedding assessment tasks from international assessments in PARCC operational assessments or having equivalent groups of students participate in both PARCC and international measures. The ability to make international comparisons will allow policy makers and business leaders to truly gauge the extent to which our public schools are preparing students to succeed in the increasingly competitive global economy.



**Table 3 - PARCC Assessment System**

<b>Diagnostic Assessments</b>	<b>Mid-Year Assessments</b>	<b>Performance-Based Assessments</b>  <b>(contributes to summative score)</b>	<b>End-of-Year / End-of-Course</b>  <b>(contributes to summative score)</b>	<b>Assessment of Listening/Speaking</b>
<p>Diagnostic Assessments designed to pinpoint students’ strengths and weaknesses relative to particular Common Core standards in the areas of reading, writing and mathematics.</p> <p>The assessments will be available for administration throughout the school year. For each content area, the diagnostics will include:</p> <ul style="list-style-type: none"> <li>• a computer-based component that measures knowledge and skills that can be measured using machine-scorable items;</li> <li>• a bank of</li> </ul>	<p>Mid-Year Assessments designed to inform curriculum, instruction and professional development.</p> <p>These assessments will be performance-based and focus on difficult-to-assess standards.</p> <p>To assist schools in implementing the mid-year assessments, PARCC will develop an online tool designed to train teachers to score student responses to the assessments’ performance-based tasks and build their understanding of PARCC performance</p>	<p>Rich Performance-Based Assessments in grades 3-8 and high school administered as close to the end of year as possible.</p> <p>Priorities in ELA/Literacy will include focusing on writing effectively when analyzing text; in Mathematics, priorities will include focusing on application of concepts, skills and understandings.</p> <p>This assessment will be comprised primarily of performance tasks and will be scored in time to be</p>	<p>Grades 3-8 End-of-Year Assessments comprised of innovative, computer-based machine-scorable items focusing on reading and comprehending complex texts in ELA/Literacy and Mathematics.</p> <p>High School: End-of-Course (EOC) Assessments in high school Mathematics, which will be comprised of innovative, computer-based machine-scorable items. States will have the option of selecting a traditional mathematics course sequence or an integrated mathematics sequence; each complete sequence</p>	<p>This was initially conceived of as a required, non-summative through-course assessment, delivered after the third through-course assessment in ELA/Literacy.</p> <p>In the original design, students were to make a presentation based on their work for the third through-course assessment, which will be scored using a common rubric. To increase its feasibility and flexibility in the classroom, PARCC will develop an alternative design that will permit the assessment to be administered at any time of the year and preserving the strong integrity and rigor of the measures.</p>

Diagnostic Assessments	Mid-Year Assessments	Performance-Based Assessments (contributes to summative score)	End-of-Year / End-of-Course (contributes to summative score)	Assessment of Listening/Speaking
<p>performance tasks that measure knowledge and skills that are best measured using constructed-response items along with scored student responses for each of the tasks in the bank to assist teachers in scoring; and</p> <ul style="list-style-type: none"> <li>• an online professional development module designed to assist teachers in using reports generated by the diagnostic assessments effectively.</li> </ul> <p>The reading diagnostic assessment will be designed to report students' independent reading level as well as information about their ability to read and comprehend complex text. Diagnostic assessment results will not be included in summative</p>	<p>expectations.</p> <p>Results of these assessments will not contribute to summative assessment results.</p>	<p>incorporated into the end-of-year summative score for each student.</p>	<p>will measure the full range of high school mathematics standards. There has been some interest in creating a modularized version of the EOC Mathematics exams, to address interest in greater customization of sequencing and pacing.</p> <p>End-of-year assessment in high school literacy comprised of innovative, computer-based machine-scorable items assessing literacy skills in English and across the disciplines.</p>	

Diagnostic Assessments	Mid-Year Assessments	Performance-Based Assessments (contributes to summative score)	End-of-Year / End-of-Course (contributes to summative score)	Assessment of Listening/Speaking
assessment results.				
Item development for this assessment <u>is not</u> included in the scope of this RFP.	Item development for this assessment <u>is not</u> included in the scope of this RFP.	Item development for this assessment <u>is not</u> included in the scope of this RFP.	Item development for this assessment <u>is not</u> included in the scope of this RFP.	Item development for this assessment <u>IS</u> included in the scope of this RFP.

## **Appendix B: General & Project Definitions**

- **BEST VALUE:** The highest overall value to the state based on objective factors that include, but are not limited to, price, quality, design, and workmanship.
- **OFFEROR:** A potential Contractor(s) acting on its own behalf and on behalf of those individuals, partnerships, firms, or corporations comprising the Offeror's team.
- **CONTRACTOR(S):** After the award, said Offeror will be referred to as the "Contractor(s)".
- **ROPOSAL:** The complete response of the Offeror to the RFP, including properly completed forms and supporting documentation.
- **RESPONSIVE BID:** is a Proposal submitted by a responsive and responsible vendor which conforms in all material respects to the solicitation.

### **Project Terms and Definitions**

**Accessible Portable Item Profile (APIP) Standard:** The APIP Standard provides assessment programs and question item developers a data model for standardizing the interchange file format for digital test items. The standard builds on the IMS GLC Question and Test Interoperability (QTI) v2.1 specification.

**Assessment System:** A cohesive set of assessments that serve summative and other purposes. There are five major components to the PARCC assessment system. Three of these components—the Performance-Based Assessment, End-of-Year Assessment, and Speaking/Listening Assessment—are required. The Performance-Based Assessment and End-of-Year Assessment will measure the full range of the Common Core State Standards and contribute to students' summative scores.

**Bias:** is, in a statistical context, a systematic error in a test score. In discussing test fairness, bias may refer to construct underrepresentation or construct-irrelevant components of test scores that differentially affect the performance of different groups of test takers.

**Blueprint:** A blueprint is a guide for indicating the content and structure of an assessment. It is an exact and detailed chart designating the minimum score points supporting each claim. A blueprint may designate the total number of tasks and/or items for any given assessment component.

**Claim:** A statement about students indicating what they know and can do. Claims are supported by evidence gathered from student responses. The claims about students' knowledge and skills are developed according to the purpose of the assessment (e.g., assessing progress or end-of-course knowledge) and the domain covered therein. (see also: Reporting Categories, Supporting Reporting Categories).

**Classroom Discussions:** A conversation that takes place with a whole class, in small groups or with a partner, in which relevant information is shared, responses to what others have said are discussed, comparisons and contrasts are shared, and analysis and synthesis of a multitude of ideas in various domains are developed.

**Common Education Data Standards (CEDS):** Common Education Data Standards are the most common education data elements used to support the effective exchange of data within and across states, as students transition between educational sectors and levels, and for federal reporting. This common vocabulary enables more consistent and comparable data to be used throughout all education levels and sectors necessary to support improved student achievement. The standards are being developed by the National Center for Education Statistics (NCES) with the assistance of a CEDS Stakeholder Group that includes representatives from states, districts, institutions of higher education, state higher education agencies, early childhood organizations, federal program offices, interoperability standards organizations, and key education associations and non-profit organizations. CEDS is a voluntary effort and will increase data interoperability, portability, and comparability across states, districts, and higher education organizations.

**Complexity:** The intended cognitive demand of an item or task from a student in understanding and responding to it.

**Device:** Digital tools that students may use to respond to the PARCC assessments. The use of this term is meant to imply no preference for a specific platform. PARCC's expectation is that the assessment will be delivered on the widest possible range of platforms.

**Diagnostic Assessment:** Diagnostic assessments are designed to measure students' strengths and weaknesses in terms of specific standards or knowledge and skills. These assessments are developed to inform instructional strategies, remediation, and intervention. Development of diagnostic assessments requires a theoretical framework that explains how students learn different skills and knowledge, and how such skills and knowledge are interrelated. Results of such assessments inform what particular standards students need to master in order to master the next set of knowledge and skills within their reach.

**Embedded Support:** Any tool, support, scaffold, link, or preference that is built into the assessment system with the explicit expectation that the feature will help many diverse students, some whom we cannot predict in advance will use and benefit from the support. Embedded supports will be readily available individually on-screen, stored in a tool palette, or accessible through a menu or control panel as needed. To the extent possible, supports will be consistent through subtests. When an embedded support is made available to all users, it is considered a function of Universal Design. When a support is made available to only a subset of users based on their learner profile, it is considered an accessibility feature.

**Evidence(s):** Any type of information gathered from student responses supporting claims about student performance in reference to the construct being measured in the assessment. Evidences are derived from observable student behavior(s) in response to assessment items or tasks. Each evidence is linked to a particular claim.

**Evidence Statement:** Statements that indicate what students must demonstrate in an assessment in support of the claims about the students in that assessment. Evidence statements describe the observable student behavior(s) or work product(s) that support claims about students' mastery of particular standards. In other words, evidence statements describe what one can point to, highlight, or

underline in a student work product that substantiates that the standard has been mastered by that student. Evidence statements must be aligned with particular standards. (See also: Claim).

**Evidence-Centered Design (ECD):** Evidence-Centered Design is a process of assessment development that involves gathering, organizing, and transforming information in a variety of representational forms within the framework of a clearly articulated assessment argument. It includes the following: identifying potential claims about what constitutes student proficiency; identifying evidence (what students might say, do, or produce that will constitute observable evidence for the claims); and identifying the kinds of situations or tasks that might produce this evidence.

**Fairness:** Fairness in testing refers to perspectives on the ways that scores from tests or items are interpreted in the process of evaluating test takers for a selection or classification decision. It is closely related to test validity, and the evaluation of fairness requires a broad range of evidence that includes empirical data, but may also involve legal, ethical, political, philosophical, and economic reasoning.

**Final Deliverable(s):** A tangible or intangible object produced as a result of the project that is intended to be delivered to PARCC, Inc. A deliverable could be a final report, document, technical diagram, completion of a major service, or a building block of an overall project. All Final Deliverables, tangible or intangible, must be supported by documented evidence of completion (e.g., using a report or alternative form of tangible documentation).

**Interim Deliverable(s):** For the purposes of this RFP an Interim Deliverable shall be defined as a tangible or intangible object produced as a result of the project that is intended to be delivered to the customer to show progress towards completion of the Final Deliverable. This could be a draft report, plan, document, or technical diagram. All Interim Deliverables, tangible or intangible, must be supported by documented evidence of completion (e.g., using a report or alternative form of tangible documentation).

**Interoperability:** The ability of two or more systems or components to exchange information and to use the information that has been exchanged. Interoperability must be distinguished from Open Standards. Although the goal of each is to provide effective and efficient exchange between computer systems, the mechanism for accomplishing that goal is very different. Open Standards imply interoperability *ab-initio*, i.e., by definition, while interoperability does not, by itself, imply wider exchange between a range of products, or similar products from several different vendors, or even past future revisions of the same product.

**Item:** An individual test question or activity that students complete. All items are assumed to be scored to allow students to earn points to be attributed to a claim.

**Item accessibility:** refers to the degree to which items/tasks, stimuli, passages, performance tasks, online tools, and graphics are made available to and appropriate for as many test-takers as possible, beginning in the initial test design stages and continuing throughout the test development process. Item design increases access for all participating students, not just those with special needs or limited English proficiency. Item writers must consider accessibility in the text and graphical presentation of the item/task; students' interaction with the item/task; student navigation between items, screens, and sections; and mode of student responses.

**Item Difficulty:** Observed statistic (or estimated parameter) for an item that is based on the proportion of students responding correctly to that item. While it is true that more complex items usually have higher difficulty, item difficulty and complexity are not the same. (See also: Complexity).

**LEA:** A Local Educational Agency (LEA) is a school district that operates local elementary, middle, and/or high schools for members of a community.

**Link:** A hypermedia feature that allows the student to access a definition, audio pronunciation, graphic representation, etc. Such links are embedded in text and signal a way for students to get more information about a term or concept.

**Listening Logs:** A listening log is a form of routine writing or note-taking that allows for students to produce evidence of mastery of grade-level listening standards. Depending upon the grade level, students may use the listening logs to capture key ideas and details, questions, claims and counter-claims, and/or to record their own thoughts and ideas in response to oral stimuli. As students use listening logs, it is important that students know and understand the purpose for taking notes/completing the logs (e.g., inform classmates in a different group, listening to different material).

**Master Claim:** The master claim is about the overall performance goal for PARCC assessments—students must demonstrate that they are college- and career-ready by the end of high school, or “on track” for college and career readiness at other grades. The extent to which a master claim is true is indicated by scale scores.

**Multimedia:** This broad category of texts includes those many different purposes, organizational structures, and design considerations including but not limited to:

Audio texts with a single speaker (e.g., speeches, soliloquies, readings of literary texts, solo performances)

Audio texts with multiple speakers (e.g., interviews, panel presentations, debates, discussions, spoken dialogue, play readings)

Video texts with a single speaker (e.g., filmed speeches, soliloquies, readings with the video components including the speaker or the audience)

Video texts with multiple speakers (e.g., filmed interviews, panels, debates, discussions, theatre performances, movie/television drama segments)

Video texts with voice-over narration (e.g., documentaries, science, political/cultural history)

Video texts featuring explanatory animations (e.g., math/science/engineering diagrams or visualizations, with or without narration).

Possibly interactive texts that combine video, audio, print, and interactive components.

**Oral Presentations:** Students verbally present information using what they know and applicable source texts.

**PARCC:** The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of states working together to develop a common set of assessments in English Language Arts/Literacy and Mathematics anchored in what it takes to be ready for college and careers. These new assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal from 3rd grade forward, and provide teachers with timely information to inform instruction and provide student support. The PARCC assessments will be ready for states to administer during the 2014-2015 school year. PARCC grant timelines as referenced throughout this solicitation adhere to the 2014-2015 administration.

**PARCC Governing Board:** PARCC is state-led with a subset of PARCC states making up its Governing Board. States represented on this Board are considered "Governing States," and have made the strongest commitment to PARCC and its activities and, therefore, have the most decision-making authority.

**PARCC Operational Working Groups:** There are a wide range of committees, working groups and teams of education leaders tasked with specific advisory, technical and operational goals. These committees are responsible for structuring, leading, and contextualizing the major assessment design and development activities.

**Preference:** A feature that can be changed by the user but is thought to be irrelevant to performance (e.g., choice of writing with a pen with blue ink or a pen with black ink on the quality of a written essay). Examples of a preference could include allowing the user to: enlarge the font size, alter the line spacing, alter the leading (space between lines) and margins, change the font color, or alter the background color. Often it is useful to have students interact with the system to select preferences before a time task begins. Preferences may be linked with the learner profile and stored for use across subtests and/or sessions.

**Prose Constructed Response (PCR):** This term is relevant only for ELA/Literacy assessment components. This term refers to a specific item model used on the PARCC Summative Assessments where students are required to produce written prose in response to a prompt. Prose constructed-response items always measure the writing claim (Writing and Language Standards).

**Question and Test Interoperability (QTI):** Defines a standard format for the representation of assessment content and results, supporting the exchange of this material between authoring and delivery systems, repositories and other learning management systems. It allows assessment materials to be authored and delivered on multiple systems interchangeably. It is designed to facilitate interoperability between systems.

**Readiness Tool:** Online dynamic and interactive technology readiness tool to support technology transitions and implementation that is jointly being developed for the SMARTER Balanced Assessment PARCC (SBAC) and PARCC.

**Reporting Categories:** Reporting Categories correspond to the claims about student performances that are supported by sufficient evidence to yield scale scores.

**Research:** An investigation intended to address a query using several source texts. It should require the gathering of applicable source texts, integration of knowledge about a topic drawn from texts, taking brief notes on source texts and presenting the information to a selected audience.

**Scaffold:** A support that is provided initially but subsequently faded and withdrawn. Training wheels are often considered a scaffold as they help a beginning/novice bike rider but subsequently become unnecessary. Scaffolds and supports are identical with the exception of the expectation for how long it will be used (temporarily vs. always).

**Scenario:** A problem/ issue/ question that establishes the context for a task.

**Schools Interoperability Framework (SIF):** A technical blueprint for enabling diverse applications to interact and share data related to entities in the PreK–12 instructional and administrative environment. The SIF Implementation Specification defines architecture requirements and communication protocols for software components and the interfaces between them that enable diverse applications to interact and share data efficiently, reliably, and securely, regardless of the platform hosting those applications.

**SEA:** A State Educational Agency (SEA) is a state department of education that is responsible for providing information, resources, and technical assistance on educational matters to schools and residents.

**Source:** A text used largely for informational purposes, as in research.

**Sub Claim/Supporting Claim:** A claim that supports another higher level claim. Each sub claim is related to students' mastery of particular knowledge and skills based on the evidence outlined in evidence statements. Note that a sub claim can be under another sub claim.

**Summative Assessment:** The purpose of summative assessments is to measure the level of competency of a student against all of the knowledge and skills within the domain of interest at the end of an instructional phase such as an entire school year. In the case of PARCC, summative assessments will measure the full range of the Common Core State Standards and will be designed to report the extent to which students are "on track" or "ready" for college and careers. In the PARCC assessment system, the summative assessment includes the combination of the Performance-Based Assessment and the End-of-Year Assessment.

**Support:** A context-specific performance aid. Some directions may need to be provided concerning how this type of aid can be used. Spell checking may be a tool that is provided in workspaces that involve writing but disabled in contexts that involve mathematical problem solving.

**Tag, Tagging, Tagged:** In order to gather data from an assessment, pieces of data must have specific computer coding associated with the data. The computer is then able to "gather" all pieces of data with the same code together. To "tag" a piece of data (e.g. an item, a graphic, a passage) is to associate that piece of data with a specified code. The act of associating the code with a piece of data is called "tagging." Data that has been coded is said to be "tagged."

**Task:** In ELA/Literacy a task is an operational, coherent collection of items. Operational tasks must be equipped with teacher directions, student directions, scoring tools, and all other ancillary materials needed for administration of the collection of items. The number of tasks on any operational form may be defined by the operational blueprint used to develop the test form.

**Task Generation Model:** A task generation model allows test developers to generate many different tasks that are roughly equivalent for multiple operational assessments. Each task generation model has fixed features—the structural elements of the model that are common to all operational tasks developed using this model. Each task generation model can also have variable features—those elements that can vary to create different/unique performance-based tasks.

**Text:** The term “text” refers to both print and multimedia stimuli. Examples of print texts include poems, short stories, magazine or journal articles, novels, biographies, memoirs, textbooks, etc. Examples of multimedia texts include films, podcasts, audiobooks, live performances, etc. For more information on multimedia texts, see the definition of multimedia above.

**Universal Design Principles:** Principles guiding the designing environments, products, and communications in a way that is inherently accessible to all intended users.

**Universal Design for Assessment:** refers to principles that support a flexible design approach for test items such that all participating students are able to demonstrate what they know and can do regardless of physical, sensory, behavioral, or cognitive impairment, and recognizing that no single model will meet all students’ needs. • **Work Tasks/Activities:** For the purposes of this RFP, Work Tasks/Activities shall be defined as activities that must be accomplished within a defined period of time with a defined start and end date, which are linked and performed to achieve the completion of Interim and Final Deliverables for a project. All Work Tasks/Activities must be supported by documented evidence of completion (e.g., using a report or alternative form of tangible documentation).

## **Appendix C: Technology and Accessibility Specifications**

There are a number of technical documents noted throughout the scope of work of this solicitation. Specifically, they are:

- PARCC Item Development Technical and Metadata Guide
- PARCC Style Guide
- PARCC Technology Guidelines
- PARCC Accessibility Features and Accommodations Manual

Each of these documents may be found at this URL:

[https://parccsharepoint.org/Public\\_Access/Forms/AllItems.aspx?RootFolder=%2FPublic%5FAccess%2FSpeaking%20and%20Listening%20Assessment%20RFP%20%2D%20August%202013%20%2D%20Reference%20Documentation&View=%7B59603F04%2D277A%2D4C92%2DBD75%2D0A63E9E95B02%7D&&InitialTabId=Ribbon%2ELibrary&VisibilityContext=WSSTabPersistence](https://parccsharepoint.org/Public_Access/Forms/AllItems.aspx?RootFolder=%2FPublic%5FAccess%2FSpeaking%20and%20Listening%20Assessment%20RFP%20%2D%20August%202013%20%2D%20Reference%20Documentation&View=%7B59603F04%2D277A%2D4C92%2DBD75%2D0A63E9E95B02%7D&&InitialTabId=Ribbon%2ELibrary&VisibilityContext=WSSTabPersistence)

## **Appendix D: Content and Guidelines Documents**

There are a number of content- and guidelines-related documents noted throughout the scope of work of this solicitation. Specifically, they are:

- Combined Evidence Tables
- Combined Passage Selection Guidelines and Worksheets
- Combined Writing Evidence Tables
- Combined Task Generation Models for Grades 3-11
- PARCC Model Content Frameworks for ELA/Literacy
- Item Guidelines
- Principles for Assessing Deaf and Hard of Hearing Students

Each of these documents may be found at this URL:

[https://parccsharepoint.org/Public\\_Access/Forms/AllItems.aspx?RootFolder=%2FPublic%5FAccess%2FSpeaking%20and%20Listening%20Assessment%20RFP%20%2D%20August%202013%20%2D%20Reference%20Documentation&View=%7B59603F04%2D277A%2D4C92%2DBD75%2D0A63E9E95B02%7D&&InitialTabId=Ribbon%2ELibrary&VisibilityContext=WSSTabPersistence](https://parccsharepoint.org/Public_Access/Forms/AllItems.aspx?RootFolder=%2FPublic%5FAccess%2FSpeaking%20and%20Listening%20Assessment%20RFP%20%2D%20August%202013%20%2D%20Reference%20Documentation&View=%7B59603F04%2D277A%2D4C92%2DBD75%2D0A63E9E95B02%7D&&InitialTabId=Ribbon%2ELibrary&VisibilityContext=WSSTabPersistence)

**Attachment 1 – Price Proposal Template**

**OFFEROR’S PRICE PROPOSAL**

Offerors will, at a minimum, address the following deliverables in their response with a breakdown of the Interim Deliverables and Final Deliverables as appropriate. In addition, the Offeror is expected to propose mitigation and contingency strategies to meet deliverables on schedule. The Offeror must provide back-up documentation supporting the price for each deliverable.

	<b>Deliverables</b>	<b>Deliverable Description/Minimum Performance Standards</b>	<b>Proposed Price</b>
1	A comprehensive assessment design, development, scoring and reporting plan that addresses the priorities and requirements detailed within the context of this RFP and also accounts for all specified constraints, including budget	<p>Overall, the Offeror’s proposal will be evaluated based on how well the Offeror demonstrates the ability to meet the requirements set out in this RFP, including work that shows a developed understanding that PARCC is seeking Speaking and Listening Assessments for grades K-12 designed to provide the following:</p> <ul style="list-style-type: none"> <li>13) information derived from teacher-scoring that can be used to inform and improve instruction</li> <li>14) information to schools and school districts that can be used to evaluate and improve the efficacy of curricula, instructional program and materials, and professional development as they relate to student acquisition of and improvement in the speaking and listening CCSS</li> <li>15) information to parents and to students that clearly indicate individual student acquisition and improvement related to the speaking and listening standards with</li> </ul>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		<p>references as appropriate to performance expectations in the current, prior or subsequent grade levels</p> <p>16) results that are available as soon as possible following administration so that the information can be used to support instruction;</p> <p>17) detailed, yet easy to understand information regarding a student’s areas of strength and weakness, above and below grade level, relative to a given skill or set of skills as defined by the CCSS;</p> <p>18) detailed and specific feedback that supports teacher decision-making for selecting targeted interventions and instructional strategies;</p> <p>19) teacher scoring and recording of student performance;</p> <p>20) reporting on the PARCC platform;</p> <p>21) the evaluation of student responsiveness to instruction or intervention activities;</p> <p>22) full and rigorous enacting of the CCSS for Speaking and Listening, including the key ideas described in the PARCC Model Content Frameworks for English Language Arts, K-12 (see Appendix D);</p> <p>23) valid and reliable data to aggregate up to</p>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		<p>provide insight into student proficiency with Speaking and Listening and instructional approaches, to the extent that can be supporting during this initial implementation of the assessment; and,</p> <p>24) the longer term potential to incorporate reliable results into students’ PARCC summative scores.</p> <p>As such, the PARCC Speaking and Listening Assessment should fully address the following design considerations:</p> <ul style="list-style-type: none"> <li>6) be available on demand, with little set up and preparation;</li> <li>7) be constructed such that future enhancements in administration and scoring could sufficiently increase the validity and reliability of some or all of the speaking and listening assessments to support their use for school to school and district to district comparisons.</li> <li>8) be accessible for all students and adult assessment administrators and scorers—including individuals with disabilities and English language learners, both with and without the use of accommodations (to allow for inclusion of all students in the</li> </ul>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		<p>PARCC assessment system, including those students who are deaf and hard of hearing). Consideration of the use of American Sign Language for deaf and hard of hearing students must be central with regard to assessment design, scoring and reporting, as well as the development of any supplemental materials;</p> <p>9) be able to be administered and scored within a short period of time;</p> <p>10) be used in the first 2-4 years for formative purposes, but designed in a manner that will provide for, with stronger administration and scoring processes, valid and reliable data that can be used for school to school/ district to district comparisons at the aggregate level</p>	
2	<p>A comprehensive set of reports that meet all of the requirements set out in section 2.6, including requirements for metadata collection and that meet interoperability standards set out by PARCC.</p>	<p>A plan for the development of reports that are responsive to the features stipulated in 2.6-B, 1-4. Offerors' plans should address the following criteria, where the reporting system will:</p> <p>1. Provide usage analytics regarding the use of various components of the Speaking and Listening assessment as set forth in section 2.6.</p> <p>a. Provide data that is instructionally</p>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		<p>actionable, i.e., that can lead to improved outcomes for students as related to the CCSS and improved understandings for teachers and meet the intended inferences and utility goals outlined in this RFP including the following:</p> <ul style="list-style-type: none"> <li>the nature of the information reported to different audiences (i.e., students, parents, administrators) for each of the proposed assessments and the rationale for these design decisions;</li> <li>a description of the various reporting features associated with each of the different reports in the system, including sample mock reports to show how those features might be shown;</li> <li>an explanation of how the presence or absence of each feature enhances the utility of the assessment system;</li> <li>an explanation of how the data files behind the reports can be made available for school districts to download for use at the district and state level (suggest rules and PARCC business policies for who has access to</li> </ul>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		<p>the PARCC data warehouse);</p> <p>an explanation of the technical reliability of all data reported.</p> <p>b. Be finalized in collaboration with PARCC.</p> <p>c. Be able to integrate with current PARCC state databases to ease input of student demographic information for registration for PARCC Speaking and Listening assessments and such that any relevant data from the assessments could be exported back to state databases. PARCC’s technology specifications can be found in Appendix C.</p> <p>d. Collect, retain and organize data such that it facilitates and supports research on all dimensions of the speaking and listening assessment including differential performance by subgroups, growth over time, and the efficacy of the various types/approaches of assessment, modes of administration, and accommodations provided.</p> <p>e. The Offerors should provide mock-up reports to help the RFP reviewers visualize how the contractor will meet the reporting goals established here.</p>	
3	Using Evidence Centered Design (EDC) for the Speaking and Listening Assessment	A list of technical requirement questions the Offeror would expect to be answered in conjunction with PARCC to allow for the development of each or the deliverables designated in all of Section 2.6 using the	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		<p>specifications provided. These questions should indicate the Offeror’s need for clarification of the specifications listed, such that following response to these questions, the Offeror would be able to complete the required deliverables on the deliverable schedule. The appropriateness of questions generated.</p>	
4	<p>13 rubrics (one each per grade level from Kindergarten through 12<sup>th</sup> grade) –for classroom discussion evaluation</p>	<p>Grade-level rubrics for grades K-12, with one or more dimensions that will allow teachers to score the grade-level speaking and listening skills made evident through students’ responses and behaviors while engaged in classroom discussions. The Contractor must be able to demonstrate that these rubrics can be used to score student responses and behaviors with validity and reliability, that such scoring requires typically no more than X minutes per student per discussion assessed, and that “X” minutes is a feasible expectation for each grade K-12. Appendix D contains the PARCC Model Content Frameworks for English Language Arts. In this document, tables highlight the distinct skills in the Speaking and Listening for each grade level through red print which designates the skills new to that grade level. In designing the rubrics for each grade level, the Contractor is expected to use these distinctions to differentiate the grade-level rubrics (and to use the supplied charts for K-2 and</p>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		<p>grade 12). The contractor should note that the expectations for student performances in speaking and listening (rubric dimensions and anchored samples) must be equally rigorous (same levels of cognitive complexity and performance expectations) and consistent across all components of the speaking and listening assessment.</p> <p>Must include two mock-ups of the rubrics (one for grades K-5; one for grades 6-12), including descriptions of their key features.</p>	
5	<p>11 sets of directions (one set of directions each per grade level from Kindergarten through 12<sup>th</sup> grade). Each set of directions includes instructions on how to use the scoring materials for the given grade level and how to upload scores, etc.—for classroom discussion evaluation</p>	<p>Written directions for teachers on how to use the scoring materials (rubrics, video set, and annotated sample student responses) to measure student performances in relation to grade-level CCSS in speaking and listening and the speaking and listening claims. Included in these directions should be clear instructions for how teachers can upload scores into the PARCC Assessment database, how teachers can reliably combine scores from multiple performances into a single score if desired, and how teachers can use the data obtained from scoring individual students using the provided scoring materials to provide relevant feedback to students and their families to increase student achievement when speaking and listening during classroom discussions.</p>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		Must include two mock-up sets of directions (one for grades K-5; one for grades 6-12), including descriptions of their key features.	
6	11 guidelines for teachers (one per grade level from Kindergarten through 12 <sup>th</sup> grade) to assist teachers in decision-making for appropriate uses of the classroom discussion rubric—for classroom discussion evaluation	<p>Guidelines for teachers on how to decide appropriate uses of the classroom discussion rubric, including but not limited to the conditions required for use of the discussion rubric (e.g. minimum number of students; classroom set-up, technologies that can be used; parameters in terms of time, substance, and student preparation; role of teacher etc.). Included in these guidelines should be clear instructions to teachers that classroom discussions appropriate for assessment using the rubric should be “classroom-embedded,” and not discussions generated just for the purpose of assessment.</p> <p>Must include two mock-up sets of guidelines for teachers (one for grades K-5; one for grades 6-12), including descriptions of their key features.</p>	
7	One grade-level task model for Mode 1 performance-based tasks for each of grades 3,5,7,9, and 11 and 10 performance-based tasks derived from each task model (including student directions for the tasks)	The task generation models and tasks should require students to use listening logs or another note-taking format that allows students to capture what is understood from the pre-recorded presentations, including the questions to be asked to ensure the reliable scoring of student speaking and listening skills.	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		<p>Speaking and Listening standards 1, 2 and 3 in each grade should guide the content of the listening logs. (Section 2.6-C5 outlines specific requirements for listening logs or an alternate format response.) Pre-recorded stimuli are being recommended (e.g., a video of a lecture, a speech, a meeting for a debate) as live stimuli –interesting and compelling though they may be—cannot be standardized across the testing population. For instance, some students might receive a live performance that is well organized and clear, with central ideas clearly stated; others might receive a live performance that rambles, with central ideas implicit if present at all. Some could be asked to listen to a speaker with a heavy accent foreign to them; while others are presented with speakers with familiar inflections and pronunciations. Relying on local live stimuli could also present issues for schools, especially those that are geographically remote.</p> <p>Ten (10) performance-based tasks at each grade level that utilize pre-recorded stimuli are required. The contractor must provide evidence that demonstrates conclusively that the task models and tasks provided for Mode 1 performance-based tasks can be scored with an inter-rater reliability of .85 or higher for those implementing the Mode 1 performance-based tasks with fidelity to the design.</p>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		<p>4) The tasks should be designed to elicit evidence that students can meet the PARCC speaking and listening claim, CCSS grade-level standards, and PARCC provided speaking and listening evidences. The tasks should also be designed to allow for students to demonstrate the ancillary claims for this assessment (and PARCC Summative Assessment Claims and evidence statements). The tasks should be designed so they are accessible for all students, including students with disabilities and English language learners.</p> <p>5) The operational directions for how to administer and score these performance-based tasks is also requisite.</p> <p>6) The Contractor should provide a set of anchored sample logs, oral responses, and one video per grade band that provides instruction to teachers to implement, where students discuss and teacher debriefs that can be used to train teachers on how to use the rubrics. Such materials need to ensure that teachers are provided information early on regarding how to mitigate against variations in students' logs. These anchors</p>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		<p>must include sample student responses that have been annotated to elucidate clearly how to utilize the scoring rubric(s) to score the expected range of student responses to the ten performance-based tasks. The annotated sample student responses should be actual student-produced responses developed through actual student use of the performance-based tasks. These annotated samples must demonstrate the full student performance continuum, including the responses of ELLs and students with disabilities as appropriate, and must include the work of students from across PARCC states at each grade level. The annotated sample student responses must have been developed using actual student work produced through field testing of the performance-based tasks (see Section 2.6 -E for more information about the required field-testing). These annotated responses, along with the operational assessment directions for how to administer and score the performance-based tasks, should be sufficient to ensure reliable scoring and feedback to students in response to student work products associated with the</p>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		<p>performance-based tasks.</p> <p>A description or mock-up of a Mode 1 performance-based task.</p>	
8	<p>One grade-level task model for Mode 2 performance-based tasks for each of grades 4,6,8,10, and 12 and 10 performance-based tasks derived from each task model (including student directions for the tasks)</p>	<p>The Contractor will provide one Mode 2 task generation model for each grade level for grades 4, 6, 8, 10, and 12 and ten (10) performance-based tasks per grade level that are aligned to the task generation model for the given grade level. The task generation models and tasks must require students to conduct research, including gathering relevant information from a range of resources and then integrate that information into a short presentation of their findings.</p> <p>In grades 10 and 12, students should be required to present a 5-10 minute <i>oral argument</i> of their research findings with those whom they know well and/or those with whom they have limited or no acquaintance. To assess students' listening skills (and further assess their speaking skills), they also should be required to respond to several audience questions regarding their findings with relevant evidence, observations, and ideas.</p> <p>In grades 6 and 8, students should be required to present a 3-6 minute explanation of their research findings with those whom they know well and/or those with whom they have limited acquaintance. To assess students' listening skills (and further assess</p>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		<p>their speaking skills), students also should be required to respond to several questions regarding their findings with relevant evidence, observations, and ideas.</p> <p>In grade 4, students should be required to present a 2-5 minute explanation of their research findings with those whom they know well. To assess students' listening skills (and further assess their speaking skills), students also should be required to answer a few questions from peers that clarify the information presented.</p> <p>Research is defined broadly as gathering, building, and presenting knowledge through the integration, comparison, and synthesis of ideas from a wide range of informational sources, including not only traditional print texts, but also multimedia texts or information gained from attending a live lecture, demonstration, debate or hearing (e.g., a school committee meeting, trial, legislative hearing) or conducting a live interview. Research could also include literary texts, including researching criticism of various kinds so as to make an oral argument for a particular interpretation or attending a performance of a play and making an argument about an actor's depiction of a character, a director's concept, a designer's set or sound design.</p> <p>d. The tasks should be designed to elicit evidence that students can meet the</p>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		<p>PARCC speaking and listening claims, CCSS grade-level standards, and PARCC provided speaking and listening evidences. The tasks should also be designed to allow for students to demonstrate the ancillary claims for this assessment (and PARCC Summative Assessment Claims and evidence statements). The tasks should be designed so they are accessible for all students, including students with disabilities and English language learners.</p> <p>e. The operational directions for how to administer and score these performance-based tasks is also requisite.</p> <p>f. Each of the performance-based tasks must require the students to:</p> <ul style="list-style-type: none"> <li>• Gather information from content-rich sources to build a deeper understanding of the topic studied</li> <li>• Integrate, compare, and/or synthesize ideas from sources, citing details and examples from the sources</li> <li>• Utilize digital media (e.g., textual, graphical, audio, visual, and interactive elements) in the presentation when appropriate to</li> </ul>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		<p>enhance understanding of findings, reasoning, and evidence and add interest at grade levels as required by the standards</p> <ul style="list-style-type: none"> <li>• Consider audience and task in the construction and delivery of the presentation, including speaking clearly at an understandable pace with appropriate eye contact, adequate volume and clear pronunciation as required by the grade-level standards.</li> </ul> <p>A description or mock-up of a Mode 1 performance-based task.</p>	
9	Grade-specific rubrics to measure two dimensions (speaking and listening) for the Mode 1 performance-based tasks for grades 3,5,7,9, and 11.	<p>A scoring rubric or rubrics should be developed to assess each student’s presentation on two dimensions:</p> <ul style="list-style-type: none"> <li>• Speaking: The Contractor is expected to develop a rubric to assess the student’s demonstration of grade-level speaking skills.</li> <li>• Listening: The Contractor is expected to develop a rubric to assess the student’s demonstration of grade-level listening skills.</li> </ul> <p>All of the rubrics developed must align clearly to appropriate CCSS and to the relevant PARCC claims to</p>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		be measured on the PARCC Speaking and Listening Assessment.	
10	Grade-specific rubrics to measure four dimensions (speaking, listening, research, and reading) for the Mode 2 performance-based tasks for grades 4, 6, 8, 10, and 12.	<p>Scoring rubric(s) should be developed to assess each student’s presentation on four dimensions:</p> <ul style="list-style-type: none"> <li>• Reading texts: The PARCC Summative Assessments have a grade-appropriate rubric to assess reading comprehension for prose constructed response items. The Contractor is expected to use this rubric as the basis for the assessment of reading for the performance-based task, when measuring the reading claim. This rubric will be provided to the contractor upon contract award.</li> <li>• Research: The Contractor is expected to develop a rubric to assess student work products produced in response to the performance-based task to measure the ancillary research claim. This rubric may be sub-divided into additional dimensions.</li> <li>• Speaking: The Contractor is expected to develop a rubric to assess the student’s substantive and stylistic presentation according to the grade-level speaking skills.</li> <li>• Listening: The Contractor is expected to develop a rubric to assess the student’s grade-level listening skills as explicated in Standards 1, 2, and 3.</li> </ul>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		<p>All of the rubrics to be developed must align clearly to appropriate CCSS and to the relevant PARCC claims to be measured on the PARCC Speaking and Listening Assessment.</p>	
11	<p>Sample student responses from all performance-based tasks that have been annotated to help ensure the rubrics can be used to provide reliable scores and feedback to the performance-based tasks (set of anchored sample responses); at least one top level student response per grade level should include students who are deaf and hard of hearing who have used either ASL or appropriate technologies to participate meaningfully in the Speaking and Listening Assessment.</p>	<p>The Contractor should provide a set of anchored responses per grade band that provides instruction to teachers regarding the implementation of the assessment. Such materials need to ensure that teachers are provided information early on regarding how to mitigate against variations in students' logs. These anchors must include sample student responses that have been annotated to elucidate clearly how to utilize the four scoring rubrics to score the expected range of student responses to the ten performance-based tasks per grade level. The annotated sample student responses should be actual student-produced responses developed through classroom use of the performance-based tasks. These annotated samples must demonstrate the full student performance continuum, including the responses of ELLs and students with disabilities as appropriate, and must include the work of students from across PARCC states at each grade level. The annotated sample student responses must have been developed using actual student work produced through field testing of the performance-based tasks (see Section 2.6 -E for more</p>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		information about the required field-testing). These annotated responses, along with the operational assessment directions for how to administer and score the performance-based tasks, should be sufficient to ensure reliable scoring and feedback to students in response to student work products associated with the performance-based tasks.	
12	One video per grade band that provides instruction to teachers regarding the implementation of the assessment.	The Contractor should provide one video per grade band that provides instruction to teachers regarding the implementation of the assessment. The video must include film of a student discussion and of a teacher debriefing the discussion that can be used to train teachers on how to use the rubrics. Such materials need to ensure that teachers are provided information early on regarding how to mitigate against variations in students' logs.	
13	Directions for teachers on how and when to administer and score the Grade 3-12 performance-based tasks	A set of clear directions for teachers on how and when to administer and score the Grades 3-12 performance-based tasks. These operational assessment directions for how to administer and score the performance-based tasks, along with annotated responses, should be sufficient to ensure reliable scoring and feedback to students in response to student work products associated with the performance-based tasks.	
14	White paper to describe how test administration policies and	White paper should describe:	

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	test design parameters would need to be implemented to allow for the Speaking and Listening Assessment to provide sufficient reliability to allow for use as a summative assessment.	<ul style="list-style-type: none"> <li>implementation of test administration policies and test design parameters needed to allow for the Speaking and Listening Assessment to provide sufficient reliability to allow for use as a summative assessment</li> <li>changes in administration and scoring that could occur over time to provide for the reporting of reliable aggregate data</li> <li>recommendations on how PARCC could “ratchet” up tasks and administration to support summative uses</li> </ul>	
15	Training materials that support teacher understanding in how to use off-grade level in the current grade to support longer term student learning.	<p>The contractor must provide the following:</p> <ul style="list-style-type: none"> <li>Copies of training materials for teachers that support teacher understanding in how to use off-grade level in the current grade to support longer term student learning.</li> <li>The training materials must be accompanied by a detailed narrative description of how this understanding is relayed through the training materials.</li> </ul>	
16	One grade-level task model for grade 2 and 6 performance-based tasks derived from that task model (including student directions for the tasks, and video where required). Three of the task models should focus on a telling a story and three on recounting an experience.	<p>The Contractor will provide a grade-level task generation model for each grade (K, 1, and 2) and ten (10) performance-based tasks per grade level that are aligned to the task generation model.</p> <p>For grade 2 students, the task generation model</p>	

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		<p>should require students to tell a story or recount an experience that could include information from at least one text they have read or listened to. Examples of students sharing out could include “tell what happened on your weekend,” or “describe the character in the story you read during reading group time.” Students should be required to demonstrate grade appropriate listening skills when they answer one question generated by the classroom teacher. These tasks should be designed to elicit evidence that students can meet the speaking and listening claims for the PARCC assessments when students engage in formal speech. The tasks should be designed so they are accessible for all students, including students with disabilities and English language learners.</p>	
17	<p>One grade-level task model for grade 1 and 6 performance-based tasks derived from that task model (including student directions for the tasks, and video where required). Two of the task models should focus on a description of a person, one on a description of a place, one on a description of an event, and two on a description of a thing.</p>	<p>The Contractor will provide a grade-level task generation model for each grade (K, 1, and 2) and six (6) performance-based tasks per grade level that are aligned to the task generation model and that require students in K-1 to describe a person, place, event, or thing.</p> <p>Students should be required to demonstrate grade appropriate listening skills when they answer one question generated by the classroom teacher. These tasks should be designed to elicit evidence that students can meet the speaking and listening claims for the PARCC assessments when students engage in formal speech. The tasks should be designed so they are accessible for all students, including students with</p>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		disabilities and English language learners.	
18	One grade-level task model for Kindergarten, and 6 performance-based tasks derived from that task model (including student directions for the tasks, and video where required). Two of the task models should focus on a description of a person, one on a description of a place, one on a description of an event, and two on a description of a thing.	<p>The Contractor will provide a grade-level task generation model for each grade (K, 1, and 2) and six (6) performance-based tasks per grade level that are aligned to the task generation model and that require students in K-1 to describe a person, place, event, or thing (must be a person, place, event, or thing familiar to students for the Kindergarten tasks).</p> <p>Students should be required to demonstrate grade appropriate listening skills when they answer one question generated by the classroom teacher. These tasks should be designed to elicit evidence that students can meet the speaking and listening claims for the PARCC assessments when students engage in formal speech. The tasks should be designed so they are accessible for all students, including students with disabilities and English language learners.</p>	
19	A rubric to measure Grade 2 speaking and listening skills aligned to the Grade 2 performance tasks.	The contractor is expected to develop a rubric to assess the student’s presentation to demonstrate grade-level speaking and listening skills and the PARCC Speaking and Listening claims. This should include students’ ability to speak audibly and express thoughts, feelings, and ideas clearly.	

	<b>Deliverables</b>	<b>Deliverable Description/Minimum Performance Standards</b>	<b>Proposed Price</b>
20	A rubric to measure Grade 1 speaking skills aligned to the Grade 1 performance tasks	The contractor is expected to develop a rubric to assess the student's presentation to demonstrate grade-level speaking and listening skills and the PARCC Speaking and Listening claims. This should include students' ability to speak audibly and express thoughts, feelings, and ideas clearly.	
21	A rubric to measure Kindergarten speaking and listening skills aligned to the Kindergarten performance tasks	The contractor is expected to develop a rubric to assess the student's presentation to demonstrate grade-level speaking and listening skills and the PARCC Speaking and Listening claims. This should include students' ability to speak audibly and express thoughts, feelings, and ideas clearly.	
22	Sample student responses from the performance-based tasks that have been annotated to help ensure the rubrics can be used to provide reliable scores and feedback to the performance-based tasks (set of anchored sample responses); at least one top level student response per grade level should include students who are deaf and hard of hearing who have used either ASL or appropriate technologies to participate meaningfully in the Speaking and Listening Assessment.	A set of anchored sample responses that can be used to train teachers on how to use the rubrics should be provided by the Contractor. These anchors must include sample student responses that have been annotated to elucidate clearly how to utilize the scoring rubric will be used to score the expected range of student responses to the performance-based tasks. The annotated sample student responses should be actual student-produced responses developed through field-testing of the performance-based tasks. These annotated samples must demonstrate the full student performance continuum, including the responses of ELLs and students with disabilities as appropriate, and must include the work of students from across PARCC states at each grade level. The annotated sample student responses must have been	

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		developed using actual student work produced through field testing of the performance-based tasks (see Section 2.6-E for more information about the required field-testing). These annotated responses, along with the operational assessment directions for how to administer and score the performance-based tasks, should be sufficient to ensure reliable scoring and feedback to students in response to student work products associated with the performance-based tasks.	
23	Directions for the teacher for how and when to administer and score the K-2 performance-based tasks.	A set of clear directions for teachers on how and when to administer and score the Grades K-2 performance-based tasks. These operational assessment directions for how to administer and score the performance-based tasks, along with annotated responses, should be sufficient to ensure reliable scoring and feedback to students in response to student work products associated with the performance-based tasks.	
24	10 Listening Log Templates (one each per grade level from third through 12 <sup>th</sup> grade)	One listening log template per grade level (grades 3 through 12). This listening log should be able to be completed as an on-line or paper-based form. When students complete the listening log as designed, students must be able to demonstrate mastery of grade-level CCSS listening standards (Speaking and Listening standards 1, 2, and 3). Appendix D contains	

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		<p>the PARCC Model Content Frameworks for English Language Arts. In this document, tables highlight the distinct skills in the Speaking and Listening strand for each grade level through red, underlined print which designates the skills new to that grade level. In designing the listening log template for each grade level, the Contractor is expected to use these distinctions to differentiate the grade-level listening log templates. These templates should be provided as downloadable, on-line documents and must meet all technology requirements as described in Section 2.6, F-I of this document. The design for each grade-level listening log should also employ principles of Universal Design for Learning and be able to be used reliably by students with disabilities, including those who are deaf and/or hard of hearing (including those students who use American Sign Language and/or technology-based supports to communicate in the classroom).</p>	
25	10 Rubrics (one each per grade level from third through 12 <sup>th</sup> grade) to be used to score the listening log templates	<p>Grade-level rubrics for grades 3-12, with one or more dimensions that will allow teachers to score the grade-level listening skills made evident through students' responses made on completed listening logs using the grade-level templates designed by the contractor. The contractor must be able to demonstrate that these rubrics can be used to score student listening logs with validity and reliability, and that such scoring is estimated to typically take about 1.5 minutes per listening log. Offeror(s) are welcome, but not required to suggest alternate use times along with supporting research. These rubrics should be provided as</p>	

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		downloadable, on-line documents and must meet all technology requirements as described in Section 2.6, F-I of this document.	
26	10 Written Annotated Sample Student Response Packets (one packet each per grade level from third through 12 <sup>th</sup> grade). Each packet must contain written, annotated sample student responses for each score point for each dimension on the grade-level rubric for the proposed listening opportunities in the Mode 1 performance-based tasks. At least one top level student response per grade level should include students who are deaf and hard of hearing who have used either ASL or appropriate technologies to participate meaningfully in the Speaking and Listening Assessment.	Written annotated sample student responses for each score point for each dimension on all required contractor designed rubrics, with multiple annotated responses provided where needed to ensure teachers using these sample student responses can validly and reliably score student produced responses to grade-level listening logs. The annotated sample student responses for each grade level must be in response to a minimum of three distinct tasks (including both student and teacher presentations). The annotated sample student responses should be actual student-produced responses developed through classroom use of the listening logs. These annotated samples must demonstrate the full student performance continuum, including the responses of ELLs and students with disabilities as appropriate, and must include the work of students from across PARCC states at each grade level. The annotated sample student responses must have been developed using actual student work produced through field testing of the listening logs (see Section 2.6-E for more information about the required field-testing). These samples should be provided as downloadable, on-line documents and must meet all technology requirements as described in Section 2.6, F-I of this document.	

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27	10 sets of directions (one set of directions each per grade level from third through 12 <sup>th</sup> grade). Each set of directions includes directions on how to use the listening log templates, the scoring materials, etc., with all requirements as described above.	Written directions for teachers on how to use the listening log template and scoring materials (rubrics and annotated sample student responses) to administer and score the listening logs to measure student performances in relation to grade-level CCSS in listening and the listening claim. The teacher directions should include (1) the total number and type of presentations students must respond to with listening logs (2) criteria teachers should use to select the presentations for the listening logs to be evaluated for the assessment (3) guidelines for teachers on how to decide appropriate uses of the rubric, including but not limited to what conditions are required to allow for student assessment using the rubric (e.g. location requirements, etc.), what conditions are recommended (e.g. technologies to be available, etc.), and what conditions negate use of the rubric for assessment (e.g. locations that are not acceptable, circumstances that would bias results, etc.). Teacher directions will also need to be explicit in describing criteria for teacher/adult presentations used as stimuli for the listening logs required in response to teacher/adult presentations. Included in these directions should be how teachers can upload scores into the PARCC Assessment database when it becomes available in 2014 and how teachers can use separate individual scores attained from scoring multiple separate student performances using the grade-level listening log to report a single reliable score for each individual student. These directions should be	

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		provided as downloadable, on-line documents and must meet all technology requirements as described in Section 2.6, F-I of this document.	
28	Plan for all materials reviews for any and all task models, tasks, rubrics, directions, reports, etc. to be field-tested or submitted for use on the PARCC Speaking and Listening Assessments	All educational materials as outlined in Section 2.6 developed for this contract are required to undergo content and bias review as well as field-testing. The Contractor will be responsible for all logistical and management work linked to the review and field testing of all content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos.	
29	Set up and conducting of weekly review conference calls to address content issues and approve all deliverables (including all needed materials for these weekly conference calls)	A core review team made up of content experts from PARCC member states, Achieve staff, and contractor staff will meet virtually each week for two hours from the execution of the contract through the end of the contract, at the discretion of PARCC. Each organization represented will assign the core review team members who attend these weekly meetings. The weekly time designated for this virtual meeting will be mutually determined between PARCC and the contractor. To begin this work and other work designated in this contract, the contractor will be responsible for holding an initial, comprehensive project management kickoff meeting. See section 2.4 for additional details relative to this initial meeting and subsequent project management meetings. c. Time must be devoted during each weekly virtual meeting to address content issues and questions	

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		<p>that arise in development of the deliverables and to allow for review and approval of all deliverables, and to allow for discussions of project management work (issues focused around budgets, schedules, technology needs, etc.). On occasion, upon the approval of PARCC, this call may be cancelled or the time extended.</p> <p>d. The contractor is required to provide the services needed (call-in numbers, Web-Ex hosting, etc.) to host these weekly virtual meetings.</p>	
30	Set up, hosting, and facilitating of all meetings as set out in this section of the RFP, including travel, lodging, and meals arrangements, audio-visual, hardware, and software, meeting space, and staffing of facilitators for these meetings	<p>To support this activity the contractor is to host two face-to-face meetings for up to four days for each of two separate groups (a Review committee for Student Materials and a Review committee for Teacher Materials) to allow for PARCC initial review of the materials developed to support the Speaking and Listening Assessments, K-12.</p> <p>For the purposes of pricing, the contractor should assume that these face-to-face meetings are to occur in a hub city or competitively priced alternative. In hosting these face-to-face meetings, in addition to arranging for the travel to and from the meetings, meals and lodging for participants, the Contractor is responsible for providing sufficient facilitators to facilitate the review meetings, training materials that have been previously approved by PARCC state leaders at least 15 business days prior to the start of any</p>	

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		<p>training date, appropriate meeting space, audio/visual technologies (including microphones and projection devices as needed in each meeting space), all hardware and software needed and all printed materials required for the meetings. Since PARCC state leaders require an agenda four weeks prior to the start of any face-to-face meeting, the Contractor should also plan to provide such agendas when planning any face-to-face meetings.</p> <p>The Contractor will be responsible for assembling the review teams. These teams should include state content leaders, assessment experts, grade-level teachers, accessibility and accommodations experts (for both students with disabilities and English language learners), with care given to ensure that all groups have effective representation across the demographics representative of the PARCC states.</p> <p>PARCC will provide names of staff for review committees to assist in ensuring materials developed for the Speaking and Listening Assessments are sufficiently aligned with the PARCC Summative Assessment and PARCC Diagnostic Assessments to meet PARCC goals and objectives of an integrated assessment system, and the Offeror should account for the additional reviewers in their proposed process and price structure for the review work proposed.</p> <p>After the initial face-to-face meetings for review committees, all additional reviews required as</p>	

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		<p>proposed by the Offeror may be hybrid face-to-face/virtual review meetings. For these hybrid meetings, reviewers may all do their reviews virtually, but the contractors facilitating the reviews, 2 Achieve staff members, and 2 PARCC state leaders must be able to meet in person throughout any facilitated portions of the review process.</p> <p>The Contractor is responsible for making all travel, lodging, and meals arrangements for the contractor staff, and PARCC state leaders meeting face-to-face during the hybrid meetings, as well as for any audio-visual, hardware/software, and meeting space required.</p> <p>The Contractor will be responsible for providing a proposed review schedule for all reviews no later than 30 days after the contract execution. This review schedule must include all dates for reviews and the number of reviewers expected to participate. PARCC state leaders will collaborate with the Contractor to finalize the schedule within 14 business days from submission of the initial review schedule. Upon acceptance of the review schedule, the Contractor is required to provide PARCC with the locations of review meetings (for both initial face-to-face meetings and for those to attend face-to-face meetings in the hybrid review model) within 60 days.</p>	
31	Development of detailed reports after each meeting where content materials are reviewed, including quantitative and	10 days after each review occurs, the Contractor is responsible for providing detailed reports to PARCC to	

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	qualitative data	<p>indicate level and quality of participation in reviews by the invited reviewers, number of materials deliverables approved as is, approved with edits, and rejected during each review, reviewer evaluations of the review process, and a gap analysis of deliverables expected to be approved through the review process in the agreed upon schedule of deliverables and missing deliverables as a result of the review process.</p> <p>The Contractor may provide additional qualitative data deemed relevant by the contractor to keep PARCC informed on the progress of the development of the deliverables for this portion of the RFP. If the gap analysis indicates a 5% or larger gap for any deliverable, the Contractor shall also provide in that review cycle report a proposed plan for eliminating the gap and meeting the initial deliverable schedule or a proposed plan for a revised deliverable schedule. Any and all such proposed plans must be approved by PARCC.</p>	
32	Revised plan for the field test of all components of the Speaking and Listening Assessments, including schedule and sampling plans (students and items)	The contractor will develop and implement a comprehensive field test plan consistent with the proposed assessment design (including field testing with deaf and hard of hearing students). This field test plan must account for field testing of individual content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos for two phases, to occur in February 2015, as well as the operational administration procedures and related materials for both phases. The purpose of the field test is to ensure	

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		<p>that the task models and tasks are valid, reliable, and usable.</p> <p>It is expected that the field test plan will include all grades and content areas being assessed and will provide for all designated accessibility features and accommodations. Given the specialized accessibility needs of students identified in Section 8.0, the contractor should include in the field test plan means to (1) evaluate the prototype listening assessment with students who are Deaf or have a hearing impairment, and means to (2) evaluate the prototype speaking assessment with students who have speech language disorders, developmental disabilities, or other health impairments that impact communication in order to determine the accessibility of the assessments and the efficacy of assistive technology interventions and/or accommodations.</p> <p>Prior to and in preparation for the field test, a suite of research studies that establish suitable environments to test the following is required:</p> <ul style="list-style-type: none"> <li>b. The potential of tasks and rubrics to perform as designed in the following situations: <ul style="list-style-type: none"> <li>iii. For a broad cross-section of students, including the deaf and blind</li> <li>iv. For teachers, including</li> </ul> </li> </ul>	

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		<p>administration and scoring</p> <p>Additional studies for the research agenda include following:</p> <p>Study 1: Investigation of instructional sensitivity of tasks</p> <p>Study 2: Psychometric analyses to investigate if tasks can be scaled and put on the same metric at each grade level through common students or common tasks design</p> <p>Study 3: Psychometric analyses to examine how task performance correlate with external measures of similar or related constructs (including PARCC ELA/L assessments)</p> <p>Study 4: Investigation of usability and accessibility of tasks, and functionalities and tools in tasks through cognitive lab or similar method as recommended by the Offeror</p> <p>The field test plan must include a thorough description of the proposed schedule as well as the sample requirements needed to achieve each of the field test goals. Note that there is no standing requirement for all PARCC states and schools to participate in field testing for the Speaking and Listening Assessments, K-12, but the Offeror’s proposed field test plan must include an explanation of how the proposed sampling</p>	

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		<p>will yield adequate information that can be applied across the consortium. It also must address how it will ensure the full student performance continuum, including representation of students with disabilities and ELLs.</p> <p>Given the project schedule, it is possible that field test for the Speaking and Listening Assessments, K-12 will overlap with field testing scheduled for the PARCC Diagnostic Assessment field testing, and also the 2013-2014 operational administration of existing state assessments. It will be necessary for the Contractor for the Speaking and Listening Assessments, K-12 to avoid scheduling conflicts with those efforts and to avoid situations that might overburden schools or students. The Contractor will be required to collaborate with the contractors for field testing of the PARCC Summative Assessments and PARCC Diagnostic Assessments to this end.</p>	
33	Implementation of the field tests, including communications with participating states	The proposed protocol for interacting with states and schools a) for the purpose of identifying, recruiting, and selecting field test participants, and b) for the purpose of administering the field test(s).	
34	Plan for the operational administration procedures of the field tests	The Offeror should propose a multi-stage field test design that requires different levels of involvement across schools and students or includes multiple field test windows including:	

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		<ul style="list-style-type: none"> <li>• a detailed description of a schedule that not only identifies the window(s) for the administration of the field test, but also outlines a timetable for pre-administration activities (including review of field test materials) and post-administration activities such as processing and scoring.</li> <li>• the procedures and materials that will be developed to support the administration of the field test, including ancillary materials needed to support the administration, accessibility features, and accommodations</li> </ul>	
35	Scoring of the field tests, as applicable	<p>PARCC’s assumption is that for the short term future, these assessments will typically be administered and scored by the classroom teacher. The Offeror must address the impact that this will have on each study and what steps can be taken in the future to address the limitations that this formative stage entails.</p> <p>The Offeror should propose a multi-stage field test design that requires different levels of involvement across schools and students or includes multiple field test windows including a detailed description of the manner in which field test responses will be processed, scored, analyzed, reported, and interpreted to support the purposes of the assessment program.</p>	

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36	Release of PARCC-selected items from the field test in an amount to be projected during contract negotiations and finalized at the end of the field test.	<p>The contractor must provide:</p> <ul style="list-style-type: none"> <li>Selected items from the field test in the amount negotiated. Selected items will be submitted at the end of the field test.</li> </ul>	
37	A comprehensive technical report	<p>Following the Field Test, the Contractor will produce a Technical Report based on an overall analysis of the Field Test administration. The Technical Report will be reviewed by PARCC and by the Technical Advisory Committee (TAC) prior to completion of the final copy of the report. The report will include tabular and graphic displays of data to illustrate the characteristics and quality of items. The technical report will include but not be limited to the topics listed below.</p> <ol style="list-style-type: none"> <li>Prior to field testing, the outcome of the proposed research studies as above</li> <li>Procedures employed to construct the Field Test forms</li> <li>Usability of tasks by deaf and blind students</li> <li>Test-retest reliability, inter-rater reliability</li> <li>Description and rationale of sampling, scoring and scaling procedures, including sample to full-state comparisons of representativeness and performance.</li> <li>All analyses in support of choice of scoring and scaling models, e.g., model fit</li> </ol>	

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		analysis. G. Item analyses (e.g., p-values, corrected point bi-serials, DIF statistics/bias etc.)	
38	The first full mockup and all additional versions of computer delivered forms/item banks (as appropriate) for the Speaking and Listening Assessments, K-12 in conformance with PARCC computer-based style and file formatting guidelines, and interoperability standards. Included must be finalized banks of content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos (which incorporate all comments/edits resulting from field test data review)	The Contractor must submit The first full mock-up and all additional versions of computer delivered forms/items for: <ul style="list-style-type: none"> <li>• Speaking and Listening Assessments</li> <li>• K-12 conformance with PARCC computer-based style and file formatting guidelines</li> <li>• Interoperability standards</li> <li>• Finalized banks of content deliverables for tasks, listening logs, and rubrics.</li> <li>• Training materials/videos, which incorporate all comments/edits resulting from field test data review.</li> </ul>	
39	A plan for review of computer-based products developed for the Speaking and Listening Assessments, K-12 with an objective of ensuring that industry quality standards are attained. This plan must include a detailed product development schedule for managing the workflow and volume of documents to be reviewed and a security plan for computer-based product development, with stringent test security procedures to be followed during all stages of document production.	The contract will submit a plan for the review of computer-based products developed for: <ul style="list-style-type: none"> <li>• Speaking and Listening Assessments</li> <li>• K-12, with an objective of ensuring that industry quality standards are attained.</li> <li>• Detailed product development schedule for managing the workflow and volume of documents to be reviewed</li> <li>• A security plan for computer-based product development with stringent test security procedures during all stages of document production.</li> </ul>	

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40	A report demonstrating that the contractor has been able to validate that the content deliverables (e.g. tasks, listening logs, rubrics) and training materials/videos conform to the data formatting standards to assure interoperability and accessibility compliance	The Contractor will submit a report demonstrating: <ul style="list-style-type: none"> <li>That the contractor has been able to validate that the content deliverables and training materials, videos conform to the data formatting standards to assure interoperability and accessibility compliance.</li> </ul>	
41	Assessment delivery software (e.g., adaptive algorithms or item selection rules; assessment XML)	Assessment delivery software as described in section 2.6-F above.  Offerors' proposals must include descriptions of the approach and procedures they will use to complete all the responsibilities/tasks specified in this section.	
42	Test administration (and selection) guidelines	Test administration and selection guidelines as described in section 2.6-F above.  Offerors' proposals must include descriptions of the approach and procedures they will use to complete all the responsibilities/tasks specified in this section.	
43	Interpretive guides	Interpretive guides as described in section 2.6-F above.  Offerors' proposals must include descriptions of the approach and procedures they will use to complete all the responsibilities/tasks specified in this section.	
44	Scoring materials and teacher training documents/modules	Scoring materials and teacher training	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		documents/modules as described in section 2.6-F above. Offerors' proposals must include descriptions of the approach and procedures they will use to complete all the responsibilities/tasks specified in this section.	
45	Plan for the securement of test delivery platform that conforms to PARCC standards	Plan for the securement of test delivery platform that conforms to PARCC standards (refer to section 2.6-F above). Offerors' proposals must include descriptions of the approach and procedures they will use to complete all the responsibilities/tasks specified in this section.	
46	Development and delivery of system manual to documents all technical work associated with the development of the computer-based system	Development and delivery of system manual to document all technical work associated with the development of the computer-based system (refer to section 2.6-F above). Offerors' proposals must include descriptions of the approach and procedures they will use to complete all the responsibilities/tasks specified in this section.	
47	Delivery of the test delivery platform in the event that a PARCC platform is not available	Delivery of the text delivery platform in the event that a PARCC platform is not available (refer to sections 2.6-F above). Offerors' proposals must include descriptions of the approach and procedures they will use to complete all the responsibilities/tasks specified in this section.	
48	Secure delivery/transfer of all items, test specifications, forms,	The contractor will demonstrate: (the mode for	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
	<p>and other assessment content—as well as all registration data, score data, and analyses into the PARCC assessment delivery component to allow for the first year and on-going operational diagnostic, computer-adaptive assessments</p>	<p>demonstration will have to be identified and included here).</p> <ul style="list-style-type: none"> <li>• Secure delivery/transfer of all items, test specification, forms, and other assessment content, registration data, and analysis into the PARCC assessment delivery component to allow for first year and on-going operational diagnostic, computer adaptive assessment.</li> </ul>	
<p>49</p>	<p>Comprehensive report for Speaking and Listening that provides information and data relevant to the assessment, including research studies as noted in this section.</p>	<p>The contractor will provide:</p> <ul style="list-style-type: none"> <li>• Detailed documentation on each phase of the Speaking and Listening Assessments, K-12 design and development process. Documentation will include a summary of all design decisions, and the manner in which the design is intended to support the overall goals of the assessment.</li> <li>• A comprehensive technical report that provides information and data relevant to the evaluation of the associated content-domains for the assessment. The report will include at least the following information: <ul style="list-style-type: none"> <li>○ Goals and purpose of the assessments.</li> <li>○ Intended uses of assessment results</li> <li>○ Theory of action related to the design of the assessments</li> <li>○ Summary of the assessment design, development and review process (for each test developed) – including task development and review, test/bank</li> </ul> </li> </ul>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		<p>development and review.</p> <ul style="list-style-type: none"> <li>○ Stakeholders involved in the development process and their roles and responsibility</li> <li>○ Field-test design, process and materials</li> <li>○ A summary of data resulting from the field-test and operational administrations and how this data was used to inform the design and implementation process</li> <li>○ Proposed validation plan and research agenda.</li> </ul>	
50	Draft Accommodations Policy and for the and draft Accessibility Guidelines for the PARCC Speaking and Listening Assessment	<p>The Contractor will submit draft Accommodations Policy and draft Accessibility Guidelines for the PARCC Speaking and Listening Assessment that are consistent with the Accommodations Policy and Accessibility Guidelines for the PARCC Summative Assessment, with appropriate revisions and changes needed to meet the design parameters of the PARCC Speaking and Listening Assessment. The draft policy documents must include:</p> <ul style="list-style-type: none"> <li>● Proposed alternative testing formats that may be necessary for students who are not able to participate in the assessment through the universally designed materials or through assistive technologies that can be used in conjunction with planned deliverables.</li> <li>● Embedded supports, designed for computer delivery be consistent with those to be provided by the PARCC Summative Assessments and consistent with the finalized accessibility</li> </ul>	

	Deliverables	Deliverable Description/Minimum Performance Standards	Proposed Price
		<p>guidelines for the PARCC Speaking and Listening Assessment.</p> <p>The contractor will develop an implementation plan to demonstrate that the contractor will ensure that all deliverables intended to be used to assess students on the CCSS will use:</p> <ul style="list-style-type: none"> <li>• the universal design of materials to provide access to the greatest extent possible to the greatest range of students,</li> <li>• where applicable, assistive technologies that can be used in conjunction with the planned assessment deliverables to provide access to students who are routine users of assistive technology because of their disability, and</li> <li>• Accommodations or alternative testing formats that may be necessary for students who are not able to participate in the assessment through designs for (a) and (b).</li> </ul>	

## Attachment 2 – Drug-Free Workplaces

### DRUG-FREE WORKPLACE

(will be considered in case of identical tie replies)

Preference shall be given to businesses with drug-free workplace programs. Whenever two or more bids which are equal with respect to price, quality, and service are received by the state or by any political subdivision for the procurement of commodities or contractual services, a bid received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedures for processing tie bids will be followed if none of the tied vendors have a drug-free workplace program. In order to have a drug-free workplace program, a business shall:

- 1) Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions that will be taken against employees for violations of such prohibition.
- 2) Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.
- 3) Give each employee engaged in providing the commodities or contractual services that are under bid a copy of the statement specified in subsection (1).
- 4) In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under bid, the employee will abide by the terms of the statement and will notify the employer of any conviction of, or plea of guilty or nolo contendere to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction.
- 5) Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community, by any employee who is so convicted.
- 6) Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.

---

Vendor's Signature

### Attachment 3 – Disclosure Statement

#### DISCLOSURE STATEMENT

\_\_\_\_\_  
PARTNERSHIP OR INDIVIDUAL

I hereby certify that I, if an individual, or each of us, if a partnership, doing business as \_\_\_\_\_  
(Name of Individual or Partnership)

(am)(is) not now involved in nor have I ever engaged in any private business venture or enterprise, directly or indirectly, with the Chief Executive Officer, or any other PARCC, Inc. staff member or Board of Directors.  
Education.

I further certify that neither I, nor any partner, if a partnership, nor anyone acting in my or our behalf has requested that any of the above designated persons or any other employee of PARCC, Inc. exert any influence to secure the appointment of \_\_\_\_\_ under this proposed agreement.  
(Name of Individual or Partnership)

1) \_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

(1) If partnership, each partner must sign and execute.

\_\_\_\_\_  
COMPANY OR COPORATION

I hereby certify that neither I nor any owner, officer, director, or shareholder of \_\_\_\_\_; a  
(Name of Corporation)  
\_\_\_\_\_ (1) Corporation, licensed to do business in the District of Columbia, is  
(Name of State of Inc.)

presently involved in or has been engaged in any private business venture or enterprise, directly, or indirectly, with the Chief Executive Officer of PARCC, Inc., or Board of Directors.

I further certify that neither I nor any owner, officer, director, or shareholder of this corporation or anyone acting on behalf of this corporation or any of its owners, officers, directors, or shareholders has requested that any of the above designated persons or any other employee of PARCC, Inc. exert any influence to secure the appointment of \_\_\_\_\_ under this proposed agreement.  
(Company) (Corporation)

(2) \_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

(1) If company is not incorporated, insert "not incorporated" in this space.

(2) If incorporated, this statement is to be executed by same person who will execute contract, if awarded.

**Attachment 4 –References**

REFERENCES for \_\_\_\_\_

**OFFEROR NAME**

**PROVIDE THE FOLLOWING REFERENCE INFORMATION FOR A MINIMUM OF THREE (3) BUSINESSES WHERE SERVICES OF SIMILAR SIZE AND SCOPE HAVE BEEN COMPLETED**

BUSINESS NAME 1:	
ADDRESS:	
CONTACT PERSON:	
PHONE NUMBER:	
FAX NUMBER:	
E-MAIL ADDRESS:	
DATE AND DESCRIPTION OF SERVICES:	
BUSINESS NAME 2:	
ADDRESS:	
CONTACT PERSON:	

PHONE NUMBER:	
FAX NUMBER:	
E-MAIL ADDRESS:	
DATE AND DESCRIPTION OF SERVICES:	
BUSINESS NAME 3:	
ADDRESS:	
CONTACT PERSON:	
PHONE NUMBER:	
FAX NUMBER:	
E-MAIL ADDRESS:	
DATE AND DESCRIPTION OF SERVICES:	

## Attachment 5 – Minority sub-contractors utilization summary

### MINORITY SUB CONTRACTORS UTILIZATION SUMMARY

PARCC, Inc.'s Supplier Diversity initiative strives to ensure the promise of the nation's future is shared by all of its residents, regardless of race, ethnicity, disability, neighborhood or background. To that end, PARCC, Inc. is dedicated to support, track and increase its small, minority-, women-, and service-disabled veteran business enterprise spending with Prime Contractors and subcontractors. This form was developed to assist in these efforts.

The Prime Contractor shall report all small, minority-, women-, and service-disabled veteran business enterprise Subcontractors, identifying the Name, Address, Type of Certification and Dollar Amount on the form below. The Prime Contractor shall submit this form with each invoice submitted for payment, whether or not funds have been spent with a small, minority-, women-, and service-disabled veteran business enterprise subcontractor for the period covered by the invoice.

PRIME CONTRACTOR:

CONTRACT NO.:

CONTRACT TITLE:

#### MBE CONTRACTORS

Full Name, Address, Telephone Number

State Certified

Non-Certified

Non-Profit

Dollar Amount

Total Amount \$ \_\_\_\_\_

Certified True and Correct by: \_\_\_\_\_

Prime Contractor \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

Submit Report to:

Mr. Kevin Days

PARCC, Inc.

1400 16<sup>th</sup> Street NW

Washington, DC 20036

For additional information, you may call Mr. Days at (202) 419-1585, or e-mail [kdays@achieve.org](mailto:kdays@achieve.org)

**Attachment 6 – Scrutinized Companies Certification**

VENDOR CERTIFICATION REGARDING  
SCRUTINIZED COMPANIES LISTS

Offeror Vendor Name: \_\_\_\_\_

Vendor FEIN: \_\_\_\_\_ - \_\_\_\_\_

Vendor's Authorized Representative Name and Title: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

As the person authorized to sign on behalf of Offeror, I hereby certify that the company identified above in the section entitled "Offeror Vendor Name" is not listed on either the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List. I understand that the submission of a false certification may subject company to civil penalties, attorney's fees, and/or prices.

CERTIFIED BY: \_\_\_\_\_,

Who is authorized to sign on behalf of the above referenced company.

Authorized Signature Print Name and Title: \_\_\_\_\_