**Request for Proposal**

**RFP Cover Sheet**

**Administrative Information:**

|  |  |  |  |
| --- | --- | --- | --- |
| **TITLE OF RFP:**  | **Iowa Statewide Assessment of Student Progress** | **RFP Number:** | **1117282197** |
| **Agency:** | **Iowa Department of Administrative Services on behalf of the Iowa Department of Education** |
| **State seeks to purchase:** | **Statewide Assessment of Student Progress** | **Available to Political Subdivisions?** | **No** |
| **Number of mos. or yrs. of the initial term of the contract:** | **1 Year and 8 Months** | **Number of possible annual extensions:** | **4** |
| **Initial Contract term beginning:** | **November 1, 2017** | **Ending:**  | **June 30, 2019** |
| **State Issuing Officer:** |
| **Nancy Wheelock** Iowa Department of Administrative Services - Central Procurement BureauHoover Building, Flr 31305 E. Walnut StreetDes Moines, IA 50319515-725-2268 (P)515-725-0038 (F)nancy.wheelock@iowa.gov |
| **PROCUREMENT TIMETABLE—Event or Action:** | **Date/Time (Central Time):** |
| State Posts Notice of RFP on TSB website | **June 14, 2017** |
| State Issues RFP  | **June 20, 2017** |
| RFP written questions, requests for clarification, and suggested changes from Contractors due: Agency’s written response to RFP questions, requests for clarifications and suggested changes due: | **July 7, 2017 4:00 PM CST****July 21, 2017** |
| **Mandatory Letter of Intent To Bid Due (Section 2.30):** | **July 28, 2017 4:00 PM CST** |
| Proposals Due Date:Proposals Due Time: | **August 4, 2017** **4:00 PM CST** |
| Anticipated Date to issue Notice of Intent to Award: | **September 15, 2017** |
| Anticipated Date to execute contract: | **October 6, 2017** |
| **Relevant Websites:** | **Web-address:** |
| Internet website where Addenda to this RFP will be posted: | <http://bidopportunities.iowa.gov/>  |
| Internet website where contract terms and conditions are posted: | <https://das.iowa.gov/sites/default/files/procurement/pdf/050116%20terms%20services.pdf>  |
| Number of Copies of Proposals Required to be Submitted: | 1 Original, 1 Digital, & 6 Copies |
| **Firm Proposal Terms**Per Section 3.2.9, the minimum Number of Days following the deadline for submitting proposals that the Contractor guarantees all proposal terms, including price, will remain firm:  | **120 Days** |

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SECTION 1 INTRODUCTION

**1.1 Purpose**

The purpose of this Request for Proposals (RFP) is to solicit proposals from Responsible Contractors to provide the goods and/or services identified on the RFP cover sheet and further described in Sections 4 and 5 of this RFP to the Agency identified on the RFP cover sheet. The Agency intends to award a Contract(s) beginning and ending on the dates listed on the RFP cover sheet, and the Agency, in its sole discretion, may extend the Contract(s) for up to the number of annual extensions identified on the RFP cover sheet.

* 1. **Definitions**

For the purposes of this RFP and the resulting contract, the following terms shall mean:

**“Proposal”** means the Contractor’s proposal submitted in response to the RFP.

**“Contract”** means the contract(s) entered into with the successful Contractor(s) as described in Section 7.1.

**“Contractor”** means a vendor submitting Proposals in response to this RFP.

**“Agency”** means the agency identified on the RFP cover sheet that is issuing the RFP and any other agency that purchases from the Contract.

**“General Terms and Conditions”** shall mean the General Terms and Conditions for Services Contracts as referenced on the RFP cover page.

**“Responsible Contractor”** means a Contractor that has the capability in all material respects to perform the specifications and requirements of the Contract. In determining whether a Contractor is a Responsible Contractor, the Agency may consider various factors including, but not limited to, the Contractor’s competence and qualifications to provide the goods or services requested, the Contractor’s integrity and reliability, the past performance of the Contractor and the best interest of the Agency and the State.

**“Responsive Proposal”** means a Proposal that complies with the material provisions of this RFP.

**“RFP”** means this Request for Proposals and any attachments, exhibits, schedules or addenda hereto.

**“State”** means the State of Iowa, the Agency identified on the Contract Declarations & Execution Page(s), and all state agencies, boards, and commissions, and any political subdivisions making purchases from the Contract as permitted by this RFP.

* 1. **Overview of the RFP Process**

Contractors will be required to submit their Proposals in hardcopy and on CD-ROM. It is the Agency’s intention to evaluate Proposals from all Responsible Contractors that submit timely Responsive Proposals, and award the Contract(s) in accordance with Section 6, Evaluation and Selection.

* 1. **Background Information**

This RFP is designed to provide Contractors with the information necessary for the preparation of competitive Proposals. The RFP process is for the Agency’s benefit and is intended to provide the Agency with competitive information to assist in the selection process. It is not intended to be comprehensive. Each Contractor is responsible for determining all factors necessary for submission of a comprehensive Proposal.

**1.5 Overview of Statewide Assessment of Student Progress**

During the 2017 legislative session, the Iowa Legislature passed Senate File (SF) 240 which requires the Iowa Department of Education (IDOE) to issue a Request for Proposal for a Statewide Assessment of Student Progress to be administered annually in the last quarter of each school year beginning in 2018-2019.  The assessment will fully align with Iowa Core Standards and measure English language arts including reading and writing, mathematics, and science.

SF 240 included specific requirements the IDOE must consider in the RFP as well as criteria for the review and selection of the Statewide Assessment of Student Progress.  Iowa is committed to delivering a high quality assessment for its students. It is critical that the assessment provide educators, parents and students important information about student learning. It is the Agency’s intent to use the language, requirements and criteria from SF 240 as a backbone and foundation for the requirements outlined in this RFP.  A copy of [SF 240](https://www.legis.iowa.gov/legislation/BillBook?ba=SF240&ga=87) can be found in Appendix A.

The Statewide Assessment of Student Progress shall meet the following requirements:

• Shall measure individual student growth

* Shall be aligned to the Iowa Core Standards for grades 3 through 8 and at least one high school grade
* Shall be capable of measuring student performance in English Language Arts including reading and writing, mathematics and science

• Shall be available in paper-and-pencil and computer based formats

* Proposals incapable of assessing in English Language Arts including reading and writing, math and science shall not be considered

• Potential vendors or providers may collaborate to meet requirements

The Agency shall consider the following criteria in reviewing the RFP:

* Feasibility of implementation by school districts
* Cost to school districts and the state in providing and administering the assessment and the technical support necessary to administer the statewide assessment
* Cost of acquiring the infrastructure necessary for implementing technology readiness in all Iowa’s school districts including technology required for accommodations
* Degree to which the submission is aligned with the Iowa Core academic standards
* Ability of the assessment to measure student growth and student proficiency
* Ability of assessment to meet requirements of the Every Student Succeeds Act
* Instructional time required to conduct the statewide assessment

 SECTION 2 ADMINISTRATIVE INFORMATION

* 1. **Issuing Officer**

The Issuing Officer identified in the RFP cover sheet is the sole point of contact regarding the RFP from the date of issuance until a Notice of Intent to Award the Contract is issued.

* 1. **Restriction on Communication**

From the issue date of this RFP until a Notice of Intent to Award the Contract is issued, Contractors may contact only the Issuing Officer. The Issuing Officer will respond only to written questions regarding the procurement process. Questions related to the interpretation of this RFP must be submitted as provided in Section 2. Oral questions related to the interpretation of this RFP will not be accepted. Contractors may be disqualified if they contact any State employee other than the Issuing Officer about the RFP except that Contractors may contact the State Targeted Small Business Office on issues related to the preference for Targeted Small Businesses.

* 1. **Downloading the RFP from the Internet**

The RFP document and any addenda to the RFP will be posted at <http://bidopportunities.iowa.gov/>. The Contractor is advised to check the website periodically for addenda to this RFP, particularly if the Contractor downloaded the RFP from the internet as the Contractor may not automatically receive addenda. It is the Contractor's sole responsibility to check daily for addenda to posted documents.

* 1. **Procurement Timetable**

The dates provided in the procurement timetable on the RFP cover sheet are provided for informational and planning purposes. The Agency reserves the right to change the dates. If the Agency changes any of the deadlines for Contractor submissions, the Agency will issue an addendum to the RFP.

* 1. **Questions, Requests for Clarification, and Suggested Changes**

Contractors are invited to submit written questions and requests for clarifications regarding the RFP. Contractors may also submit suggestions for changes to the requirements of this RFP. The questions, requests for clarifications, or suggestions must be in writing and received by the Issuing Officer before the date and time listed on the RFP cover sheet. Oral questions will not be permitted. If the questions, requests for clarifications, or suggestions pertain to a specific section of the RFP, Contractor shall reference the page and section number(s). The Agency will send written responses to questions, requests for clarifications, or suggestions will be received from Contractors on before the date listed on the RFP cover sheet. The Agency’s written responses will become an addendum to the RFP. If the Agency decides to adopt a suggestion that modifies the RFP, the Agency will issue an addendum to the RFP.

The Agency assumes no responsibility for oral representations made by its officers or employees unless such representations are confirmed in writing and incorporated into the RFP through an addendum.

* 1. **Amendment to the RFP**

The Agency reserves the right to amend the RFP at any time using an addendum. The Contractor shall acknowledge receipt of all addenda in its Proposal. If the Agency issues an addendum after the due date for receipt of Proposals, the Agency may, in its sole discretion, allow Contractors to amend their Proposals in response to the addendum.

* 1. **Amendment and Withdrawal of Proposal**

The Contractor may amend or withdraw and resubmit its Proposal at any time before the Proposals are due. The amendment must be in writing, signed by the Contractor and received by the time set for the receipt of Proposals. Electronic mail and faxed amendments will not be accepted. Contractors must notify the Issuing Officer in writing prior to the due date for Proposals if they wish to completely withdraw their Proposals.

* 1. **Submission of Proposals**

The Agency must receive the Proposal at the Issuing Officer’s address identified on the RFP cover sheet before the “Proposals Due” date listed on the RFP cover sheet. **This is a mandatory specification and will not be waived by the Agency. Any Proposal received after this deadline will be rejected and returned unopened to the Contractor.** Contractors mailing Proposals must allow ample mail delivery time to ensure timely receipt of their Proposals. It is the Contractor’s responsibility to ensure that the Proposal is received prior to the deadline. Postmarking by the due date will not substitute for actual receipt of the Proposal. Electronic mail and faxed Proposals will not be accepted.

Contractors must furnish all information necessary to enable the Agency to evaluate the Proposal. Oral information provided by the Contractor shall not be considered part of the Contractor's Proposal unless it is reduced to writing.

* 1. **Proposal Opening**

The Agency will open Proposals after the deadline for submission of Proposals has passed. The Proposals will remain confidential until the Evaluation Committee has reviewed all of the Proposals submitted in response to this RFP and the Agency has issued a Notice of Intent to Award a Contract. See *Iowa Code Section 72.3*. However, the names of Contractors who submitted timely Proposals will be publicly available after the Proposal opening. The announcement of Contractors who timely submitted Proposals does not mean that an individual Proposal has been deemed technically compliant or accepted for evaluation.

* 1. **Costs of Preparing the Proposal**

The costs of preparation and delivery of the Proposal are solely the responsibility of the Contractor.

* 1. **No Commitment to Contract**

The Agency reserves the right to reject any or all Proposals received in response to this RFP at any time prior to the execution of the Contract. Issuance of this RFP in no way constitutes a commitment by the Agency to award a contract.

* 1. **Rejection of Proposals**

The Agency may reject outright and not evaluate a Proposal for reasons including without limitation:

* + 1. The Contractor fails to deliver the cost proposal in a separate envelope.
		2. The Contractor acknowledges that a mandatory specification of the RFP cannot be met.
		3. The Contractor's Proposal changes a material specification of the RFP or the Proposal is not compliant with the mandatory requirements of the RFP.
		4. The Contractor’s Proposal limits the rights of the Agency.
		5. The Contractor fails to include information necessary to substantiate that it will be able to meet a specification of the RFP as provided in Section 4 of this RFP.
		6. The Contractor fails to timely respond to the Agency's request for information, documents, or references.
		7. The Contractor fails to include Proposal Security, if required.
		8. The Contractor fails to include any signature, certification, authorization, stipulation, disclosure or guarantee as provided in Section 3 of this RFP.
		9. The Contractor presents the information requested by this RFP in a format inconsistent with the instructions of the RFP or otherwise fails to comply with the requirements of this RFP.
		10. The Contractor initiates unauthorized contact regarding the RFP with state employees.
		11. The Contractor provides misleading or inaccurate responses.
		12. The Contractor’s Proposal is materially unbalanced.
		13. There is insufficient evidence (including evidence submitted by the Contractor and evidence obtained by the Agency from other sources) to satisfy the Agency that the Contractor is a Responsive Contractor.
		14. The Contractor alters the language in Attachment 1, Certification Letter or Attachment 2, Authorization to Release Information letter.
	1. **Nonmaterial Variances**

The Agency reserves the right to waive or permit cure of nonmaterial variances in the Proposal if, in the judgment of the Agency, it is in the State’s best interest to do so. Nonmaterial variances include, but are not limited to: minor failures to comply that do not affect overall responsiveness, that are merely a matter of form or format, that do not change the relative standing or otherwise prejudice other Contractors, that do not change the meaning or scope of the RFP, or that do not reflect a material change in the requirements of the RFP. In the event the Agency waives or permits cure of nonmaterial variances, such waiver or cure will not modify the RFP requirements or excuse the Contractor from full compliance with RFP requirements or other Contract specifications if the Contractor is awarded the Contract. The determination of materiality is in the sole discretion of the Agency.

* 1. **Reference Checks**

The Agency reserves the right to contact any reference to assist in the evaluation of the Proposal, to verify information contained in the Proposal and to discuss the Contractor’s qualifications and the qualifications of any subcontractor identified in the Proposal.

* 1. **Information from Other Sources**

The Agency reserves the right to obtain and consider information from other sources concerning a Contractor, such as the Contractor’s capability and performance under other contracts, the qualifications of any subcontractor identified in the Proposal, the Contractor’s financial stability, past or pending litigation, and other publicly available information.

* 1. **Verification of Proposal Contents**

The content of a Proposal submitted by a Contractor is subject to verification. If the Agency determines in its sole discretion that the content is in any way misleading or inaccurate, the Agency may reject the Proposal.

* 1. **Proposal Clarification Process**

The Agency reserves the right to contact a Contractor after the submission of Proposals for the purpose of clarifying a Proposal. This contact may include written questions, interviews, site visits, a review of past performance if the Contractor has provided goods and/or services to the State or any other political subdivision wherever located, or requests for corrective pages in the Contractor’s Proposal. The Agency will not consider information received from or through Contractor if the information materially alters the content of the Proposal or the type of goods and/or services the Contractor is offering to the Agency. An individual authorized to legally bind the Contractor shall sign responses to any request for clarification. Responses shall be submitted to the Agency within the time specified in the Agency's request. Failure to comply with requests for additional information may result in rejection of the Proposal.

* 1. **Disposition of Proposals**

All Proposals become the property of the State and shall not be returned to the Contractor. Once the Agency issues a Notice of Intent to Award the Contract, the contents of all Proposals will be in the public domain and be available for inspection by interested parties, except for information for which Contractor properly requests confidential treatment or according to exceptions provided in Iowa Code Chapter 22 or other applicable law.

* 1. **Public Records and Requests for Confidential Treatment**

The Agency’s release of public records is governed by Iowa Code Chapter 22. Contractors are encouraged to familiarize themselves with Chapter 22 before submitting a Proposal. The Agency will copy and produce public records upon request as required to comply with Chapter 22 and will treat all information submitted by a Contractor as non-confidential records unless Contractor requests specific parts of the Proposal be treated as confidential at the time of the submission as set forth herein **AND the information is confidential under Iowa or other applicable law.**

**2.21.1 Form 22 Request for Confidentiality**

***FORM 22 MUST BE COMPLETED AND INCLUDED WITH CONTRACTOR’S PROPOSAL. COMPLETION AND SUBMITTAL OF FORM 22 IS REQUIRED WHETHER THE PROPOSAL DOES OR DOES NOT CONTAIN INFORMATION FOR WHICH CONFIDENTIAL TREATMENT WILL BE REQUESTED. FAILURE TO SUBMIT A COMPLETED FORM 22 WILL RESULT IN THE PROPOSAL CONSIDERED NON-RESPONSIVE AND NOT EVALUATED.***

**2.21.2 Confidential Treatment Is Not Requested**

 A Contractor not requesting confidential treatment of information contained in its Proposal shall complete Section I of Form 22 and submit Form 22 with the Proposal.

**2.21.3 Confidential Treatment of Information is Requested**

A Contractor requesting confidential treatment of specific information shall: (1) fully complete Section II of Form 22, (2) conspicuously mark the outside of its Proposal as containing confidential information, (3) mark each page upon which the Contractor believes confidential information appears **and clearly identify each item for which confidential treatment is requested; MARKING A PAGE IN THE PAGE MARGIN IS NOT SUFFICIENT IDENTIFICATION**, and (4) submit a “Public Copy” from which the confidential information has been excised.

Form 22 will not be considered fully complete unless, for each confidentiality request, the Contractor: (1) enumerates the specific grounds in Iowa Code chapter 22 or other applicable law that supports treatment of the material as confidential, (2) justifies why the material should be maintained in confidence, (3) explains why disclosure of the material would not be in the best interest of the public, and (4) sets forth the name, address, telephone, and e-mail for the person authorized by Contractor to respond to inquiries by the Agency concerning the confidential status of such material.

**The Public Copy from which confidential information has been excised is in addition to the number of copies requested in Section 3 of this RFP.** The confidential material must be excised in such a way as to allow the public to determine the general nature of the material removed and to retain as much of the Proposal as possible.

**Failure to request information be treated as confidential as specified herein shall relieve Agency and State personnel from any responsibility for maintaining the information in confidence. Contractors may not request confidential treatment with respect to pricing information and transmittal letters. A contractor’s request for confidentiality that does not comply with this section or a contractor’s request for confidentiality on information or material that cannot be held in confidence as set forth herein are grounds for rejecting contractor’s Proposal as non-responsive. Requests to maintain an entire Proposal as confidential will be rejected as non-responsive.**

If Agency receives a request for information that Contractor has marked as confidential and if a judicial or administrative proceeding is initiated to compel the release of such material, Contractor shall, at its sole expense, appear in such action and defend its request for confidentiality. If Contractor fails to do so, Agency may release the information or material with or without providing advance notice to Contractor and with or without affording Contractor the opportunity to obtain an order restraining its release from a court possessing competent jurisdiction. Additionally, if Contractor fails to comply with the request process set forth herein, if Contractor’s request for confidentiality is unreasonable, or if Contractor rescinds its request for confidential treatment, Agency may release such information or material with or without providing advance notice to Contractor and with or without affording Contractor the opportunity to obtain an order restraining its release from a court possessing competent jurisdiction.

* 1. **Copyright Permission**

By submitting a Proposal, the Contractor agrees that the Agency may copy the Proposal for purposes of facilitating the evaluation of the Proposal or to respond to requests for public records. By submitting a Proposal, the Contractor consents to such copying and warrants that such copying will not violate the rights of any third party. The Agency shall have the right to use ideas or adaptations of ideas that are presented in Proposals.

* 1. **Release of Claims**

By submitting a Proposal, the Contractor agrees that it will not bring any claim or cause of action against the Agency based on any misunderstanding concerning the information provided in the RFP or concerning the Agency's failure, negligent or otherwise, to provide the Contractor with pertinent information in this RFP.

* 1. **Contractor** **Presentations**

Contractors may be required to make a presentation. The determination as to need for presentations, and the location, order, and schedule of the presentations is at the sole discretion of the Agency. The presentation may include slides, graphics and other media selected by the Contractor to illustrate the Contractor’s Proposal. The presentation shall not materially change the information contained in the Proposal.

* 1. **Evaluation of Proposals Submitted**

Proposals that are timely submitted and are not rejected will be reviewed in accordance with Section 6 of the RFP. The Agency will not necessarily award a contract resulting from this RFP to the Contractor offering the lowest cost. Instead, the Agency will award the Contract(s) to the Responsible Contractor(s) whose Responsive Proposal the agency believes will provide the best value to the Agency and the State.

* 1. **Award Notice and Acceptance Period**

Notice of Intent to Award the Contract(s) will be sent to all Contractors submitting a timely Proposal and may be posted at the website shown on the RFP cover sheet. Negotiation and execution of the Contract(s) shall be completed no later than thirty (30) days from the date of the Notice of Intent to Award or such other time as designated by Agency. If the successful Contractor fails to negotiate and deliver an executed Contract by that date, the Agency, in its sole discretion, may cancel the award and award the Contract to the remaining Contractor the Agency believes will provide the best value to the State.

* 1. **No Contract Rights until Execution**

No Contractor shall acquire any legal or equitable rights regarding the Contract unless and until the Contract has been fully executed by the successful Contractor and the Agency.

* 1. **Choice of Law and Forum**

This RFP and the Contract shall be governed by the laws of the State of Iowa. Changes in applicable laws and rules may affect the award process or the Contract. Contractors are responsible for ascertaining pertinent legal requirements and restrictions. Any and all litigation or actions commenced in connection with this RFP shall be brought in the appropriate Iowa forum.

* 1. **Restrictions on Gifts and Activities**

Iowa Code Chapter 68B restricts gifts which may be given or received by State employees and requires certain individuals to disclose information concerning their activities with State government. Contractors are responsible to determine the applicability of this Chapter 68B to their activities and to comply with its requirements. In addition, pursuant to Iowa Code section 722.1, it is a felony offense to bribe or attempt to bribe a public official.

* 1. **No Minimum Guaranteed**

The Agency does not guarantee any minimum level of purchases under the Contract.

* 1. **Appeals**

Appeals of the Notice of Intent to Award are governed by the Agency’s vendor appeal process. Contractors may obtain information about the appeal process from the Issuing Officer and at Iowa Administrative Code chapters 11-7 and 11-105.

* 1. **Letters of Intent to Bid (Mandatory)**

A letter of intent to bid must be mailed, sent via delivery service or hand delivered to the Issuing Officer and received by the time and date listed in the RFP cover sheet. The letter of Intent to Bid must identify the RFP by its name and number and include the Contractor’s name, mailing address, electronic mail address, fax number, telephone number, a statement of Contractor’s intent to submit a bid in response to the RFP, and an authorized signature. Electronic mail and faxed letters of intent to bid will not be accepted.

Submitting a letter of intent to bid is a mandatory condition to submit a Proposal and to ensure receipt of written responses to Contractors’ questions and Addenda to the RFP. Failure to submit a letter of intent by the deadline specified will result in the rejection of the Contractor's Proposal.

SECTION 3 FORM AND CONTENT OF PROPOSALS

**3.1 Instructions**

These instructions prescribe the format and content of the Proposal. They are designed to facilitate a uniform review process. Failure to adhere to the Proposal format may result in the rejection of the Proposal.

* + 1. The Proposal shall be typewritten on 8.5" x 11" paper and sent in sealed envelope. The Proposal shall be divided into two parts: (1) the Technical Proposal and (2) the Cost Proposal. The Technical Proposal and the Cost Proposal shall be labeled as such and placed in a separate sealed envelope. The envelopes shall be numbered in the following fashion: 1 of 4, 2 of 4, etc. The envelopes shall be labeled with the following information:

**RFP Number: RFP1117282197**

**RFP Title: Statewide Assessment of Student Progress**

**Nancy Wheelock**

**Iowa Department of Administrative Service**

**Central Procurement Bureau**

**Hoover Building, Flr. 3**

**1305 E. Walnut Street**

**Des Moines, IA 50319**

***[Contractor's Name and Address]***

The Agency shall not be responsible for misdirected packages or premature opening of Proposals if a Proposal is not properly labeled.

1 Original, 1 Digital, & 6 Copies of the Technical Proposal shall be timely submitted to the Issuing Officer in a sealed envelope. The Cost Proposal shall be submitted in a separate sealed envelope.

Technical Proposal Envelope Contents

Original Technical Proposal and any copies

Public Copy (if submitted)

Technical Proposal on digital media

Electronic Public Copy on same digital media (if submitted)

Cost Proposal Envelope Contents

Original Cost Proposal

Cost Proposal on digital media

* + 1. If the Contractor designates any information in its Proposal as confidential pursuant to Section 2, the Contractor must also submit one (1) copy of the Proposal from which confidential information has been excised as provided in Section 2 and which is marked “Public Copy”.
		2. Proposals shall not contain promotional or display materials.
		3. Attachments shall be referenced in the Proposal.
		4. If a Contractor proposes more than one solution to the RFP requirements, each shall be labeled and submitted separately and each will be evaluated separately.

**3.2 Technical Proposal**

The following documents and responses shall be included in the Technical Proposal in the order given below:

* + 1. **Transmittal Letter (Required)**

An individual authorized to legally bind the Contractor shall sign the transmittal letter. The letter shall include the Contractor’s mailing address, electronic mail address, fax number, and telephone number. Any request for confidential treatment of information shall be included in the transmittal letter in accordance with the provisions of Section 2.

* + 1. **Table of Contents**

The Contractor shall include a table of contents of its Proposal and submit the check list of submittals per Attachment #4.

* + 1. **Mandatory Requirements and Scored Technical Requirements**

The Contractor shall answer whether or not it will comply with each Mandatory Requirement in Section 5.1 of the RFP.

The Scored Technical Requirements discussed in Section 5.2 of the RFP are provided in Section 4 – Scope of Work. Contractor will respond to each of the Scored Technical Requirements in Section 4 – Scope of Work in the Proposal. Contractor may use the RFP document as a template for their response to the Scored Technical Requirements but are not required to do so. Where the context requires more than a yes or no answer or the specific requirement so indicates, Contractor shall explain how it will comply with the requirement. Merely repeating the requirements located in Section 4 – Scope of Work may be considered non-responsive and result in the rejection of the Proposal. Proposals must identify any deviations from the requirements of the RFP or requirements the Contractor cannot satisfy. If the Contractor deviates from or cannot satisfy the requirement(s) of this section, the Agency may reject the Proposal.

* + 1. **Termination, Litigation, Debarment**

The Contractor must provide the following information for the past five (5) years:

* + - 1. Has the Contractor had a contract for goods and/or services terminated for any reason? If so, provide full details regarding the termination.
			2. Describe any damages or penalties assessed against or dispute resolution settlements entered into by Contractor under any existing or past contracts for goods and/or services. Provide full details regarding the circumstances, including dollar amount of damages, penalties and settlement payments.
			3. Describe any order, judgment or decree of any Federal or State authority barring, suspending or otherwise limiting the right of the Contractor to engage in any business, practice or activity.
			4. A list and summary of all litigation or threatened litigation, administrative or regulatory proceedings, or similar matters to which the Contractor or its officers have been a party.
			5. Any irregularities discovered in any of the accounts maintained by the Contractor on behalf of others. Describe the circumstances and disposition of the irregularities.

Failure to disclose these matters may result in rejection of the Proposal or termination of any subsequent Contract. The above disclosures are a continuing requirement of the Contractor. Contractor shall provide written notification to the Agency of any such matter commencing or occurring after submission of a Proposal, and with respect to the successful Contractor, following execution of the Contract.

* + 1. **Criminal History and Background Investigation**

The Contractor hereby explicitly authorizes the Agency to conduct criminal history and/or other background investigation(s) of the Contractor, its officers, directors, shareholders, partners and managerial and supervisory personnel who will be involved in the performance of the Contract.

* + 1. **Acceptance of Terms and Conditions**

By submitting a Proposal, Contractor acknowledges its acceptance of the terms and conditions of the RFP and the General Terms and Conditions without change except as otherwise expressly stated in its Proposal. If the Contractor takes exception to a provision, it must identify it by page and section number, state the reason for the exception, and set forth in its Proposal the specific RFP or General Terms and Conditions language it proposes to include in place of the provision. If Contractor’s exceptions or responses materially alter the RFP, or if the Contractor submits its own terms and conditions or otherwise fails to follow the process described herein, the Agency may reject the Proposal, in its sole discretion.

* + 1. **Certification Letter**

The Contractor shall sign and submit with the Proposal, the document included as Attachment #1 (Certification Letter) in which the Contractor shall make the certifications included in Attachment #1.

* + 1. **Authorization to Release Information**

The Contractor shall sign and submit with the Proposal the document included as Attachment #2 (Authorization to Release Information Letter) in which the Contractor authorizes the release of information to the Agency.

* + 1. **Firm Proposal Terms**

The Contractor shall guarantee in writing the goods and/or services offered in the Proposal are currently available and that all Proposal terms, including price, will remain firm Bid Terms days following the deadline for submitting Proposals.

* 1. **Cost Proposal**

The Contractor shall provide its cost proposal in a separately sealed envelope for the proposed goods and/or services. See Attachment #5. The Contractor should use the table in Attachment 5 to provide a cost for each task. If additional description is needed for each task, the Contractor shall include notes for each cost in a "notes row below the task. The Contractor should review the entire RFP and include additional items that are needed to provide the services and deliverables requested by the Agency. The total cost shall be provided for each task and a grand total shall be provided. See Attachment 5.

* + 1. **Payment Methods**

The State of Iowa, in its sole discretion, will determine the method of payment for goods and/or services as part of the Contract. The State Pcard and EAP are preferred payment methods, but payments made by any of the following methods: Pcard/EAP, EFT/ACH, or State Warrant. Contractors shall provide payment acceptance information in this section 3.3.1 in their Cost Proposals. **This information will not be scored as part of the Cost Proposal or evaluated** **as part the Technical Proposal.**

* + - 1. **Credit card or ePayables**

The State of Iowa’s Purchasing Cards (Pcards) and ePayable solution (EAP) are commercial payment methods utilizing the VISA credit card network. The State of Iowa will not accept price changes or pay additional fees if Contractor uses the Pcard or EAP payment methods. Pcard-accepting Contractors must abide by the State of Iowa’s Terms of Pcard Acceptance, as provided in Section 7.4 of the RFP. Contractors must provide a statement regarding their ability to meet the requirements I this subsection, as well as identifying their transaction reporting capabilities (Level I, II, or III).

* + - 1. **Electronic Funds Transfer (EFT) by Automated Clearing House (ACH)**

Contractors shall provide a statement regarding their ability to accept payment by EFT by ACH. Payments are deposited into the financial institution of the claimant's choice three working days from the issue date of the direct deposit.

<https://das.iowa.gov/sites/default/files/acct_sae/man_for_ref/forms/eft_authorization_form.pdf>

* + - 1. **State Warrant**

The State of Iowa's warrant drawn on the Treasurer of State is used to pay claims against the departments of the State of Iowa. The warrant is issued upon receipt of proper documentation from the issuing department.

* + - 1. **Funding and Direct Billing**

Funding and payment of the Statewide Assessment of Student Progress by the Agency is contingent on a legislative appropriation outlined in section 4.1.6. If an appropriation is not made during the Iowa 2018 legislative session, the Contractor must be prepared to implement the Direct Billing requirement outlined in section 4.2.4 of this RFP.

* + 1. **Payment Terms**

Per Iowa Code 8A.514 the State of Iowa is allowed sixty (60) days to pay an invoice submitted by a Vendor/Contractor.

* + 1. **Contractor Discounts**

Contractors shall state in their Cost Proposals whether they offer any payment discounts, including but not limited to:

* + - 1. **Prompt Payment Discount**

The State can agree to pay in less than sixty (60) days if an incentive for earlier payment is offered.

* + - 1. **Cash Discount**

The State may consider cash discounts when scoring Cost Proposals.

SECTION 4 SCOPE OF WORK

**Overview**

The successful Contractor shall provide the services to the State in accordance with the requirements as provided in this Scope of Work. This section provides an introduction to the RFP, major tasks and services, schedule of major deliverables, and the functional and technical requirements for the Statewide Assessment of Student Progress.

Contractors will be evaluated on the following seven technical requirements from Senate File 240. Contractor shall respond to each of the scored technical requirements as directed in Section 5.2 – Scored Technical Requirements. Responses to these scored requirements should be concise and include only the information needed to fulfill the requirement. **Potential Contractors may collaborate to meet the requirements.**

* 1. **Scored Technical Requirement 1: Feasibility of Implementation by School Districts**
		1. **Timeline, Assessment Content and Grades**

The Statewide Assessment of Student Progress system must be implemented beginning in the 2018-19 school year with the first summative assessment to be given in the spring of 2019.  This end-of-year summative assessment will provide educators detailed information about student performance.  In order to meet this timeline, a potential Contractor must have a fully operational assessment system, which includes all required assessment areas: English language arts including reading and writing, mathematics and science.

Table 1 below provides a breakdown of the content and grades to be assessed.  If a Contractor does not have an operational assessment at the time of submission, including the forms of the assessment to be administered in spring 2019 in any of the required content areas, the Contractor needs to provide a detailed plan of how the assessment will be fully functional by the time of the first administration including training beginning no later than August 2018. Contractors may collaborate to meet the assessment requirements.

For assessments covering English language arts, including reading and writing, and mathematics content areas, Contractor shall propose to assess grades 3 through 8 and at least one high school grade in their response. A Contractor shall make it clear in its response which high school grade it is choosing to submit as the required high school grade and which grades are optional for English language arts including reading and writing. Grade 12 will not be considered as the required high school grade to be assessed. Only the Contractor’s required high school grade will be considered in the scoring of the RFP. It is required for Iowa districts to have common grades assessed to meet Federal assessment requirements. At the same time, historically, Iowa school districts have chosen to assess additional grade levels in high school. The Agency wants to continue to provide this local flexibility through this RFP.

It is expected that Contractor shall also provide pricing for other high school grades, excluding grade 12. For example, Contractor could choose 10th grade as its required high school grade to be assessed. It is expected that Contractor also provide pricing and assessment options for grades 9 and 11. Conversely, Contractor could choose grade 11 as its required high school grade to be assessed but also provide pricing for grades 9 and 10.

Science estimates should only include grades 5, 8 and 10.

 **Table 1: Minimum Required Assessment Content and Grades**

|  |
| --- |
| **Minimum Required Assessment Content and Grades** |
| **Content** | **Grades to be assessed** |
| Mathematics | 3 to 8 and one high school grade |
|  English Language Arts including reading and writing | 3 to 8 and one high school grade |
| Science | 5, 8 and 10 |

* + 1. **Project Management Responsibilities**

The Contractor will designate a team of professional individuals to manage the Statewide Assessment of Student Progress. The responsibilities for the management team shall include:

1. Working with the Agency to plan and schedule all activities and deliverables.
2. Working with the Agency and develop a plan for managing risk through the assessment process.
3. Receiving approval from the Agency for any change to the scope of work.
4. Monitoring and reporting the progress of each component/task of the project.
5. Managing regularly scheduled conference calls for reporting the progress and issues for each activity.
6. Recording the results of discussions and clarifying the issues in meeting minutes. Contactor will provide a copy of the meeting minutes to Agency.
7. Ensuring all deliverables are on schedule.
8. Informing the Agency of any personnel changes.
9. Ensuring every processing step is completed on time with 100 percent accuracy.

The Contractor shall describe its escalation process for resolving any Contractor and client disagreements.

* + 1. **Organizational Structure and Key Personnel**

The Contractor shall provide an organizational chart, including identification of Executive and Key Personnel including subcontractors where applicable. The chart shall clearly indicate lines of authority and communication within and among the Contractor’s departments and subcontractors, where appropriate. All Key Personnel for this RFP must be clearly identified in the Contractor’s proposal.

The Contractor should, at a minimum, designate the following individuals who will be assigned to work with the Agency on this program. These designated individuals for this Contract are referred to hereafter as Key Personnel:

1. Executive Sponsor: oversees the Contract and budget and organizational commitment to delivering Iowa’s Statewide Assessment of Student Progress.
2. Project Manager: oversees and monitors the planning, scheduling, progress, and quality of the work.
3. Lead System Designer: oversees the technical tasks and issues, including accessibility and accommodations requirements, and supervises the programming group.
4. Scoring Project Leader: oversees and monitors scheduling, coordination, and quality control of the hand scoring activities.
5. Lead Psychometrician: oversees the technical and psychometric tasks and issues that relate to test forms, sampling design, and other technical analyses.
6. Quality Assurance Manager: oversees and builds processes associated with producing error-free item-level statistics, test data, and reports.

The Contractor will work closely with the Agency to ensure that services are given the highest priority. A Project Manager from the Agency will provide oversight of the activities conducted under the Contract. The Project Manager will be the principal point of contact on behalf of the Agency concerning the Contractor's performance under the Contract.

Staff members from the Agency will be assigned to monitor this Contract under the supervision of the Project Manager. In the Proposal, the Contractor shall provide a brief description of each designated staff member’s background including experience of each member of the project team. A current vita/resume shall be included for all Key Personnel in Appendix F of the response to the RFP. Contractor can include additional personnel including their roles, which can contribute to the overall success of delivering the Statewide Assessment of Student Progress. Contractor should also include a description of how the project team will be organized and deployed.

The Contractor shall affirm in its response to this RFP that should the Contract be awarded, all Key Personnel proposed shall be released from any concurrent responsibilities that would impede their availability to assume the work as proposed.

The Agency reserves the right to review and approve all Contractor Key Personnel and subcontractor staff. If Contractor personnel or subcontractors relationships change during the period of the Contract, the Agency has the right to approve or disapprove of replacement of personnel or subcontractors.

* + 1. **Organizational Experience**

The Agency is seeking proposals from qualified Contractors with extensive experience successfully delivering a high stakes, statewide student assessment. Contractor shall provide relevant experience with the capacity to develop, deliver, score and report online and paper-based comparable summative assessments.

* + 1. **Project Plan System Rollout and Delivery**

Contractor must submit a project plan as part of the response. The project plan will cover both Contractor and Agency tasks and responsibilities and work schedule. At minimum, the plan must contain the following:

1. A work breakdown structure of the major phases of the project, accounting for all tasks, deliverables and milestones.
2. A timetable for each task, deliverable and milestone.
3. Tasks, responsibilities for the discovery, design, development, testing and implementation of the Statewide Assessment of Student Progress.

In addition to the project plan, the Contract shall provide a description of the rollout and delivery of the Statewide Assessment of Student Progress. This narrative shall accompany the project plan.

* + 1. **Funding and Contract Renewals**

At the time of the issuance of this RFP, a funding source for the Statewide Assessment of Student Progress has not been determined. Iowa’s fiscal year runs from July 1 to June 30, with the appropriations typically signed into law in May or June. Individual assessment components may be eliminated or scaled back during any particular year(s) if funding is not sufficient to meet costs. Therefore, any award pursuant to this RFP, and any resulting contracted work, is contingent upon Agency securing funds.

Neither issuance nor award of this RFP shall constitute a binding guarantee on Agency’s part that funds are or will be made available, or that a Contract will result. The Contract period for this work is between November 1, 2017 and June 30, 2019, with options to renew the contract for up to four additional years to be determined by the Agency.

If the Iowa Legislature does not allocate the Agency a funding mechanism for the Statewide Assessment of Student Progress during the 2018 legislative session, the Contractor must be prepared to implement a Direct Billing mechanism described in section 4.2.4 of this RFP.

* + 1. **Professional Standards/Best Practices**

The Contractor must ensure that all materials, practices and procedures developed under this Contract meet relevant professional standards such as those contained in the Standards for Educational and Psychological Testing published by the American Educational Research Association (2014 or most current version) and the various guidance and checklist documents published by the Council of Chief State Schools Officers, such as the Quality Control Checklist for Item Development and Test Form Construction, particularly in terms of privacy; validity; reliability; fairness in testing, including opportunity to learn and accommodations; test design, including alignment; scores; administration; scoring; reporting and documentation.

The Contractor shall inform Agency when implementation practices or policies are not consistent with the best educational research and practice. The Contractor shall be responsible for clearly communicating the risks of violating conclusions of the best educational research and practice. If Agency concurs, the Contractor shall work to make necessary corrections.

The Contractor shall confirm its agreement to meet this requirement.

* + 1. **State and Federal Requirements**

The Contractor shall ensure that all materials, processes and procedures used under this Contract meet relevant State and Federal Legal requirements, including requirements under the Elementary and Secondary Education Act (ESEA) as updated by the Every Student Succeeds Act of 2015 (ESSA), the U.S. Department of Education Peer Review of State Assessment Systems, Non-Regulatory Guidance for States for Meetings Requirements of the Elementary and Secondary Act of 1965, as amended (2015), and the Individuals with Disabilities Education Act (IDEA).

Throughout the life of the contract, and any extensions, the Contractor shall communicate to the Agency when it concludes that the program is no longer meeting State and Federal requirements and shall provide corrective options to the State for consideration. Specific information related to meeting the Federal requirement of the Every Student Succeeds Act can be found later in this RFP under the section *Ability of the Assessment to Meet the Requirements of the Federal Every Student Succeeds Act, Pub. L. No. 114-95.*

The Contractor shall confirm its agreement to meet this requirement.

* + 1. **Communication**

The Contractor shall assist the Agency in explaining to the Iowa State Board of Education, the legislature, media, the public, stakeholders, the court, and/or other applicable entities why the tests are valid and reliable assessments that are appropriate for their intended purposes. The Contractor shall collaborate with the Agency to develop external communication material to promote understanding and acceptance of the Statewide Assessment of Student Progress and revised assessments.

The Contractor shall describe its proposed plan, methods, and timelines to meet this requirement.

* + 1. **Cooperation with Quality Control Contractor and Agency Staff**

The Agency may contract separately with a third party quality control contractor (the “Quality Control Contractor”) for all of its assessments. The Quality Control Contractor will review the Contractor work, meet with the Contractor’s staff, and conduct on-site visits at all of relevant Contractor’s facilities to assure the Agency that:

a) The Contractor meets required schedules and quality control requirements and performs services in accordance with contractual requirements; and

b) Deliverables, including file exchanges, are properly coordinated. The Contractor selected through this RFP shall cooperate fully with the Quality Control Contractor and Agency staff providing access to all facilities, personnel, and information regarding services upon request.

The Contractor shall confirm its agreement to meet this requirement.

* + 1. **Interaction with Verification Contractor**

The Agency may contract separately with a third party verification contractor (the “Verification Contractor”) on an on-going or periodic basis. The Contractor shall describe its experience and plan for coordination with other state-contracted organizations assigned to work on the same program. The Contractor will be required to share information regarding item parameters, data files (including scan files and command files), and any other information needed to verify the reliability, validity, and quality of the Statewide Assessment of Student Progress data and system.

The Contractor shall confirm its agreement to fulfill this requirement.

* + 1. **Meetings**

**4.1.12.1 Planning (Kick-Off /Annual)**

By no later than seven (7) calendar days after the effective date of the Contract, the Contractor shall schedule and attend a meeting in the Des Moines area. The meeting will include Agency personnel and other designees, as determined by the Agency, to discuss the required services, review the Contractor’s work plan and implementation schedule, and obtain specific information, data, criteria, and/or instructions necessary to finalize the Contractor’s work plan as submitted in the Contractor’s awarded proposal.

**4.1.12.2 Agency Coordination Meeting (Annual)**

Contractor will convene an annual meeting for the Agency to work through contract fulfillment coordination and scope of work modifications or enhancements. Meeting will be for one (1) day at a location convenient to both the Contractor and the Agency. Attendance will be for no more than eight Agency personnel and all related costs for attendance will be the responsibility of the Contractor.

**4.1.12.3 Logistical Requirements for Meetings**

For all development and review meetings and achievement level setting activities, the Contractor shall comply with the following logistical requirements:

All meetings related to the development, review, and field-testing of test items and/or test forms must occur on the state capitol complex located in Des Moines, Iowa, unless specified otherwise by the Agency. However, if appropriate and with Agency approval, the Contractor may conduct virtual meetings via WebEx or other similar platform. The Contractor shall secure appropriate facilities for the meetings, arrange necessary meals and refreshments for the meetings, and arrange participants’ lodging. The Contractor shall be responsible for any facility costs, participants’ meals provided as part of the meetings, and participants’ lodging expenses, with the exception of state employees and members living within the domicile.

The Contractor shall reimburse participants according to the state guidelines to provide the most cost effective solution for the Agency. The state guidelines can be viewed at [Travel Expenses](https://das.iowa.gov/sites/default/files/acct_sae/sae_manual/210/210-102.pdf%20) and [Vehicle Expenses](https://das.iowa.gov/sites/default/files/acct_sae/sae_manual/210/210-130.pdf). The Agency shall be responsible for participants’ mileage expenses, meals not provided as part of the meeting, and honoraria or substitute reimbursement. The Contractor shall provide the agenda and any necessary materials required for the meeting.

The Contractor shall be responsible for all expenses, including travel expenses, incurred by the Contractor’s personnel to attend or participate in all required item development and review meetings.

Except for the meetings related to the development, review and field-testing of test items, the Contractor’s initial meeting with the Agency following the effective date of the Contract, and the regularly scheduled weekly conference calls, the Agency shall initiate and coordinate all other meetings and conference calls between the Contractor and Agency, and any other designees of the Agency such as third-party consultants or constituents. The Agency shall be responsible for any and all facility costs and meal expenses provided as part of the meeting.

**4.1.12.4 Project Management Team Meetings**

Contractor’s Project Management Team will meet weekly with the Agency Project Team to communicate progress on meeting deliverables and address any issues that arise which may interfere with successful administration, scoring, and reporting. The Contractor’s Project Manager shall be responsible for planning the agendas and facilitating the meetings. These meetings may be held virtually, providing the addenda is provided to the Agency team at least 24 hours in advance of the meeting. On occurrences of date and time changes or cancellation, the Agency must provide prior approval.

* + 1. **Travel**

The Contractor may be required to travel to various statewide locations to meet project requirements/training.

All anticipated travel expenses are to be included in the Cost Proposal. Therefore, the total price quoted for this project should include all travel, lodging or per diem costs to be incurred by the Contractor’s personnel to provide services requested. NO ADDITIONAL COSTS WILL BE REIMBURSED.

The Contractor shall confirm its agreement to fulfill this requirement.

* + 1. **Technical Advisory Committee**

The Agency convenes, throughout the course of a year, various advisory committees with membership from national, state (i.e., assessment and measurement experts) and local districts. This will include both school district and area education agency (AEA) staff responsible for district implementation of assessment programs. These advisory committee members provide advice and/or feedback regarding the Statewide Assessment of Student Progress.

Contractors will collaborate with the Agency to establish a Technical Advisory Committee (TAC) and identify membership with the Agency having final approval. The Contractor will be responsible for the support and logistics management of advisory committee meetings. The TAC should consist of no more than 15 members, at least five of which should be state employees. It is expected the TAC will meet quarterly.

Contractor will describe proposed staffing to support all TAC meetings on a schedule defined by the Agency.

**4.1.14.1 Contractor’s Responsibilities for the TAC are:**

a) Contractor will be responsible for all consulting agreements associated with TAC meeting participation. Contractor should expect to pay national-level advisory members between $1,000 and $2,000 per day for meeting attendance and $200 per hour for telephone consultation.

b) Contractors will be responsible to address participation parameters and applicable compensation agreements for committee members on the TAC. Representatives from area education agencies and the Agency are already compensated by their employer. Many representatives from school districts may require travel expenses, and possibly substitute teacher reimbursement, to be covered. Cost for substitutes can be up to $200 per day.

c) Contractor will be responsible for all expenses associated with advisory committee meetings, inclusive of, but not limited to, lodging, meals, meeting venue, materials, parking, and mileage for all participants, excluding state staff. Contractor should refer to posted Federal GSA rates found at: <http://www.gsa.gov/portal/category/100120> .

* + 1. **Legislative and Policy Changes**

The subject matter of this RFP may be subject to legislative changes either by the federal or state government. If any such changes occur prior to the submission deadline, then all Contractors will have the opportunity to modify their proposals to reflect such changes. If any such changes occur after the submission deadline but prior to the opening of the cost proposals, then all Contractors will be given an opportunity to modify their proposals to reflect such legislative changes. If the cost proposals have been opened, then the RFP will be cancelled and a replacement RFP will be posted to include the new legislative changes.

* + 1. **Schedule of Deliverables**

The required deliverables and proposed timelines are identified in Table 2 below. The timeline for subsequent years and any additions or deletions from the deliverable will be proposed by the Contractor and approved by the Agency at the kickoff meeting for each contract year.

**Table 2: Schedule of Deliverables**

| **Date** | **Activity/Deliverable** |
| --- | --- |
| November 2017 | Kickoff meeting |
| November 2017 | Weekly project meetings begin |
| January 2018 | Quality assurance manual complete |
| January 2018 | Formation of Technical Advisory Committee/first quarterly meeting |
| February 2018 | Development of communication materials to promote understanding and acceptance of the Statewide Assessment of Student Progress and revised assessments. |
| July 2018 | Training system is operational |
| August 2018 | End user training begins |
| August 2018 | Summative assessment form for all test types (online, paper-pencil and Braille) |
| August 2018 | Online platform available to educators for professional development and assessment certification |
| September 2018 | Test booklets ready all test types  |
| September 2018 | User acceptance testing – all practices tests |
| January 2019 | Student registration including ordering paper-pencil or online assessment. Shipping paper-pencil assessment |
| January 2019 | Production system available for operational assessment |
| February to May 2019 | First operational summative assessment window |
| February to May 2019 | Scoring which could include technology enhanced (TE) and selected response item scoring; constructed response (CR) Scoring |
| May to June 2019 | Score reports available for individual students, district and schools reports and State receives score file |
| May/June 2019 | Range finding and rubric validation |
| May/June 2019 | Differential item review |
| September 2019 | Technical reports and annual project report |

Table 3 below indicates the liquidated damages for delay. For failure to meet the delivery schedule as established during the annual kickoff meeting, the sums as shown below shall be assessed as liquidated damages for such delay, and not as a penalty.

**Table 3: Liquidated Damages for Delay or Nonperformance**

|  |  |
| --- | --- |
| **Activity or Deliverable** | **Liquidated Damages (per day)** |
| Training system not available | $2,000/day for the first five days, $4,000/day for each day thereafter |
| Summative assessment forms for all test types (online, paper-pencil and Braille) | $2,000/day for the first five days, $4,000/day for each day thereafter |
| Online platform available to educators for professional development and assessment certification | $2,000/day for the first five days, $4,000/day for each day thereafter |
| Online Statewide Assessment of Student Progress is ready for students taking summative test | $4,000/day for the first five days, $8,000/day for each day thereafter |
| Online Statewide Assessment of Student Progress is fully operational throughout entire summative testing window | $10,000 per day including partial days, system is not fully operational during summative testing window |
| Final assessment guides delivered to IDOE | $2,000/day for the first five days, $4,000/day for each day thereafter |
| Score reports available for individual students, district and schools reports and State receives score file | $4,000/day for the first five days, $8,000/day for each day thereafter |

* + 1. **Family Education Rights and Privacy Act (FERPA)**

All Contractor personnel performing services for this project shall adhere to existing privacy/security standards established by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g; 34 CFR Part 99.  The Contractor and their personnel shall protect the confidentiality of all students and their associated educational records.  Except for officially approved purposes, no information about or obtained from, any student or educator shall be disclosed to any party other than Agency without prior written consent from Agency.

* + 1. **Product Defects**

The Agency expects that all products developed and used under this Contract will be defect-free. Errors in materials or quality assurance, failures in development, administration, scoring or reporting for any assessment component will not be tolerated. The term “defect” includes, but is not limited to, inaccuracies in grammar, content, format, or directions in any printed or online material or posted materials. The Agency review of materials does not absolve the Contractor of this requirement.

* + 1. **Quality Assurance**

Error-free production is required and shall be the final responsibility of the Contractor. Quality assurance procedures shall be exercised throughout all activities to ensure the system presents accurate information and operates properly. The Contractor should provide a final Quality Assurance Manual to the Agency no later than January 1, 2018. This document should describe the procedures that will be used to assess the quality of all phases of the project in the initial stage of this Contract. The Contractor should follow the manual to perform quality assurance work for each task.

* 1. **Scored Technical Requirement 2: Cost to School Districts and the State in Providing and Administering the Assessment and the Technical Support Necessary to Administer the Statewide Assessment**

**4.2.1 Cost-Best Value**

The cost of the Statewide Assessment of Student Progress is an important consideration in the selection process. Cost must be considered along with the technical criteria and the overall quality of the assessment to determine the overall best value for the Agency, school districts, State of Iowa, Iowa students, parents, educators and administrators.

**4.2.2 Assessment Format**

Each assessment shall be available in both online and paper format.  It will be a district decision to administer either the online version or paper-pencil assessment.  In addition, students may use a paper-based assessment depending on individual needs (e.g., if required by an Individualized Education Plan (IEP) or section 504 plan).  Some schools may not have the technology to fully administer online assessments.

The summative online and paper-pencil versions will be administered under secure conditions.  Both the paper-pencil and online versions of the assessment should allow for multiple assessment item types including constructed response and performance tasks. The online assessment system could include more interactive item types.

The Agency surveyed Iowa school districts to determine the approximate number of districts who are planning to administer assessments in paper-pencil or online in the spring of 2019. Ninety five (95) percent of Iowa districts representing seventy seven (77) percent of Iowa students indicated they are planning to administer assessments using the online platform. This information should be used only for the purposes of cost estimates for this RFP and not final determinations of a district choice to switch to either online or paper-pencil. Contractors will need to be prepared to deliver either format in spring of 2019.

In the 2015-16 school year, the following number of students were assessed per grade level. Estimates should be based on the following volume for assessing English language arts including reading and writing and mathematics. The grades required for each assessment can be found in Section 4.1.1 – Table 1. Science estimates should only include grades 5, 8 and 10.

**Table 4: Number of Public School Students Accessed Per Grade Level in 2015-16**

|  |  |
| --- | --- |
| Grade | 2015-16 Students Assessed |
| 3 | 37,154 |
| 4 | 36,647 |
| 5 | 36,005 |
| 6 | 35,597 |
| 7 | 36,049 |
| 8 | 35,646 |
| 9 | 35,909 |
| 10 | 36,111 |
| 11 | 34,451 |
| Total | **323,569** |

**4.2.3 Assessment Delivery Platform**

The Contractor must have an Assessment Delivery Platform capable of delivering online assessments statewide in spring of 2019. The Contractor shall be capable of providing an online test management system as well as an online test administration system. The online test management system refers to the portions of the Contractor’s system that will be used for managing student data and setting up online test sessions. Activities such as updating student data, registering students, and managing online test sessions will be done through the online test management system. The online test administration system refers to the online Assessment Delivery Platform that will be used to deliver the assessments to students. In addition, the Assessment Delivery Platform must also have an integrated reporting module.

The Agency requires that the Contractor provide a hosted infrastructure (a.k.a. “cloud”) service solution that integrates with existing Agency data system. Ideally, the Contractor will host an end-to-end online testing service, given pre-loaded student demographic data from the state and/or district systems. The system shall be fully functional and capable of independent operation between districts and the Contractor without state-level mediation.

The Contractor shall provide the Agency information regarding the functionality of these systems as part of this proposal. If a Contractor does not have an operational system which meets the technical and functional requirements, the Contractor shall provide a detailed plan for how it will have an operational system to meet the timelines outlined in the schedule of deliverables. If Contractor is asked to provide a presentation as part of the evaluation process, the Contractor should be prepared to demonstrate the functionality of the online assessment system.

**4.2.3.1 Security**

The Assessment Delivery Platform must meet the Agency’s privacy and security requirements and industry security standards for delivering a secure assessment. The Contractor shall describe how its test engine provides advanced security protocols and techniques to protect both test content and student data. General security requirements shall at a minimum include:

1. Student access control to the testing interface with student authentication generated through a secure administrative system
2. Administrator access control including administrative authentication to gain access to administer tests, view/maintain student data, and access student performance reports
3. System checks that evaluate each user’s access privileges at log-in and automatically disable or enable client functions based upon the user’s profile
4. Data forensics

At a minimum, the Contractor shall take the following steps to enhance the security of test content and student data:

1. Security of test content shall be device specific and device appropriate
2. Only valid authentication information may enable test content to be decrypted to a viewable format
3. Test content accessed via valid authentication information must be displayed only while the student is taking the test. Upon completing the test, or test stoppage, any decrypted test content must automatically be removed from any systems outside of the host systems
4. Cached content must be secured, managed, and purged
5. All transmissions of student data must occur over secure network connections that utilize authentication and encryption technologies

The Contractor’s system shall support protocols for secure collection, management, and transfer of student data to and from the Agency, and comply with the Family Educational Rights and Privacy Act (FERPA). Contractor’s system shall include a secure user management component that tracks state, district, school, and classroom level users and students, and the relationships among them.

The Contractor shall describe its system’s security features and confirm its system’s ability to fulfill the aforementioned security requirements.

**4.2.3.2 Technical System Performance Requirements**

The Contractor must have the capacity and scalability to seamlessly deliver assessments without system downtime. It is expected the system can handle the administration load of approximately 323,569 students during the spring 2019 assessment window including different grade levels and multiple content areas such as English language arts including reading and writing, mathematics and science. In addition, Iowa’s approximately 35,000 educators need to be able to login to the system to run reports, administer assessments or check results without system performance problems.

The Contractor is responsible for the following requirements:

1. The system must provide record level locking to ensure data integrity and should prevent simultaneous editing of the same database record by two different users.
2. The system must support automatic and manual restoration of all databases, including indices, pointers and tables, to a status prior to any system-wide failure.
3. The system must provide automatic alerts to identify issues before they impact in-progress tests or saved data. Examples include, but are not limited to, slow test refresh times, unexpected testing events, and bandwidth or load capacity issues. Designated Agency staff must be notified immediately when alerts suggest testing issues are expected.
4. The system must have all materials backed up in full at least weekly. The contractor must additionally conduct daily incremental backups. All backup media must be kept in a secure location separate from the production and test systems.
5. Student responses are saved regardless of page navigation (e.g., the system cannot save only when the student clicks on “Next Item”) to ensure no interruption to in-progress tests.
6. The Contractor shall have in place a disaster recovery plan which incorporates full server redundancy and automatic fail-over mechanisms. The Contractor must inform the Agency of the triggers for the plan. The fail-over system should be operational within four hours.
7. The Contractor will warranty the functionality of all underlying software used to develop and administer the online assessment system. The Contractor will use up-to-date standards for all application and web programming languages in the development of the system.
8. The Contractor shall have in place the necessary controls to ensure only authorized and tested changes are made to application source code and configuration files, including security and authorization policies for engineers and others working on the system.
9. Acceptance testing by the Agency must be included in the proposed timeline. Contractor should describe the acceptance procedures and establish a rigorous sign-off method for all project activities and deliverables. The Agency staff must have the opportunity to evaluate and accept or reject each system component.
10. System response time shall support a minimum of 150 percent of the maximum number of peak school day concurrent users with a mean refresh time of less than one second (exclusive of local school conditions).

**4.2.3.3 Iowa Education Portal Integration**

All Iowa state agencies are required to use the State of Iowa Enterprise Authentication & Authorization (Iowa A&A) system for user access to the State of Iowa Enterprise System. The Agency maintains a single sign on portal implementation (Iowa Education Portal), which is integrated with Iowa A&A. The Iowa Education Portal provides secure access to Agency applications. The Iowa Education Portal serves as the starting point for educational staff to access approximately 70 applications and resources requiring user authentication and verified authorization. Statewide, over 25,000 education professionals actively use the Portal to access those resources. These education professionals represent organizations ranging from school districts to Area Education Agencies, state agencies, and beyond.

Integration of third-party software with the Portal leverages the SAML security standard, version 1. The Contractor will be responsible for collaborating with the Agency and Portal vendor to complete the integration with the existing SAML implementation. Details regarding and integration sample can be found in Appendix B.

**4.2.3.4 Reporting**

1. **Report Format**

Assessment results are to be reported in a “user friendly” format. The Agency expects reports to provide actionable information for students, parents, and classroom teachers. The reporting system must be designed to complement instruction and to facilitate the use of assessment results to improve student achievement. Reports must reflect areas of strength as well as areas that could be targeted for instruction. Reports shall be tailored and approved by the Agency to ensure the reports meet the Agency’s branding requirements.

It is expected the Contractor will utilize feedback gathered by the Agency from education stakeholders who could include students, parents, administrators and educator on report shells and content when designing and creating the reporting system. The Agency shall approve the design of all reports proposed by the Contractor.

1. **Individual Student Reports**

The Contractor shall provide an individual student report which includes, at a minimum, scale scores, national percentile ranks, achievement levels, achievement level descriptors, and a confidence band using standard error of measurement around scale scores, claim scores, and writing trait scores. Contractor shall modify the mock-ups as deemed necessary by the Agency.

1. **School/District Score Reports**

Contractor shall provide electronic district- and school-level reports to convey student performance for all assessments. District and school level reports should include, at a minimum, scale scores, achievement levels, claim scores, and aggregate content-level target reports requirements.

1. **Paper Reports**

The Contractor shall provide a district option to order paper versions of reports. Contractor, in the cost proposal, shall provide the cost of paper version of reports. It will be a district or nonpublic school decision to choose the option to order paper reports for parents, educators or administrators.

The additional cost for ordering printed reports will need to be charged directly to districts and nonpublic schools who choose to order paper reports. The Contractor will provide a mechanism for billing directly for expenses related to paper reports. No additional costs shall be added to this proposal. However, the Contractor shall provide the menu of costs for paper reports on a per report basis.

1. **Electronic Print Option**

Contractor shall provide the functionality, through the online assessment platform, for school district’s or nonpublic to batch print individual student reports or district or school level report. The cost of developing an electronic print option will be included in the cost proposal. Beyond initial development costs, there shall be no additional cost for these reports to the State, Iowa school districts and nonpublic schools.

**4.2.3.5 System Functional Requirements**

The interface for test administrators must be intuitive and easy to use. Contractor shall provide services to maintain system integrity, high-performance server architecture, and server configuration.

The online assessment system will be hosted at a Tier 3 or higher data center, which must be located in the continental United States and must have built-in redundancy to protect against unplanned outages. Daily system backups will be performed by the Contractor, including off-site disaster-recovery copies. The Contractor will provide all hardware, networking services, and software. The system should be developed using a four-tier platform consisting of a development server, a staging server, a Quality Assurance (QA) server, and a production server. The development server will be used by the Contractor’s programmers to develop the software components. The QA server will be used by the Contractor’s QA staff to perform functional and system tests, and the staging server will provide an environment for the Agency to preview system changes before the changes are moved to the production environment.

In addition, the Agency will need a platform for training purposes. This platform should allow trainers and users to login to learn the full functionality of the system. The production servers will be considered the “live” environment and will be accessed only by system users such as District Assessment Coordinators (DAC), District Technology Coordinators (DTC), School Assessment Coordinators (SAC), teachers, and students.

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

**Table 5: Required System Functionality**

|  |
| --- |
| Required Functionality |
| Review of Items  | The system must include a secure administration that allows for review of available tests, items inserted into the system, and import and export of test items. Methods must be available to check item availability in development vs. production. |
| Test Interruption  | The system must recover data from any unforeseen test interruption and return the test-taker to the point of interruption. |
| System Availability  | Tests must be available from 7 am to 9 pm Central Standard Time; reporting and administrative functions must be available 24/7 exclusive of scheduled maintenance. |
| System Usage Reports | The system must allow authorized state administrators access to monitor and view tests that are started, completed, in-progress, and paused; search for and view individual student responses; and, collect system data about response changes (from right to wrong and wrong to right), response time for each item, and start and end times for each test. |
| Item Types | Could include, but is not limited to, multiple-choice, constructed response, short answer, technology- enhanced and performance tasks.  |
| Accessibility and Accommodations | The system must comply with the provisions of the *Americans with Disabilities Act of 1990*, and Section 508 of the *Rehabilitation Act of 1973*, including capacity to adjust font size, text to speech, and other access features and accommodations. The designated accessibility and accommodations features will be entered into a Student Needs Profile-like tool by educators prior to testing. The specifics of the accessibility features shall be provided in the Contractor’s response to section 4.3.3 of this RFP.  |
| Student Needs Profile– like Tool | The system must provide functionality to support the creation of profiles provided by the state. These profiles will be used to assign designated accommodations and accessibility features to students. |
| Exportable Files | The system must provide output file according to the IDOE specifications, including all items, test history, variables, statistics, and student responses by item, etc. All digital output files should be encrypted while in transit. The system must back up/protect student responses. |
| Use of Student Identifier | Student test records must be identified with the state student ID and a unique system-assigned ID. There must be a mechanism for the IDOE to update incorrect State IDs. Contractor shall implement a procedure to integrate with the IDOE state id system.  |
| Item Delivery | The system must, by default, prevent students from being presented with the same item more than once, with items out of the tested grade-band, or with incorrectly associated passages or prompts. The system should allow administrators to override this functionality if needed. |

**4.2.3.6 Data Integration/Data Ownership**

The Contractor’s Assessment Delivery Platform must export data in a manner compatible with the Agency’s data system, EdInsight. More information about EdInsight – Data Warehouse can be found at:

 https://www.educateiowa.gov/data-reporting/edinsight-data-warehouse.

The Agency retains ownership of all data in the Statewide Assessment of Student Progress system. Contractor system shall allow for near real-time movement of student assessment results to EdInsight. In addition, Contractor must have the capability of integrating student information from the Agency source systems to populate the Assessment Delivery Platform.

**4.2.3.7 Interoperability**

References to applicable standards and/or guidelines should be indicated.  The Agency requires that the system be interoperable based on the standards being developed for most state assessments, and complies with industry interoperability standards (e.g. CEDS, AIF, SIF, QTI, APIP, etc.).

The inter-component communication of the Contractor’s delivery system must use current industry-recognized standards, for example, IMS APIP. The external data transmission standard is the School Interoperability Framework (SIF). SIF will be integrated for both student roster acquisition for the Contractor’s test delivery system and the Contractor’s delivery of assessment results to the Agency. The Agency expects the Contractor to integrate data exchange via SIF. Details and timelines for integration will need to be agreed upon between the Contractor and the Agency.

**4.2.3.8 Data Management and Final Score File**

Contractor will establish procedures, in concert with the Agency, to provide districts the opportunity to reconcile discrepancies in the collected student file prior to release of reports. The procedure would allow an early look at the General Research File (GRF), post-testing, but possibly prior to consolidation of scores, to ensure all students are accounted for and with the correct information.

Contractor will collaborate with the Agency on final review and approval of the score file prior to acceptance by the Agency. Upon approval of the final score file, Contractor will use this file for the production of score reports. Contractor will provide the file in formats required by the Agency.

The Assessment Delivery Platform must have the following functions for managing student data:

1. The online system must have the ability for administrative users to view and edit student demographic information entered as part of the pre-identification process;
2. Ability for administrative users to hand-enter student records prior to or at the time of testing;
3. Capability to maintain both student-specific data fields and test-specific data fields;
4. Capability for the test administrator to complete an electronic Group Information Sheet to determine how student results will be returned to the school district (by class, school, or district);
5. Ability to connect via SIF to the Agency system to pull in student roster information for assessment administration;
6. Ability for school district personnel to request access to a student and student test score history once a student moves into that district. District test administrators will be able to approve these transfers and allow the receiving district access to the student and student test score history. The sending district will have historical access to the test information for the period in which the student was enrolled. New assessment scores would not be available once a student leaves the district or school.
7. Ability of school personnel to identify and change settings for access and accommodations provided to students.

**4.2.3.9 General Research File and Biographic File**

The Contractor must provide the Agency with a General Research File (GRF) following each annual assessment administration window. The Contractor must provide final GRFs by July 1 (or preceding business day if July 1 falls on a weekend). Data shall be in a fixed record length text file or comma separated value (CSV) file. Data shall be provided by the Contractor with an approved specification by the Agency.

In addition to the GRF, annually by June 7 (or the preceding business day if June 7 falls on a weekend), the Contractor shall provide a biographic file for the administration year.

**4.2.3.10 Agency Ownership of Online Platform**

Contractors shall provide pricing for both an Agency owned and operated online assessment delivery platform and a licensed platform.

In case of nonperformance and termination of the contract, all system components including but not limited to database, source code, student registration modules, assessment administration, test engine, reporting engine will be put into escrow. The Agency can choose to take ownership of the version of the online platform last used in operational administration. The Agency will have the right to modify source code in subsequent assessment administration year but shall not resell this system for profit.

**4.2.4 Direct Billing**

If the Iowa Legislature does not allocate the Agency a funding mechanism for the Statewide Assessment of Student Progress during the 2018 Legislative session, the Contractor must be prepared to bill Iowa districts and nonpublic schools directly for the costs associated with delivery of the Statewide Assessment of Student Progress. The Contractor will work with the Agency to determine if the Agency will provide a subsidized baseline amount to be used to pay down district costs. If no statewide funding mechanism is in place, districts will be required to pay any additional cost associated with the Statewide Assessment of Student Progress. Any additional cost for direct billing shall be provided in the cost proposal.

**4.2.5 Technical Support**

**4.2.5.1 Telephone, Chat and E-mail Support**

Contractor will provide Tier 1 help desk support to the Agency and all Iowa accredited public and nonpublic schools. A dedicated toll-free customer service number and trained customer service representatives shall be provided by the Contractor for this program. Customer service personnel must be able to clearly articulate spoken English. The customer service center must be located within the 48 contiguous states. Agency’s preference is for multiple customer service centers across the country to avoid potential impacted services due to issues such as weather. Contractor may present alternative means of ensuring that regional shutdowns will not impact service. The lead customer service representative must be named in the proposal and the Agency shall have the right to approve the named person.

District and school staff will use the toll-free customer service number to resolve questions regarding all aspects of the Statewide Assessment of Student Progress, including, but not limited to, questions about training; using the Assessment Delivery Platform for online student testing and system for student registration, assessment administration, technology setup and troubleshooting, and ordering materials; all program dates; materials delivery inventory procedures; packaging materials for return; and reporting issues. The lead supervisor and other Contractor trained staff shall be available to answer Iowa calls from 7:00 a.m. to 5:00 p.m. Central Standard Time Monday through Friday, excluding federal and Iowa state holidays.

Contractor will provide regular access to the Agency call log, issue log and information and performance metrics. Information from help desk interactions will be reviewed for program improvements. Contractor will be expected to make initial contact regarding any inquiries within 24 hours of receipt; during testing windows response time would be expected to be shorter (within two hours).

When customer service staff is not available to take a call, a voicemail service system must be available to record the caller’s message. Messages must be returned in a timely manner, generally within one hour or less, but always within one business day. The Contractor shall describe its proposed procedures for providing telephone support to Iowa.

The Contractor shall provide e-mail support from its customer service center. District and school staff may submit their questions via e-mail and must receive a response to their e-mail within 24 hours; during testing windows response time would be expected to be shorter (within two hours). The Contractor shall provide chat support from its customer service center. District and school staff may submit their questions via chat during customer service center hours and must receive an immediate response to their chat. If other types of supports are available, the Contractor shall specify how they can be used.

The Contractor shall describe its customer service group and how it functions, as well as the percent of agents who are full-time employees and the percent who are temporary employees. The Contractor shall present its performance metrics for this group for prior assessment delivery experience.

**4.2.5.2 Notification of Assessment Delivery Platform Downtime, Defects or Bugs**

The Contractor shall provide notification of Assessment Delivery Platform downtime, defects or bugs in an efficient and timely manner. All Assessment Delivery Platformerrors shall be reported to the Agency within 24 hours. During the test window, any such defects shall be reported to the Agency within an hour. The Contractor will keep a log of downtime, defects or bugs and provide this to the Agency in a monthly report. The log will include the problem, solution and start date and time and end date and time. Defects or bugs which have been identified and not resolved will stay open on the monthly log until the issue(s) have been resolved.

**4.2.5.3 Tiered Support for District Technology Coordinators**

District Technology Coordinators (DTC) will use a toll-free customer service number or email to resolve questions regarding all technology aspects of the Statewide Assessment of Student Progress, including but not limited to, questions about student device configurations, content caching software, locating and reincorporating orphaned student response files, and troubleshooting content filters and network security devices to comply with the Contractor’s test delivery system. If the customer’s contact information matches a list of DTC provided by the Agency, the call or email should be escalated to an agent with advanced technology expertise. If technical assistance is not immediately available to work with the customer, the DTC should expect to be contacted by an agent in a timely manner, generally within one hour or less, but always within one business day. The Contractor shall indicate how it proposes to meet this requirement.

**4.2.6 Nonpublic Schools Support**

There are approximately 203 nonpublic schools in Iowa serving about 34,000 students from kindergarten to grade 12. Estimates for nonpublic schools should be based from 20,000 students enrolled in grades 3 to 8 and one high school. Nonpublic schools shall be able to access either the paper-pencil or online version of the assessments proposed by the Contractor. The Contractor must be prepared to bill nonpublic schools directly for all costs associated with accessing and administering the proposed assessments. No additional cost shall be included in the response to the RFP for Nonpublic schools.

**4.2.7 Assessment Inventory**

Contractor must allow for an optional assessment inventory to be delivered to students in addition to the summative assessment. This inventory will include approximately 10 questions to be asked to students prior to the administration of the summative assessment. Data will be stored and accessible to the Agency staff as needed. The Contractor will also allow for these data to be provided to a third party as agreed to by the Agency.

**4.2.8 Retake and Restart Tests**

The Contractor will need to offer a retake opportunity to students whose tests have been invalidated. Retakes could be due to a security breach or testing irregularities such as a breach form, when fixed form tests are proposed, or restarting a computer adaptive assessment. A test administrator may want to invalidate a test because of a hardware malfunction or an impropriety during their initial attempts. In addition, the Contractor must address the following issues:

1. A process to ensure security of paper tests and online test items.
2. A process for districts to report testing irregularities or security breaches.
3. A process for district requests for test restarts and state level approval of retake opportunities.
4. A process to ensure that a student who takes an online test does not take a paper test or vice versa.
5. Online system ability to allow for a restart of a test, if a computer adaptive test is proposed, or administration of an alternative form (breach test form), if a fixed form test is proposed.

**4.2.9 Scanning and Scoring**

Following each operational administration of the assessment, Contractor shall fulfill scoring activities in accordance with the requirements described herein. The Contractor shall provide its work plan for scanning and scoring for each component of the assessment.

**4.2.9.1 Scanning of Paper-pencil Assessment**

 The Contractor shall describe its plan for ensuring that all of the scanning involved with answer documents will be accurate. The Contractor shall use industry recognized technology to capture demographics, selected response and constructed response answers. The Contractor shall describe the type of technology it proposes to use as well as the on-going quality assurance checks to perform to ensure accurate imaging and optimal mark recognition (OMR) scanning of documents. The Contractor shall describe its process for electronically imaging responses that appear on a single page and multiple pages. Any potential issues with recording the items should be addressed. The Contractor shall describe its disaster recovery plan for backup and recovery of images and data.

**4.2.9.2 Machine Scored Items**

Contractor shall provide electronic scoring of selected-response items on all assessments. The Contractor’s process for scoring machine-scored items must incorporate adequate quality assurance checks to ensure accuracy of student scores. The Contractor must describe how this requirement will be met.

**4.2.9.3 Hand-Scoring**

For all hand-scoring processes, Contractor will demonstrate, to the Agency’s satisfaction, compliance with established hiring standards for all scorers and validate that the established hiring standards are consistent with accepted industry norms. Hand-scoring processes must include technically sound methods of training and qualifying scorers. Contractor shall describe the process for training and qualifying scorers. Training materials for all scoring activities must be approved by the Agency at least one month prior to the beginning of scoring. Such training materials shall be identified by Contractor.

Contractor’s hand-scoring process shall incorporate ongoing checks for and controls against scorer error. Contractor’s hand-scoring process shall provide for a minimum of a total of 15 percent blind double reads across all hand-scored items. In addition, Contractor’s hand-scoring process shall provide for ongoing read-behinds by experienced personnel and any necessary retraining to ensure scorer accuracy.

**4.2.9.4 Automated Electronic Scoring**

Contractor shall describe its process for automated electronic scoring. The Agency suggests the following requirements for scoring processes for automated and electronic scoring of constructed response, performance and technology items. Contractor should at minimum hand-score a minimum of 2,000 student responses to each item type to calibrate the scoring engine. It may be necessary for Contractor to hand-score as many as 5,000 student responses for some items to obtain sufficient responses at the extreme upper and lower score points to calibrate the scoring engine. Hand-scored responses need not be electronically re-scored in order to generate a reported score.

If Contractor utilizes automated electronic scoring to score constructed response, performance and technology items, the protocol for scoring shall incorporate procedures to ensure that scores assigned electronically are consistent with scores that would be assigned using traditional hand-scoring procedures. Contractor’s scoring procedures shall include a human second read for a minimum of 15 percent of student responses. These second reads shall occur outside of the 2,000 responses scored to calibrate the scoring engine. If scoring accuracy falls below agreement rates specified herein for hand-scoring, Contractor shall recalibrate the scoring engine.

Contractor must demonstrate that machine scoring does not introduce bias in scoring for students based on demographics (e.g., English language learner and IEP).

Contractor’s scoring process shall incorporate, where applicable, the Agency established data specifications to ensure accuracy of data. Should any questions regarding the scoring of student responses develop during the scoring process, the Agency will review the unexpected student response with Contractor.

Throughout all scoring processes Contractor will provide necessary security measures to ensure protection of individual student data and integrity of the items and scoring materials. In addition, Contractor’s electronic data collection, storage, and transmittal systems used in scoring must be sufficiently protected from natural disaster.

Contractor will complete the scoring of all assessments administered online (including selected response, constructed response, performance and technology items) within a ten-business-day turnaround to support electronic reporting of individual student results to Iowa’s public and accredited nonpublic school districts. During the enrollment/pre-code process, school districts will be required to specify a window for testing during the established testing period. Student responses will be available to Contractor for scoring immediately upon the close of the school district’s identified testing window. The scoring/reporting turnaround time begins when the school district submits student responses for scoring.

The ten-business-day turnaround requirement will also apply for paper-pencil submissions, but the clock will not start until Contractor receives and scans all materials. The Agency would expect that shipment of paper-pencil assessment will be tracked in near real-time and that scanning procedures would take no more than three (3) business days.

Contractor’s scoring processes shall allow remote access by the Agency staff to view and run Iowa-specific reports at any time during the scoring process, and/or participate in scoring, and/or monitor scorers, if necessary. The Agency shall also have the right to visit Contractor’s scoring facilities and attend all training sessions for scorers and scoring sessions.

**4.2.10 Training**

Contractor will establish and implement a training plan for district and school educators and administrators and technology coordinators on all aspects of the assessment program. Both face-to-face and online module training and support for the Statewide Assessment of Student Progress assessments shall be developed and provided by the Contractor to Iowa educators as needed for each assessment component. This training should be specific to Iowa’s needs and developed in collaboration with the Agency. Both face-to-face and online trainings should be available beginning August 1, 2018. Trainings should be conducted for the first year of administration no later than February 1, 2019. Contractor will be required to develop other resource materials including user guides and Frequently Asked Questions (FAQ).

For each component of the assessment system including technology readiness for each assessment, summative administration for each assessment, accessibility for each assessment, any additional resources available for English language arts, mathematics and sciences including but not limited to score reports and data use for each assessment. The Contractor shall provide its work plan for training and support. A schedule in table format should be provided identifying the topic, target audience and target dates. Face-to-face and online modules will be appropriate for the various stakeholder groups. Topics can be combined into one training for certain stakeholder groups.

Contractor policies, procedures and systems should exemplify user-friendliness and be intuitive to the extent possible, reducing the need for extensive training on the Contractor’s system. The Contractor shall develop each training session and online modules in collaboration with Agency staff. The online modules and face-to-face presentations shall meet the following requirements: minimum 20 point font, clear and readable screen shots from the online assessment platform and minimum of two week review and approval by Agency staff prior to the training date. The Agency shall retain ownership of all training materials and online modules.

Table 6 below indicates the training provision requirements for Year 1 of the assessment. In Year 2, at least three (3) sessions of each module will need to be offer in three (3) regions of the state. After Year 2, training may be provided online only. The final list of training modules should be agreed to by the Agency and Contractor.

**Table 6: Training Provision Requirements for Year 1 of the Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Stakeholder** | **Minimum Number of Face-to-Face Sessions**  | **Number of Participants Expected at Each Session** | **Online Module Needed** |
| Technology Readiness | One in each of nine AEA regions (total of 9) | 50-100 | Yes |
| Assessment System | One in each of nine AEA regions (total of 9) | 100-500 | Yes |
| Summative Administration | One in each of nine AEA regions (total of 9) | 100-500 | Yes |
| Accessibility | One in each of nine AEA regions (total of 9) | 100-500 | Yes |
| Resources for ELA, Mathematics, and Science | One in each of nine AEA regions (total of 9) | 100-500 each subject | Yes |
| Score Reports and Data Use | One in each of nine AEA regions (total of 9) | 100-500 | Yes |
| Available Resources | One in each of nine AEA regions (total of 9) | 100-500 | Yes |

* 1. **Scored Technical Requirement 3: Cost of acquiring the infrastructure necessary for implementing technology readiness in all Iowa’s school districts including technology required for accommodations.**

**4.3.1 District and School Technology Readiness**

Technology Readiness is a prerequisite to the delivery of an online assessment. It will be the responsibility of the Contractor to ensure districts are prepared and can deliver a fully functional assessment during the spring of 2019. Contractor shall describe the process for ensuring districts are ready and can meet the minimum technology requirements.

Contractor will create a district certification process for all Iowa districts and schools prior to the spring assessment window. There are approximately 1,300 public schools in Iowa serving about 485,000 students. However, the approximate number of students who can be assessed go up to 323,569 each spring. This certification process can include the following: ensure network connectivity from within school district/building to assessment platform, capacity of hardware for online testing including workstation or device compatibility, sufficient bandwidth and access point, additional technology infrastructure requirement for number of concurrent users and load testing to determine maximum users.

Contractors online test administration platform shall be compatible and meet industry technology standards. Devices must include, but not limited to, hardware vendors such PC and apple and mobile devices such as Chromebook and iPads. Contractor shall support software platforms including Mac iOS and Windows and widely used industry browsers such as Mozilla, chrome and safari.

Technology readiness includes, but is not limited, to these core components:

1. Minimum hardware and software requirements
2. Adequate bandwidth
3. Adequate infrastructure

The minimum hardware and software requirements can be found in Appendix C. Contractors must adhere to these minimum requirements in administering the online assessment. Contractor shall identify if any of the components of the Assessment Delivery Platform require a different minimum hardware or software configuration.

Contractor shall list and/or describe the hardware devices, operating system software, and network infrastructures on which the proposed online assessment system will operate. Contractor should also list additional software or equipment necessary to support or augment the online assessment system.

The Agency surveyed Iowa school districts in May of 2017 to determine their perception of technology readiness to deliver an online assessment in spring of 2019. In addition, the Agency collects the number of instructional devices and the bandwidth available to each school through the Spring Basic Education Data Survey (BEDS) collection. A copy of the survey and the Spring BEDS collection can be found in Appendix D. The raw data files are available to Contractors and should be used for cost estimates in this section.

**4.3.2 Technology Readiness Guidelines**

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

**4.3.3 Accommodations and Accessibility**

The Agency is committed to maximum accessibility for all students including those with disabilities and English Learners (ELs) with or without disabilities. The Contractor must provide assurances that the test items, test forms, and platforms were designed and developed from the beginning with universal design principles to allow participation of the widest possible range of students, and result in valid inferences about performance for all students participating in the assessment.

Contractor will provide a detailed list of accessibility supports and accommodations available within their assessment platform. Provide information regarding fairness in administration and accommodations such as evidence of validated, feasible accommodations available. Contractor will provide detailed information regarding costs for technology to deliver accessibility and accommodations.

The Contractor must provide their accessibility and accommodations manual in their response to this RFP. The manual should address accessibility and accommodation features for all students, including students with IEPs, 504 Plans, and ELs.

To ensure that students with different levels of English language proficiency and ELs with disabilities are able to demonstrate their knowledge and skills on the assessments, the tests must be designed to eliminate or minimize any factors that are irrelevant to measuring the constructs represented in the test specifications.

1. **Accommodations**Accommodations are used to increase access to assessments for students with disabilities, 504 plans and ELs. They may differ based on the format of the administration (i.e., online or paper and pencil). Contractor will provide for incorporation of all accommodations stipulated in the Contractor’s accessibility and accommodations manual for both paper and pencil administration and online administration.

In those instances where the Agency uncovers a tool, support or accommodation not addressed by the Contractor’s accessibility and accommodations manual, the Contractor will facilitate engagements with the Agency to consider the situation. If the decision is to allow the newly identified means of access, Contractor will collaborate with the state to incorporate into the next feasible administration.

In those instances where the state wishes to be more restrictive with respect to means of access, Contractor will work with the Agency to adapt the Contractor’s Assessment Delivery Platform to support the change in access guidelines.

Any changes in access guidelines, will require Contractor to ensure coding is updated to match administration protocols and that associated data capture with respect to identified access means are consistent with the guidelines.

1. **Accessibility**Universally designed assessments are developed to ensure all students in the school are tested, and that testing results are not affected by disability, gender, race, or English language ability. The Contractor must provide assurances that the test design, development, and administration allow fair access for all students.

**4.3.3.1 Printed Test Form Provisions**

**a)** **Print On-Demand**

For students with specific testing barriers (i.e., student’s IEP dictates administration of tests in paper-pencil format), Contractor’s Assessment Delivery Platform must support the ability for print on demand (the student’s test can be designated through the Assessment Delivery Platform and accompanying connection to a printer, for creation of hardcopy versions of the items).

NOTE: Upon the student’s completion of applicable print version of items, test administrators would be expected to transcribe the student response into the Assessment Delivery Platform interface. Print versions of the test items will be destroyed under secure means.

**b)** **Braille and Large Print**

For each operational assessment, Contractor’s system will support administration instances in both Braille and Large Print.

**c)** **Braille On Demand / Large Print**

Contractor’s Assessment Delivery Platform will provide for students identified through an IEP to access the assessment through on demand Braille using refreshable Braille devices or Large Print formatting using vision enhancing tools or software.

The Contractor must provide assurances these requirements will be met.

Braille and Large Print Testing Materials (Non-Computer)

In those instances where a school or district is not prepared to support computer-based testing, Contractor will provide means of producing Braille and Large-Print forms based on the Contractor’s paper-pencil form.

Based upon the 2015-2016 testing data, the Agency estimates, but in no way guarantee, annual quantities for use of Braille and Large Print testing materials at approximately 100 students total in grades 3-11.

Contractor shall provide a process for school districts to order Braille and Large Print testing materials, and shall distribute all such testing materials in a Braille/Large Print kit to the associated school district.

The Contractor’s Braille/Large Print kit shall include Braille response documents for Braille assessments and appropriate response documents for Large Print assessments.

* Students being administered a Large Print assessment will respond directly on the Large Print test document, unless the student’s IEP specifies a scribing accommodation.
* Test administrators would be expected to transcribe student responses from Braille and Large Print test forms into the Assessment Delivery Platform interface.

Contractor shall provide for the secure return of Braille and Large Print testing materials to Contractor facilities. Contractor’s Braille/Large Print kit shall include all materials (boxes, envelopes, and prepaid return shipping labels) for the schools to use to return testing materials.

Contractor must provide assurances these requirements will be met.

**d)** **Assistive Technology**

Contractor’s assessment administration platform shall support refreshable Braille devices and vision enhancing software. Contractor shall work with the Agency to explore the feasibility of supporting additional assistive technology including, but not necessarily limited to, screen reader and text to speech software, screen enlargement, and alternative input devices and software. If the Agency requests test access through a specific assistive technology device, Contractor shall make provisions to support the aforementioned assistive technology, but would not be responsible for providing any needed hardware or software (such as refreshable Braille devices) for school districts or the state.

Contractor must provide assurances these requirements will be met.

**e) Translations**

Ideally, a Contractor’s system would have access to a wide variety of translation libraries which would enhance accessibility and student access to the assessment system. The Agency has committed to providing, at minimum, a Spanish translation as part of the Every Student Succeeds Act of 2015 state plan, given the increasingly large Hispanic population in Iowa schools. Spanish need to be available in both the paper-pencil and online assessment. American Sign Language needs to also be available as part of the online platform if audio is part of the assessment to ensure equitable participation of hearing impaired students which follows IDEA requirements and best practices outlined in Operational Best Practices for Statewide Large-Scale Assessment Programs (2013). In addition, below is a list of the most frequent native languages in Iowa schools representing greater than 2 percent of EL students. While there is no requirement per se that the Contractor must cover all of these languages, with the exception of Spanish and American Sign Language, the Agency is interested in learning if Contractor’s system can cover a wider variety of translations.

Currently these languages are as follows:

1. Spanish (required)
2. American Sign Language (ASL) (required if audio is part of the assessment)
3. Karen language
4. Arabic
5. Bosnian
6. Vietnamese
7. Burmese

If the Contractor does not have this functionality currently available, the Contractor shall provide cost breakdown for each language to be included in the Cost Proposal.

* 1. **Scored Technical Requirement 4: Degree to which the Submission is Aligned with the Iowa Core Academic Standards**

The Iowa Core Standards in mathematics (content and practices) and literacy (reading, writing, speaking and listening) were adopted by the Iowa State Board of Education on November 17, 2010. The Iowa Core Standards in science were adopted by the Iowa State Board of Education on August 6, 2016. Full implementation of the Iowa Core Standards by school districts is mandated by Iowa legislation and should currently be in place in every Iowa public school district and accredited nonpublic schools. The Iowa Core Standards can be found at <https://iowacore.gov/> and in Appendix E.

**Description of the Standards**

**a)** **English Language Arts/Literacy**

The Iowa Core Standards for English language arts use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12. The standards cover content in reading, writing, listening, and speaking. The Contractor is only required to address reading and writing.

The Iowa Core Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. The Iowa Statewide Assessment of Student Progress must measure the literacy standards. The Contractor is required to address the literacy standards in history/social studies, science, and technical subjects. The Iowa Core Standards for English language arts/literacy are found at [https://iowacore.gov/](https://iowacore.gov/sites/default/files/k-12_literacy.pdf) and in Appendix E.

**b)** **Mathematics**

The Iowa Core Standards in mathematics are grade-level specific K-8 and grade band 9-12. The high school standards specify the mathematics that all students should study to be college and career ready. Additional mathematics that students should learn in preparation for advanced courses such as calculus, advanced statistics, or discrete mathematics is indicated by (+), as in this example:

(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers).

All standards without a (+) symbol should be in the common mathematics curriculum for all college and career ready students. Standards with a (+) symbol may also appear in courses intended for all students. The Iowa Statewide Assessment of Student Progress must measure the standards identified for all students – without the (+), but may include the ability to assess those standards identified with a (+). The Iowa Core Standards for mathematics are found at [https://iowacore.gov/](https://iowacore.gov/sites/default/files/k-12_mathematics_0.pdf) and in Appendix E.

**c)** **Science**

The Iowa Core Standards in Science were adopted by the Iowa State Board of Education on August 6, 2015. The Iowa Science Standards are grade-level specific K-8 and grade band 9-12. All standards are intended for all students. Implementation of the Iowa Science Standards by school districts begins in the 2018-2019 school year.

Iowa Science Standards describe what students in grades K-12 should know and be able to do as a result of instruction. The science standards reflect our state’s emphasis on giving all students the real-world knowledge and skills needed to be ready for success in college and in the workforce, regardless of the career paths they choose.

The science standards encompass disciplinary core ideas, science and engineering practices, and cross-cutting concepts. The Iowa Statewide Assessment of Student Progress must measure student progress in science for grades 5, 8, and 10. Therefore, the alignment of the Iowa science standards to the Iowa Statewide Assessment of Student Progress must be in the following grade bands: 3-5, 6-8, and 9-11. The Iowa Core Standards for science are found at [https://iowacore.gov/](https://iowacore.gov/sites/default/files/k-12iowasciencestandards.pdf) and in Appendix E.

**4.4.1 Alignment**

U. S. Department of Education Peer Review of State Assessment Systems Non-Regulatory Guidance for States for Meeting Requirements of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act requests that each State has documented adequate overall validity evidence for its assessments, and the State’s validity evidence includes evidence that the State’s assessments measure the knowledge and skills specified in the State’s academic content standards including:

1. Documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process)
2. The full range of the State’s academic content standards
3. Balance of content
4. Cognitive complexity

To support this requirement, contractors should provide the most robust set of evidence available such as an independent alignment study. The evidence should address the following criteria:

1. **Alignment to Standards – English Language Arts/Literacy**
	1. Assessing student reading and writing achievement in both ELA and literacy;
	2. Focusing on complexity of texts;
	3. Requiring students to read closely and use evidence from texts;
	4. Requiring a range of cognitive demand;
	5. Assessing writing;
	6. Emphasizing vocabulary and language skills;
	7. Assessing research and inquiry; and
	8. Ensuring high-quality items and a variety of item types
2. **Alignment to Standards – Mathematics**
3. Focusing strongly on the content most needed for success in later mathematics;
4. Assessing a balance of concepts, procedures, and applications;
5. Connecting practice to content;
6. Requiring a range of cognitive demand; and
7. Ensuring high-quality items and a variety of item types
8. **Alignment to Standards – Science**
	1. Focusing on performance expectations that form the core of scientific concepts and skills students are expected to know and perform;
	2. Assessing the ability to use scientific and engineering practices to understand specific disciplinary core ideas, and apply their understanding of crosscutting concepts;
	3. Assessing a balance of physical sciences, life sciences, Earth and space sciences;
	4. Requiring a range of cognitive demand; and
	5. Ensuring high-quality items and a variety of item types

The study must include the most rigorous level of evidence available, consistent with the stage of assessment development of each content area of the assessment. The types of evidence include the following:

1. For assessments to be newly created, the most rigorous level of evidence will include the contractor’s descriptions of their established and proven processes; data from similar assessments; test blueprints and other specifications (e.g., test design documents, test specifications, item specifications, scoring specifications); exemplar test items, passages, and forms; proposed studies, reports, and technical documentation to be created during assessment development and operation; and the processes for responding to such data. In addition, the Contractor’s prior experience, expertise, and letters of recommendation should be included.
2. For assessments that are currently in development, the most rigorous level of evidence will depend on the stage of assessment development. Evidence should include test blueprints and other specifications (e.g., test design documents, test specifications, item specifications, scoring specifications), and exemplar test items, passages, and forms. In addition, evidence should include as much of the data described below regarding preexisting assessments as is available. Where such evidence is not available, contractors should provide descriptions of their established and proven processes; data from similar assessments, proposed studies, reports, and technical documentation to be created during assessment development and operation; and the process for responding to such data. In addition, the contractor’s prior experience, expertise, and letters of recommendation should be included.
3. For preexisting assessments, the most rigorous level of evidence will include comprehensive validity evidence; test blueprints and other specifications (e.g., test design documents, test specifications, item specifications, and scoring specifications); annual technical reports; results of studies on scaling, equating, and reporting; and exemplar test items, passages, and forms.

Contractor shall provide evidence that the proposed version of the assessment to be administered in spring 2019 will be aligned to the full range of a State’s academic content standards. A State’s assessment system under ESEA Title I must assess the depth and breadth of grade-level academic content standards, i.e., be aligned to the full range of those standards. Assessing the full range of the Iowa Core Standards means that the assessment covers the domains or major components within a content area, unless specified otherwise. The Contractor must provide evidence the assessment addresses the full range of academic content standards for the tested grade and the assessment provides a score for the student that is based only on the student’s performance on grade-level academic content standards.

High levels of student achievement depend on vertical and horizontal alignment within an education system including the intended curriculum (standards), taught curriculum (instructional practices and course materials) and the assessed curriculum.

Researchers have developed models to enable sophisticated alignment analysis. The most frequently used alignment models are the Webb Model and the Achieve Model (Case, Jorgensen, and Zucker, 2008). In his work, Dr. Norman Webb, Wisconsin Center for Educational Research, University of Wisconsin–Madison, states that the alignment of the standards or objectives for student learning with tests for measuring students’ attainment of these expectations is an essential component for an effective standards-based education system. Webb’s alignment model is based on four criteria:

1. ***Categorical concurrence***—a general indication of how well the test includes items that measure content from each standard. According to Webb (2002), an important aspect of alignment between each standard and the test is whether both address the same content categories. The categorical concurrence criterion provides a general indication of alignment if the standards and the test incorporate the same content. Using Webb’s model, the number of questions used to determine categorical concurrence is based on estimating the number of questions that could produce a reasonably reliable subscale for estimating students’ mastery of content on that subscale. Of course, many factors have to be considered in determining a reasonable number, including the reliability of the subscale, the mean score, and the cutoff score for determining mastery.
2. ***Depth-of-knowledge consistency***—an indication of whether the cognitive demands required of the students on the test are consistent with what students are expected to know and do as stated in the standards.

According to Webb (2002), depth-of-knowledge consistency between content standards and test items indicates alignment if what is elicited from students on the test is as demanding cognitively as what students are expected to know and do as stated in the content standards. Therefore, for consistency to exist between the test items and the standards, each item should be coded the same depth-of-knowledge level as the standard or one level above the depth-of-knowledge level of the standard. According to the Webb model, as a measure of consistency, at least 50 percent of the items corresponding to a standard should be at or above the depth-of-knowledge level of the standard.

1. ***Range-of-knowledge correspondence***—an indication of whether the extent of knowledge expected of students by a strand is the same as the extent of knowledge required of students to answer the test items correctly.

The range-of-knowledge criterion is used to judge whether the span of knowledge expected of students by a standard is the same as, or corresponds to, the span of knowledge that students need in order to correctly answer the test questions associated with that standard. For an acceptable range of knowledge, at least 50 percent of the standards must have at least one related test question.

1. ***Balance of representation***—the degree to which one objective in a standard is given more emphasis on the test than another objective within the same strand. An index is used to judge the distribution of the test items.

The balance-of-representation criterion is used to indicate the degree to which one standard is given more emphasis on the test than another. An index is used to judge the distribution of the test questions. This index only considers the objective for a standard that has at least one related assessment item. The index in this study was computed by considering the difference in the proportion of standards and the proportion of hits (questions corresponding to eligible content) assigned to the standards. An index value of one signifies perfect balance and is obtained if the hits are equally distributed among the content standards. Index values that approach zero signify that a large proportion of the hits are on only one or two of all of the content standards. Depending on the number of content standards and the number of hits, a unimodal distribution has an index value of less than 0.5. A bimodal distribution has an index value of around 0.55 or 0.6. Index values of 0.7 or higher indicate that questions are distributed among all of the content standards, at least to some degree. Index values between 0.6 and 0.7 indicate the balance-of-representation criterion has only “moderately” been met.

**4.4.2 Standard Setting**

It is best practice to implement a standard setting process following the first year’s administration. For pre-existing assessments, the Contractor must provide evidence of the completed standard setting process and the results. For assessments in newly created or in development, the Contractor must describe the proposed standard setting process. For the standard setting, the Contractor will handle all logistics, work with Iowa teachers to revise performance level descriptors, and conduct the standard setting and all necessary analyses.

Technical reports must be produced documenting the standard setting process. The Contractor is required to advise Agency on any psychometric/methodological matters relating to standard setting. The process for standard setting will consist of the following elements:

1. Hold meetings with Iowa teachers to develop and/or validate content-area performance level descriptors (PLDs)
2. Design and execute appropriate external benchmark data and analysis
3. Hold standard setting meetings to set performance standards
4. Develop a technical report detailing the overall recommendations of panelists, the judgments of each subject area expert in each phase of judgment (as appropriate to the standard setting model) and sections on the development of PLDs and the analysis and presentation of external benchmark data.

The cost of the standard setting, if not already completed, shall be the responsibility of the Contractor. No additional cost shall be added at a later date to the Agency or in addition to expenses outlined in the Contractors response to this RFP.

**4.4.3 Performance Level Descriptors (PLD)**

For preexisting assessments, the Contractor must propose a plan for Iowa educators to review the performance level descriptors. For each newly developed or developing assessment, the Contractor will handle all logistics and work with Iowa teachers to develop and/or to validate content-area performance level descriptors describing the range of student performance within each performance level on the given assessment. In addition to the range PLDs developed at the PLD meetings, threshold PLDs will be developed, describing the knowledge, skills, and practices demonstrated by students at the borderline of each performance level.

* 1. **Scored Technical Requirement 5: Ability of the Assessment to Measure Student Growth and Student Proficiency**

Proficiency can be defined as the ability of a student to reach a predetermined point or score on a test (i.e., cut score), the achievement of which may be used to indicate that the student possesses the knowledge and skills to advance in their learning. Usually an outcome of an academic achievement standard setting process, cut scores may take several forms, including, raw scores, standard scores, grade equivalent scores, percentile ranks, or other scales or metrics reflecting what the organization values.

Growth can be defined as the movement of a student along an achievement continuum. Growth can be positive, where a student is moving forward or toward a better score, or negative, where a student is moving backward or toward a worse score. Growth is typically used to describe a change in the position of a student’s score, relative to a criterion, such as a cut score or an achievement level. Growth can also be used to describe a change in the position of a student’s results relative to other students. Metrics commonly used to study growth include those used to reflect proficiency, and may also include variables such as Student Growth Percentiles (SGPs, vis-a-vis, D. Betebenner). Studying the change of groups of different students, say, from third grade during a first year to third grade during a second year (same grade over time), is evaluating cross-sectional growth. Studying the change of the same students as they move from third grade one year to fourth grade the next year (same students over time) is evaluating cohort growth.

Any measurement of student achievement proficiency or growth requires instrumentation that is based on the construct and standards being assessed, the technical quality with which the instrumentation is being built, and the intended interpretations and inferences that are desired to be made from the results. Purpose, validity, reliability, standard setting, scoring, and reporting are integral components needed to develop and implement a sound assessment system. Contractor must provide assurances that the assessment has the ability to measure student growth and student proficiency.

**4.5.1 Test Design Development and Technical Adequacy**

Contractor must describe the test design and development process that is well-suited for the content, technically sound, and is aligned to the full range of the Iowa Core Standards.

1. Include statements of the purposes of the assessments and the intended interpretations and uses of results.
2. Include test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the full range of Iowa’s grade level academic content standards (Iowa Core Standards), and support the intended interpretations and uses of the results. These blueprints shall specify the numbers of each type of assessment item (operational and field test), to be used at each grade level in each content area.
3. Include processes to ensure that each assessment is tailored to the knowledge and skills included in the Iowa Core Standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills; depth of knowledge).
4. For computer-adaptive assessments, include item pool and item selection procedures that adequately support the test design.

The Contractor will calibrate test items and develop a scale(s) for each of the assessments using an appropriate model(s). The Contractor’s response must propose a recommended model(s) for item calibration and scaling and provide a rationale for the recommendation that includes: a discussion of the benefits/advantages and limitations of the proposed model(s); its appropriateness for the type of items that will be included on the assessments; and its appropriateness for the type of scores that will be reported from the assessments. The Contractor’s response must identify the software that will be used to perform item calibration and scaling and include a description of the Contractor’s familiarity and experience with the software.

The Contractor will design and conduct all analyses required to evaluate the quality and performance of all items developed for and/or included on the assessments. The Contractor’s response must include a description of item statistics that will be generated and other analyses that will be conducted to determine appropriateness of items for all students.

**4.5.2 Validity, Reliability, Precision and Error of Measurement**

Contractor must provide documentation of overall validity evidence for its assessments. Validity evidence includes evidence that the proposed assessments measure the knowledge and skills specified in the Iowa Core Standards.

Contractor shall include documentation of adequate alignment between the proposed assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), the full range of the Iowa Core Standards, balance of content, and cognitive complexity.

Contractor must provide evidence of adequate validity that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the Iowa Core Standards.

Contractor must provide evidence of adequate validity that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the Iowa Core Standards on which the intended interpretations and uses of results are based (includes scaling).

Contractor must provide adequate validity evidence that Iowa’s assessment scores are related as expected with other variables (study to be conducted after operational administration).

Contractor must provide adequate reliability evidence of its assessments for the following measures of reliability for Iowa’s student population overall and each student group, including:

1. Test reliability of Iowa’s assessments estimated for its student population
2. Overall and conditional standard error of measurement of Iowa’s assessments
3. Consistency and accuracy of estimates in categorical classification decisions for the cut scores and achievement levels based on the assessment results
4. For computer-adaptive assessments, evidence that the assessments produce test forms with adequately precise estimates of a student’s achievement

Contractor must provide evidence that reasonable and appropriate steps have been taken to ensure that its assessments are accessible to all students and fair across student groups in the design, development and analysis of its assessments. DIF analyses should be used to partially satisfy this requirement.

Contractor must provide evidence to ensure that each assessment provides an adequately precise estimate of student performance across the full performance continuum, including for high-and low-achieving students.

Contractor must establish and document standardized scoring procedures and protocols for its assessments that are designed to produce reliable results, facilitate valid score interpretations, and report assessment results in terms of Iowa’s academic achievement standards.

If Contractor suggests the use of multiple forms within a content area or grade level, within or across school years, Contractor will ensure that all forms adequately represent the Iowa Core Standards and yield consistent score interpretations such that the forms are comparable within and across school years.

If Contractor proposes assessments in multiple versions within a content area, grade level, or school year, Contractor:

1. Must provide evidence that it followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments.
2. Must provide documentation of adequate evidence of comparability of the meaning and interpretations of the assessment results.
3. Contractor must have a system for monitoring and maintaining, and improving as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of its assessments. This information will be combined with information from Iowa’s alternate assessment.

**4.5.3 Standard Setting**

In setting academic achievement standards, Contractor must provide evidence of a technically sound method and process that involved panelists with appropriate experience and expertise for setting its academic achievement standards to ensure they are valid and reliable.

Contractor must provide evidence of a standard setting process that ensures Iowa’s academic achievement standards are challenging and aligned with the Iowa Core Standards, such that a high school student who scores at the proficient or above level has mastered what students are expected to know and be able to do by the time they graduate from high school in order to succeed in college and the world.

**4.5.4 Minimum 3 Levels of Performance**

Contractor must provide standard setting specifications (and rationale) that will yield at least three levels of performance.

1. At least one level will designate less than proficiency
2. At least one level will designate proficiency
3. At least one level will designate above proficiency
4. May need to identify a College and Career Readiness level of performance
	1. **Scored Technical Requirement 6: Ability of the Assessment to Meet the Requirements of the Federal Every Student Succeeds Act, Pub. L. No. 114-95**

The Elementary and Secondary Education Act (ESEA) of 1965 amended by the Every Student Succeeds Act of 2015 requires States to have a high-quality assessment system which measures state level standards. A key purpose of the ESEA is to promote educational excellence and equity so by the time students graduate high school they master the knowledge and skills that they need in order to be successful in college and the workforce. States accomplish this, in part, by adopting challenging academic content standards that defines what students know and be able to do. States must develop and administer assessments aligned to those standards, and adopt academic achievement standards aligned to the academic content standards to define levels of student achievement on the assessments.

States must provide evidence to the US Department of Education of the validity and reliability of their assessments system across a range of requirements. Assessment peer review is the process through which a State documents the technical soundness of its assessment system. State success with its assessment peer review begins and hinges on the steps a State takes to develop and implement a technically sound State assessment system.

This section will outline the Agency’s requirements to ensure the proposed Statewide Assessment of Student Progress will be approved by the US Department of Education through the peer review process. Proposer must provide assurances the assessment meets the requirements of ESSA.

**4.6.1 Contractor Responsibility**

Contractor will be responsible for providing the Agency evidence for peer review. A Contractor, if able, should provide evidence for the assessment forms that are proposed to be delivered in the spring of 2019 for peer review. If a Contractor does not have an operational assessment in a given content area, then the Contractor shall describe the plan in detail to meet peer review expectations after the first operational administration. It will be the responsibility of the Contractor to absorb the cost for activities related to the proposed assessment to meet peer review. Any expenses for meeting peer review must be included in the Cost Proposal. There shall be no additional expense charged above and beyond what is in this proposal for providing evidence of the assessment to meet peer review requirements. Examples, might include, but are not limited to, a third party alignment study, test security protocols, item development procedures, assessment administration manuals, etc.

Contractor will provide pertinent, technical documentation of the Contractor-provided services to support subsequent peer review. Absent new guidelines provided by the U.S. Department of Education, the Contractor will follow the last versions released for state use. Additionally, Contractor will deliver an annual technical report that addresses online tests and paper-pencil tests with analyses that includes, but not necessarily limited to, details regarding:

1. Test blueprint and specifications;
2. Item development and assessment construction processes;
3. Test administration and test security procedures;
4. Field testing procedures, sampling methodologies, and resulting data;
5. Scaling and equating methodologies;
6. Information pertaining to content and bias reviews;
7. Item statistics;
8. Duration of testing;
9. Data forensics that describe patterns of student or teacher behavior that might be addressed through additional training;
10. Reliability and validity measures; and
11. Quantitative and qualitative readability indices

More detail regarding each of these requirements can be found in the sections below.

**4.6.2 Test Design and Development**

The proposed test design and test development process must be well-suited for the content, is technically sound, aligns the assessments to the full range of the Iowa Core Standards, and includes:

1. Statement(s) of the purposes of the assessments and the intended interpretations and uses of results.
2. Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the full range of the grade-level Iowa Core Standards, and support the intended interpretations and uses of the results.
3. Processes to ensure that each assessment is tailored to the knowledge and skills included in the Iowa Core Standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills).
4. If the Contractor proposes computer-adaptive assessments, the item pool and item selection procedures adequately support the test design.

**4.6.3 Item Development**

Contractor must establish reasonable and technically sound procedures to develop and select items to assess student achievement based on the Iowa Core Standards in terms of content and cognitive process, including higher-order thinking. Contractor shall provide information such as cognitive demand and depth of knowledge. Contractor will provide information regarding assessment enhancements to the item pool such as the percentage of items will be refreshed and how frequently.

**4.6.4 Test Administration**

Contractor shall provide their policies and procedures for the test administration of the Statewide Assessment of Student Progress, specifically:

1. Provide information and communicate to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations.
2. Show the procedures to ensure that all individuals responsible for administering the assessment receive training on the procedures for the administration of its assessments.
3. Identify technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and establish contingency plans to address possible technology challenges during test administration.

**4.6.5 Monitoring Test Administration**

Contractor shall describe the plan for monitoring test administration. Contractor shall describe how the proposed Statewide Assessment of Student Progress will be adequately monitored to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.

Contractor shall describe the plan to monitor test administration to ensure appropriate assessments, with or without appropriate accommodations, are selected for students with disabilities under IDEA, students covered by Section 504, and ELs so that they are appropriately included in assessments and receive accommodations that are:

1. Appropriate for addressing a student’s disability or language needs for each assessment administered
2. Consistent with accommodations provided to the students during instruction and/or practice
3. Consistent with the assessment accommodations identified by a student’s IEP Team or 504 team for students with disabilities, or another process for an English learner
4. Administered with fidelity to test administration procedures

**4.6.6 Test Security**

Contractor must describe their process for test security. Contractor must ensure the implementation of a documented set of appropriate policies and procedures to prevent test irregularities and ensure the integrity of test results through:

1. Prevention of any assessment irregularities, including maintaining the security of test materials, proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration;
2. Detection of test irregularities (this may include, but is not limited to erasure analyses)

**4.6.7 Systems for Protecting Data Integrity and Privacy**

Contractor will have policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically:

1. To protect the integrity of its test materials and related data in test development, administration, and storage and use of results;
2. To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools;
3. To protect personally identifiable information about any individual student in reporting, including defining the minimum number of students necessary to allow reporting of scores for all students and student groups.

The Contractor shall follow state and industry standard security policies, including the provision of confidentiality agreements for all Contractor staff, subcontractors and educators participating in any aspect of this project. The Contractor shall provide a plan detailing the implementation of security procedures to include procedures and safeguards for design, development and production (both online and paper) of the test. The Contractor may choose to provide additional details under relevant requirements and specifications. The Contractor also shall indicate the base services (e.g., access to materials, including electronic files and systems; accounting of all secure materials; sealing; etc.) related to test security which it requires for its high-stakes state accountability assessments. If the Contractor offers a variety of services, but does not have its own base requirements regarding security, that must be indicated in the proposal. The Contractor may include sample confidentiality agreements as an attachment.

Any breach of security that occurs through the negligence or inaction of a Contractor, such as, but not limited to, failure to adhere to any security protocol or allowing raters to remove secure materials from item writing meetings, item review meetings, data review meetings, range finding meetings, validation meetings, or the scoring center, will be considered a default on the terms of this contract.

**4.6.8 Validity**

Contractor shall document adequate overall validity evidence for its assessments, and this validity evidence includes evidence that the proposed assessments measure the knowledge and skills specified in the Iowa Core Standards. Contract shall provide documentation of adequate alignment between the proposed assessment and the Iowa Core Standards the assessments are designed to measure in terms of content (i.e., knowledge and process). Contract shall provide evidence the proposed assessment measures the full range of the Iowa Core Standards including balance of content and cognitive complexity.

Contractor shall provide the following validity evidence:

1. Adequate validity evidence that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the Iowa Core Standards. Must include evidence for cognitive complexity.
2. Adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the Iowa Core Standards on which the intended interpretations and uses of results are based. Evidence could include, but is not limited to item-content correspondence, construct validity.
3. Adequate validity evidence that the assessment scores are related as expected with other variables (concurrent validity).

The Contractor must clearly identify each step in the data analysis procedures, including scoring. The Contractor’s proposal should specify the methodology for all necessary data analysis procedures, including the rationale for selecting each particular methodology. Additionally, the Contractor should identify and describe the roles and responsibilities of Contractor personnel in completing data analyses. The Contractor shall provide a technical report detailing the work completed. The technical report will provide important evidence in support of the validity argument for the assessments. The technical report must be suitable for inclusion in submissions to the U.S. Department of Education. The Contractor’s proposal must include a proposed Technical Report outline consistent with the proposed work.

**4.6.9 Reliability**

For assessments that the Contractor is proposing and have been developed, the Contractor shall provide reliability evidence for its assessments for the following measures of reliability for the Iowa’s student population overall and each student group and, if the assessments are operational in another State, the Contractor may provide reliability information for overall and each student group, including:

1. Test reliability of the assessments estimated for Iowa’s student population
2. Overall and conditional standard error of measurement of the proposed assessments
3. Consistency and accuracy of estimates in categorical classification decisions for the cut scores and achievement levels based on the assessment results
4. For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of a student’s achievement

For assessments that have not yet been developed, Contractor shall provide detailed plans regarding how each of the above elements will be addressed at an appropriate time, as items and tests are developed and field tested, as well as upon completion of first operational administration.

**4.6.10 Fairness and Accessibility**

Contractor shall provide evidence that reasonable and appropriate steps have been taken to ensure that its assessments are accessible to all students and fair across student groups in the design, development and analysis of its assessments. Provide Differential Item Functioning (DIF) analyses for the proposed assessments.

**4.6.11 Full Performance Continuum**

Contractor shall ensure that each assessment provides an adequately precise estimate of student performance across the full performance continuum, including for high- and low-achieving students. For operational assessment, Contractor shall provide evidence of distributions. For assessments under development, Contractor shall describe in detail how this will be addressed.

**4.6.12 Scoring**

Contractor shall provide information about their standardized scoring procedures and protocols for the assessments that are designed to produce reliable results, facilitate valid score interpretations, and report assessment results in reference to the Iowa Core Standards.

**4.6.13 Multiple Assessment Forms**

Contractor shall have multiple assessment forms for each grade and content area. The Contractor shall provide evidence that all forms adequately represent the Iowa Core Standards and yield consistent score interpretations such that the forms are comparable within and across school years. If a computer adaptive assessment is proposed, Contractor shall provide evidence of consistency in items covering Iowa Core Standards.

**4.6.14 Multiple Versions of the Assessment**

If the Contractor proposes assessments in multiple versions within a content area, grade level, or school year, the Contractor must show evidence of the following:

1. Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments
2. Documented adequate evidence of comparability of the meaning and interpretations of the assessment results
3. Provide evidence the online version of the assessment are comparable including knowledge content and item difficulty by grade and subject area.

**4.6.15 Technical Analysis and Ongoing Maintenance**

The Contractor shall propose a system for monitoring and maintaining, and improving as needed, the quality of the Statewide Assessment of Student Progress, including clear and technically sound criteria for the analyses of all of the content area covered by the assessments

**4.6.16 Practice Items/Practice Tests**

The Contractor shall describe its capabilities to provide Practice Items and Practice Tests for the covered grades and content areas.

**4.6.17 Psychometrics**

Contractor will provide all psychometric leadership and support necessary to complete any required item reviews, field testing, test form selection, scoring, and reporting as required herein. In addition to the psychometric services required herein, the Contractor shall provide the following specific research services:

1. Contractor will provide evidence of validity of any allowable accommodations.
2. Contractor will provide reliability assurances and documentation on content validity of the assessments.
3. Iowa may require Contractor to collaborate with designated third-party psychometric consultant in verifying annual administration results.
4. Contractor will provide technical documentation that interim assessments are predictive of student performance on statewide summative assessments.

Contractor will collaborate with the Agency to determine the feasibility of developing concordance tables allowing continuity of data from previous Agency assessments to the new assessments. The Contractor shall include the associated costs in the Cost Proposal. The Agency will provide Contractor with general research file from previous assessment administrations for development of proposed concordance tables.

**4.6.18 Continued Item and Assessment Development**

Contractor shall continue to make enhancements to the Statewide Assessment of Student Progress throughout the length of the contract. Activities shall include, but are not limited to, field testing new items, creating new assessments forms, adding items to the pool, or improving existing forms.

**4.6.19 Assessment Material Production**

Contractor shall develop the following assessment materials for the Statewide Assessment of Student Progress: Test Administration Manual, Test Coordination Manual, Guide to Interpreting Results, Technology Readiness and Technical Manual. All materials will be owned by the Agency. All materials will be made accessible online via the online platform. In addition, Contractor will develop a knowledge base for educators, tests coordinators and administrators to be able to search to find answers including the above required ancillary material. Agency staff will have the ability to add and moderate the knowledge base.

* 1. **Scored Technical Requirement 7: Instructional Time Required to Conduct the Statewide Assessment**

A high-quality assessment results in actionable, objective information about student knowledge and skills. Assessment systems should measure student knowledge and skills against the Iowa Core Standards. The assessment must:

1. Cover the full range of the relevant state standards to ensure a full picture of what students know and can do
2. Elicit complex student demonstrations or applications of knowledge and skills so that teachers and parents know that students are prepared for the real world
3. Provide an accurate measure of student achievement for all students, including for high- and low-achieving students, so that all educators have the information they need to provide differentiated supports to students
4. Provide an accurate measure of student growth over time to recognize the progress that schools and educators are making to help students succeed

A high-quality assessment system must strike the balance of meeting the above requirements, while at the same time limiting the administration time required of the assessment. Contractor shall provide information regarding the average length of time to administer the assessment in each grade and content area. In addition, the Contractor shall provide a justification of the time of test administration against the above requirements.

The Agency will evaluate each proposal not just based on the least amount of time required for assessment administration but rather balance between the time needed and quality of the set of items given to the student, coverage of standards, depth of knowledge, etc., which provide quality information to students, parents and educators about the skills and knowledge attained along with progress toward the Iowa Core Standards covered by the Statewide Assessment of Student Progress.

SECTION 5 REQUIREMENTS

**Overview**

The successful Contractor shall provide the goods and/or services to Agency and other agencies using the Contract in accordance with the requirements as provided in this Section. The Contractor shall address each requirement in this section and indicate whether or not it will comply with the requirement. If the context requires more than a yes or no answer or the section specifically indicates, Contractor shall explain how it will comply with the requirement. Proposals must address each requirement. Merely repeating the requirements may be considered non-responsive and may disqualify the Contractor. Proposals must identify any deviations from the requirements of this RFP or requirements the Contractor cannot satisfy. If the Contractor deviates from or cannot satisfy the requirement(s) of this section, the Agency may reject the Proposal.

* 1. **Mandatory Requirements**

All items listed in this section are Mandatory Requirements. Contractors must mark either **“yes” or “no”** to each requirement in their Proposals. By indicating “yes” a Contractor agrees that it shall comply with that requirement throughout the full term of the Contract, if the Contractor is successful. In addition, if specified by the requirements or if the context otherwise requires, the Contractor shall provide references and/or supportive materials to verify the Contractor’s compliance with the requirement. The Agency shall have the right to determine whether the supportive information and materials submitted by the Contractor demonstrate the Contractor will be able to comply with the Mandatory Requirements. If the Agency determines the responses and supportive materials do not demonstrate the Contractor will be able to comply with the Mandatory Requirements, the Agency may reject the Proposal.

**5.1.1 Contractor’s proposed solution must:**

* + - 1. Be capable of assessing in English language arts including reading and writing, math and science as specified in Table 1 section 4.1.1 of this RFP.
			2. Measure individual student growth.
			3. Be aligned to the Iowa Core Standards for grades 3 through 8 and at least one high school grade.
			4. Be capable of measuring student performance in English language arts including reading and writing, mathematics and science.
			5. Be available in paper-and-pencil and computer based formats.

**5.1.2** All Contractor personnel on this project must adhere to existing privacy/security standards established by FERPA, 20 U.S.C. Section 1232g; 34 CFR Part 99.

**5.1.3** The Contractor must ensure that all materials, processes and procedures used under this Contract meet relevant State and Federal legal requirements, including requirements under the Elementary and Secondary Education Act (ESEA) as updated by ESSA, the U.S. Department of Education Peer Review of State Assessment Systems, Non-Regulatory Guidance for States for Meetings Requirements of the Elementary and Secondary Act of 1965, as amended (2015), and the Individuals with Disabilities Education Act (IDEA).

**5.1.4** The system must comply with the provisions of the *Americans with Disabilities Act of 1990*, and Section 508 of the *Rehabilitation Act of 1973*, including capacity to adjust font size, text to speech, and other access features and accommodations.

* 1. **Scored Technical Requirements**

Scored Technical Requirements 1-7 are located in Section 4 – Scope of Work and numbered accordingly. Contractor will respond to the seven Scored Technical Requirements in Section 4 and may use the RFP document provided in Word format as a template for their response, but are not required to do so.

All Scored Technical Requirements will be evaluated and scored by the evaluation committee in accordance with Section 6.

SECTION 6 EVALUATION AND SELECTION

**6.1 Introduction**

This section describes the evaluation process that will be used to determine which Proposal(s) provides the greatest benefit to the State. Agency will not necessarily award the Contract to the Contractor offering the lowest cost to the Agency. Instead, the Agency will award to the Contractor whose Responsive Proposal the Agency believes will provide the best value to the State.

It is the Contractor’s responsibility to provide a thorough and complete response in detail to all components outlined in this RFP. No assumptions should be made that the Agency is aware of any Contractor’s capabilities, staffing, prior experience, past performance or any other required information.

* 1. **Evaluation Committee**

The Agency will conduct a comprehensive, fair, and impartial evaluation of Proposals received in response to this RFP. The Agency will use an evaluation committee to review and evaluate the Proposals. The evaluation committee will recommend an award based on the results of their evaluation to the Agency or to such other person or entity who must approve the recommendation.

The evaluation committee will make a recommendation to the person or entity who must approve the recommendation.

* 1. **Tied Bid and Preferences**

**6.3.1** An award shall be determined by a drawing when responses are received that are equal in all respects and tied in price. Whenever it is practical to do so, the drawing will be held in the presence of the Contractors who are tied in price. Otherwise, the drawing will be made in front of at least three non-interested parties. All drawings shall be documented.

Notwithstanding the foregoing, if a tied bid involves an Iowa-based contractor or products produced within the State of Iowa and a contractor based or products produced outside the State of Iowa, the Iowa contractor will receive preference. If a tied bid involves one or more Iowa contractors and one or more contractors outside the state of Iowa, a drawing will be held among the Iowa contractors only.

In the event of a tied bid between Iowa contractors, the Agency shall contact the Iowa Employer Support of the Guard and Reserve (ESGR) committee for confirmation and verification as to whether the contractors have complied with ESGR standards. Preference, in the case of a tied bid, shall be given to Iowa contractors complying with ESGR standards.

Second preference in tied bids will be given to contractors based in the United States or products produced in the United States over contractors based or products produced outside the United States.

Preferences required by applicable statute or rule shall also be applied, where appropriate.

* 1. **Technical Proposal Evaluation and Scoring**

All Technical Proposals will be evaluated to determine if they comply with the Mandatory Requirements and Scored Technical Requirements described in Section 5.1 and 5.2 and meet the minimum score. To be deemed a Responsive Proposal, the Proposal must:

* Answer “Yes” to all parts of Section 5.1 and include supportive materials as required to demonstrate the Contractor will be able to comply with the Mandatory Requirements in that section and
* Obtain the minimum score for the Content and Technical Criteria.

An addendum identifying the points assigned to evaluation criteria and minimum score will be posted prior to the RFP due date.

* 1. **Cost Proposal Scoring**

After the Technical Proposals are evaluated and scored, the Cost Proposals will be opened and scored.

To assist the agency in evaluating, Cost Proposals may be evaluated and points awarded as follows. The Cost Proposals will remain sealed during the evaluation of the Technical Proposal and any Bidder Demonstration. Only prospective contractors that meet all of the required features will be considered during the cost evaluation phase of the review process. The compliant prospective contractor’s technical points will be added to the cost points, to obtain the total points awarded for the proposal. The Cost Proposals will be ranked from least expensive to the most expensive. The least expensive shall receive the maximum number of points available in this section. To determine the number of points to be awarded all other Cost Proposals, the least expensive bid will be used in all cases as the numerator. Each of the other bids will be used as the denominator. The percentage will then be multiplied by the maximum number of points and the resulting number will be the cost points awarded to other compliant contractors. Percentages and points will be rounded to the nearest whole value.

Example:

Contractor A quotes $35,000; Contractor B quotes $45,000 and Contractor C quotes $65,000.

Contractor A: $35,000 = receives 100 percent of available points on cost.

 $35,000

Contractor B: $35,000 = receives 78 percent of available points on cost.

 $45,000

Contractor C: $35,000 = receives 54 percent of available points on cost.

$65,000

SECTION 7 CONTRACTURAL TERMS AND CONDITIONS

**7.1 Contract Terms and Conditions**

The Contract that the Agency expects to award as a result of this RFP shall comprise the specifications, requirements, terms and conditions of the RFP, written clarifications or changes made in accordance with the provisions of the RFP, the General Terms and Conditions, the offer of the successful Contractor contained in its Proposal, and any other terms deemed necessary by the Agency. No objection or amendment by a Contractor to the provisions or terms and conditions of the RFP or the General Terms and Conditions shall be incorporated into the Contract unless Agency has explicitly accepted the Contractor’s objection or amendment in writing.

The General Terms and Conditionswill be incorporated into the Contract. The General Terms and Conditionsmay be supplemented at the time of contract execution and are provided to enable Contractors to better evaluate the costs associated with the RFP requirements and the Contract. All costs associated with complying with these requirements should be included in any pricing quoted by the Contractor.

**By submitting a Proposal, Contractor acknowledges its acceptance of the terms and conditions of the RFP and the General Terms and Conditions without change except as otherwise expressly stated in its Proposal. If the Contractor takes exception to a provision, it must identify it by page and section number, state the reason for the exception, and set forth in its Proposal the specific RFP or General Terms and Conditions language it proposes to include in place of the provision. If Contractor’s exceptions or proposed responses materially alter the RFP, or if the Contractor submits its own terms and conditions or otherwise fails to follow the process described herein, the Agency may reject the Proposal, in its sole discretion.**

The Agency reserves the right to either award a Contract(s) without further negotiation with the successful Contractor or to negotiate Contract terms with the successful Contractor if the best interests of the State would be served.

* 1. **Contract Length**

The term of the Contract will begin and end on the dates indicated on the RFP cover sheet. The Agency shall have the sole option to renew the Contract upon the same or more favorable terms and conditions for up to the number of annual extensions identified on the RFP cover sheet.

* 1. **Insurance**

The Contract will require the successful Contractor to maintain insurance coverage(s) in accordance with the insurance provisions of the General Terms and Conditions and of the type and in the minimum amounts set forth below, unless otherwise required by the Agency.

| Type of Insurance | Limit | Amount |
| --- | --- | --- |
| General Liability (including contractual liability) written on an occurrence basis | General AggregateProducts – Comp/Op  AggregatePersonal injuryEach Occurrence | $2 Million$1 Million$1 Million$1 Million |
| Automobile Liability (including contractual liability) written on an occurrence basis | Combined single limit | $1 Million |
| Excess Liability, Umbrella Form | Each OccurrenceAggregate | $1 Million$1 Million |
| Errors and Omissions Insurance | Each Occurrence  | $1 Million |
| Property Damage | Each OccurrenceAggregate | $1 Million$1 Million |
| Workers Compensation and Employer Liability | As Required by Iowa law | A required by Iowa law |

* 1. **Terms and Conditions for State of Iowa Purchasing Cards**

The State of Iowa shall pay Contractor’s invoices using its Purchasing Card Program (Pcard) whenever possible. The Pcard is a VISA credit card issued by U.S. Bank to allow authorized employees to make purchases on behalf of the State. It is a faster, more convenient alternative to traditional invoicing and remittance processing, allowing US Bank to pay the Contractor directly, generally within 48 hours of the transaction. Contractor shall comply with security measures for Pcard payments including:

* Contractor shall comply with [Payment Card Industry Data Security Standard (PCI DSS)](https://www.pcisecuritystandards.org/security_standards/) to assure confidential card information is not compromised;
* Contractor shall adhere to [Fair and Accurate Credit Transactions Act](http://www.ftc.gov/os/statutes/fcrajump.shtm) requirements that limit the amount of consumer and account information shared for greater security protection;
* Contractor shall not write down card numbers or store card information. When accepting orders by phone, Contractor shall process the transaction during the call and send itemized receipts (excluding card numbers) to the cardholder by fax, email, or mail (with delivery);
* Contractor shall process payment for items when an order is placed only for items currently in stock and available for shipment, and only for services already rendered;
* Contractor shall confirm that the name of purchaser matches the name on the card;
* Contractor shall ensure Internet orders are processed via secure websites, featuring Verisign, TRUSTe, BBBOnline, or “https” in the web address;
* Contractor shall shred any documentation with credit card numbers.

**Attachment # 1**

**Certification Letter**

**Alterations to this document are prohibited, see section 2.12.14.**

[Date]

Nancy Wheelock, Issuing Officer

Iowa Department of Administrative Services - Central Procurement Bureau

Hoover Building, Flr 3

1305 E. Walnut Street

Des Moines, IA 50319

Re: RFP1117282197 - PROPOSAL CERTIFICATIONS

Dear **Nancy**:

I certify that the contents of the Proposal submitted on behalf of [**Name of Contractor] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (Contractor) in response to **Iowa Department of Administrative Services** for **RFP 1117282197** for **Statewide Assessment of Student Progress** are true and accurate. I also certify that Contractor has not knowingly made any false statements in its Proposal.

**Certification of Independence**

I certify that I am a representative of Contractor expressly authorized to make the following certifications in behalf of Contractor. By submitting a Proposal in response to the RFP, I certify on behalf of the Contractor the following:

1. The Proposal has been developed independently, without consultation, communication or agreement with any employee or consultant to the Agency or with any person serving as a member of the evaluation committee.

2. The Proposal has been developed independently, without consultation, communication or agreement with any other contractor or parties for the purpose of restricting competition.

3. Unless otherwise required by law, the information found in the Proposal has not been and will not be knowingly disclosed, directly or indirectly prior to Agency’s issuance of the Notice of Intent to Award the contract.

4. No attempt has been made or will be made by Contractorto induce any other contractor to submit or not to submit a Proposal for the purpose of restricting competition.

5. No relationship exists or will exist during the contract period between Contractor and the Agency or any other State agency that interferes with fair competition or constitutes a conflict of interest.

**Certification Regarding Debarment**

6. I certify that, to the best of my knowledge, neither Contractornor any of its principals: (a) are presently or have been debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by a Federal Agency or State Agency; (b) have within a three year period preceding this Proposal been convicted of, or had a civil judgment rendered against them for commission of fraud, a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction, violation of antitrust statutes; commission of embezzlement, theft, forgery, falsification or destruction of records, making false statements, or receiving stolen property; (c) are presently indicted for or criminally or civilly charged by a government entity (federal, state, or local) with the commission of any of the offenses enumerated in (b) of this certification; and (d) have not within a three year period preceding this Proposal had one or more public transactions (federal, state, or local) terminated for cause.

 This certification is a material representation of fact upon which the Agency has relied upon when this transaction was entered into. If it is later determined that Contractor knowingly rendered an erroneous certification, in addition to other remedies available, the Agency may pursue available remedies including suspension, debarment, or termination of the contract.

**Certification Regarding Registration, Collection, and Remission of Sales and Use Tax**

7. Pursuant to *Iowa Code sections 423.2(10) and 423.5(4) (2016)* a retailer in Iowa or a retailer maintaining a business in Iowa that enters into a contract with a state agency must register, collect, and remit Iowa sales tax and Iowa use tax levied under *Iowa Code chapter 423* on all sales of tangible personal property and enumerated services. The Act also requires Contractors to certify their compliance with sales tax registration, collection, and remission requirements and provides potential consequences if the certification is false or fraudulent.

By submitting a Proposal in response to the (RFP), the Contractor certifies the following: (check the applicable box)

* Contractor is registered with the Iowa Department of Revenue, collects, and remits Iowa sales and use taxes as required by *Iowa Code Chapter 423*; or
* Contractor is not a “retailer” or a “retailer maintaining a place of business in this state” as those terms are defined in *Iowa Code subsections 423.1(47) and (48)(2016)*.

Contractor also acknowledges that the Agencymay declare the Contractor’s Proposal or resulting contract void if the above certification is false. The Contractoralso understands that fraudulent certification may result in the Agency or its representative filing for damages for breach of contract in additional to other remedies available to Agency.

Sincerely,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

**Name and Title of Authorized Representative Date**

**Attachment #2**

**Authorization to Release Information Letter**

**Alterations to this document are prohibited, see section 2.12.14.**

 **[Date]**

Nancy Wheelock, Issuing Officer

Iowa Department of Administrative Services - Central Procurement Bureau

Hoover Building, Flr 3

1305 E. Walnut Street

Des Moines, IA 50319

Re: **RFP1117282197 -** AUTHORIZATION TO RELEASE INFORMATION

Dear **Nancy**:

**[Name of Contractor]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Contractor)** hereby authorizes the **Iowa Department of Administrative Services** ("Agency") or a member of the Evaluation Committee to obtain information regarding its performance on other contracts, agreements or other business arrangements, its business reputation, and any other matter pertinent to evaluation and the selection of a successful Contractor in response to **RFP1117282197.**

The Contractor acknowledges that it may not agree with the information and opinions given by such person or entity in response to a reference request. The Contractor acknowledges that the information and opinions given by such person or entity may hurt its chances to receive contract awards from the State or may otherwise hurt its reputation or operations. The Contractor is willing to take that risk.

The Contractor hereby releases, acquits and forever discharges the State of Iowa, the Agency, their officers, directors, employees and agents from any and all liability whatsoever, including all claims, demands and causes of action of every nature and kind affecting the undersigned that it may have or ever claim to have relating to information, data, opinions, and references obtained by the Agency or the Evaluation Committee in the evaluation and selection of a successful Contractor in response to the RFP.

The Contractor authorizes representatives of the Agency or the Evaluation Committee to contact any and all of the persons, entities, and references which are, directly or indirectly, listed, submitted, or referenced in the Contractor's Proposal submitted in response to RFP.

The Contractor further authorizes any and all persons and entities to provide information, data, and opinions with regard to its performance under any contract, agreement, or other business arrangement, its ability to perform, business reputation, and any other matter pertinent to the evaluation of the Contractor’s Proposal. The Contractor hereby releases, acquits and forever discharges any such person or entity and their officers, directors, employees and agents from any and all liability whatsoever, including all claims, demands and causes of action of every nature and kind affecting the Contractor that it may have or ever claim to have relating to information, data, opinions, and references supplied to the Agency or the Evaluation Committee in the evaluation and selection of a successful Contractor in response to RFP.

A photocopy or facsimile of this signed Authorization is as valid as an original.

Sincerely,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

**Name and Title of Authorized Representative Date**

**Attachment #3**

**Form 22 – Request for Confidentiality**

***CONTRACTOR NOTE: SUBMISSION OF THIS FORM 22 IS REQUIRED***

***This Form 22 (Form) must be completed and included with your response (Proposal) to the Request for Proposal (RFP).*** ***The Form is required whether THE Proposal does or does not contain information for which confidential treatment will be requested.***

***Failure to submit a completed Form WILL result in the Proposal considered non-responsive and eliminated from evaluation.***

1. **Confidential Treatment Is Not Requested**

A request for confidential treatment of information contained in our Proposal is not submitted.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Company RFP Number RFP Title

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Title Date

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

1. **Confidential Treatment Is Requested**

***The below information is to be completed and signed ONLY if Contractor is requesting confidential treatment of any information submitted in its Proposal.***

Per the paragraph labeled as Public Records and Requests for Confidential Treatment in section 2 of the Request for Proposal (RFP), a Contractor requesting portions of its Proposal be maintained in confidence must complete this form and submit it with its Proposal. Contractors should read and familiarize themselves with chapter 22 of the Iowa Code regarding release of public records before completing this Form. Contractor shall refer to the paragraph labeled as Public Records and Requests for Confidential Treatment in section 2 of the RFP for instructions regarding how to request confidential treatment of portions of its Proposal.

**NOTE:**

1. ***Completion of this Form is the sole means of requesting confidential treatment*.**
2. ***A CONTRACTOR MAY NOT REQUEST PRICING PROPOSALS BE HELD IN CONFIDENCE.***

Completion of the Form and Agency’s acceptance of Contractor’s submission does not guarantee the agency will grant Contractor’s request for confidentiality. The Agency may reject Contractor’s Proposal entirely in the event Contractor requests confidentiality and does submit a fully completed Form or requests confidentiality for portions of its Proposal that are improper under the RFP.

***To request confidentiality, Contractor must provide the following information:***

1. [ ]  Contractor must conspicuously mark confidential material in its Proposal in accordance with the section titled Public Records and Requests for Confidential Treatment. ***Check box when completed.***
2. Contractor must specifically identify and list the Proposal section(s) for which it seeks confidentiality and answer the following questions for each section listed:
* Explain the specific grounds in *Iowa Code Chapter 22* or other applicable law which support treatment of the material as confidential.
* Justify why the material should be kept in confidence.
* Explain why disclosure of the material would not be in the best interest of the public.
* Provide the name, address, telephone, and email for the Contractor’s person authorized to respond to inquiries by the Agency concerning the status of confidential materials.

**Please provide the information in the table below. Contractor may add additional lines if necessary or add additional pages using the same format as the table below.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| RFP Section: | Contractor must cite the specific grounds in *Iowa Code Chapter 22* or other applicable law which supports treatment of the material as confidential. | Contractor must justify why the material should be kept in confidence. | Contractor must explain why disclosure of the material would not be in the best interest of the public. | Contractor must provide the name, address, telephone, and email for the person at Contractor’s organization authorized to respond to inquiries by the Agency concerning the status of confidential materials. |
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1. [ ]  Contractor must submit a Public Copy of its Proposal from which the confidential information has been excised. The confidential material must be excised in such a way as to allow the public to determine the general nature of the material removed and to retain as much of the Proposal as possible**.**  ***Check box when completed.***

This Form must be signed by the individual who signed the Contractor’s Proposal. The Contractor shall place this Form completed and signed in its Proposal immediately following the transmittal letter. A copy of this document shall be placed in all Proposals submitted including the Public Copy.

***\*Failure to provide the information required on this Form may result in rejection of Contractor’s submittal to request confidentiality or rejection of the Proposal as being non-responsive.***

***\*Please note that this Form is to be completed and signed only if you are submitting a request for confidential treatment of any information submitted in your Proposal.***

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Company RFP Number RFP Title

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Title Date

**--------------------------------------------------------------------------------------------------------------**

**Department of Administrative Services – Central Procurement Bureau Review**

***(For Agency use only)***

[ ]  Contractor’s Proposal is rejected as non-compliant because of one or more of the following reasons:

[ ]  Contractor’s Proposal is rejected due to not submitting a fully completed Form 22 to either request or not request confidential treatment of information.

[ ]  Contractor’s Proposal is rejected due to the request to treat the entire response as confidential.

[ ]  Contractor’s Proposal is rejected due to the request to treat Proposal pricing as confidential.

[ ]  Contractor requested confidentiality without submitting a ***fully completed*** Form 22.

[ ]  Contractor requested confidentiality and failed to conspicuously mark such material as confidential within its Proposal in accordance with the RFP.

[ ]  Contractor requested confidentiality without submitting a public copy of its Proposal with the confidential information redacted.

[ ]  Contractor requested confidentiality on material in contravention of the RFP.

[ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

[ ]  Contractor’s submission is accepted.[[1]](#footnote-1)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Purchasing Agent Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RFP Number RFP Title

**Attachment #4 Response Check List**

|  |  |  |
| --- | --- | --- |
| **RFP REFERENCE SECTION** | **RESPONSE INCLUDED** | **LOCATION OF RESPONSE** |
| **Yes** | **No** |
| 3. One Original and six (6) copies of the Bid Proposal and One Digital Copy |   |   |   |
| 3. One (1) Public Copy with Confidential Information Excised and One (1) Digital Copy |   |   |   |
| 3. Transmittal Letter |   |   |   |
| 3. Table of Contents |  |  |  |
| 3. Terminations  |   |   |   |
| 3. Acceptance of Terms and Conditions |   |   |   |
| 3. Certification Letter |   |   |   |
| 3. Authorization to Release Information |   |   |   |
| 3. Firm Proposal Terms |  |  |  |
| 4. Scored Technical Requirements (included in  Scope of Work and referenced in Section 5.2) |   |   |   |
| 5. Mandatory Requirements (Section 5.1) |   |   |   |
|  |  |  |  |
|  |   |   |   |
| Cost Proposal – Attachment 5 |   |   |   |
|  |   |   |   |
|  |   |   |   |
|  |   |   |   |

**Attachment #5 - Cost Proposal**

**Payment Terms**

Per *Iowa Code § 8A.514* the State of Iowa is allowed sixty (60) days to pay an invoice submitted by a vendor.

What discount will you give for payment in 15 days?

What discount will you give for payment in 30 days?

**Cost Proposal**

Contractor’s Cost Proposal shall include an all-inclusive, itemized, total cost in U.S. Dollars (including all travel, expenses, etc. in prices). All pricing to be FOB Destination, freight cost and all expenses included; and based on Net 60 Days Payment Terms. Contractor must use the Attachment #5 – Cost Proposal template attached. Please use additional pages to provide any additional narrative support for the costing information.

**APPENDIX A**

**Senate File 240**

See attached Appendix A – Senate File 240 included with the RFP.

**APPENDIX B**

**Iowa Education Portal Integration Sample**

The section below provides a high level example of the roles which could be defined as part of this integration. This information is for illustrative purposes only. Final security roles and access levels will be provided by the Department during the integration phase of the project.

1. State Administrator Menu (STATE): The system shall provide a state data steward/state test coordinator menu that allows authenticated users to add, modify, or delete district and school test coordinator accounts and information; access reports detailing system usage by districts and schools within the district; access a report of students not tested in district/school; access the User Guide that covers all district administrator-level functions; and add, modify, or delete teacher and test administrator accounts and information.
2. District Assessment Coordinator (DAC): The system shall provide a district test coordinator menu that allows authenticated users to add, modify, or delete school test coordinator accounts and information; access reports detailing system usage by school within the district; access a report of students not tested in their district/school; access the User Guide that covers all district administrator-level functions; and add, modify, or delete teacher and test administrator accounts and information.
3. School Assessment Coordinator Menu(SAC): The system shall provide a school test coordinator menu that allows authenticated users to access the User Guide that covers all school administrator-level functions; assign new classes to a teacher; delete a teacher’s class(es); print and/or e-mail teacher user IDs and passwords; view teacher rosters; add, edit, or delete students; access a report of students not tested; assign students to a class; view and/or print class and student rosters; and add, edit, or delete test administrators.
4. Test Administrator (TA): The system shall provide a test proctor/teacher menu that allows authenticated users to add, edit, or delete students; access a report of students not tested; assign students to a class; view and/or print class and student rosters; start, stop and resume student test sessions; and access the User Guide that covers all teacher-level functions.

**User Properties**

**Attribute Example Description**

userid  state1test@iowaid          User’s login account

role  DAC(as defined)               User’s role

applicationname ID (as Defined)                  Name of application

orgcode    00000000                             User’s organization code

firstname      state1                                   User’s first name

lastname test User’s last name

emailaddress state.test@school.org User’s email on A&A account

**Roles**

Access level            SEA                                  Users security org access level

Role                             DAC(as defined)               Users security role

Access id                  000000000          Users security organization code

**APPENDIX B (Cont.)**

**Iowa Education Portal Integration Sample**

The Access level which will be determined by the security organization and may contain the values of SEA, AEAS, DIST or BLDG.  The supported roles are defined by each application.  The Access ID is the security organization’s eight character organization code (the format does not contain a hypen – ex 60398104).  Roles may vary based upon access level.

**APPENDIX C**

**Minimum Hardware and Software Requirements**

Devices used to take the online assessments should meet the following minimum requirements:

Keyboard & headphones

Windows Device:

* Windows 7 or higher
* Windows Server 2008 R2 or Higher

Apple Device:

* OS 10.7 or Higher (Intel Processor)
* IOS 8 or higher

Android Device:

* Android OS 4.4 or higher

 Chrome Device:

* Chrome OS - latest version released

**APPENDIX D**

Appendix D consists of the following three file attachments included with the RFP:

* Spring BEDS Technology Access Survey
* Survey Responses
* SY1516 School Technology Access

**APPENDIX E**

**Iowa Core Standards**

Appendix E consists of the following three file attachments included with the RFP:

* Literacy Standards
* Math Standards
* Science Standards

**REFERENCES**

Case, B.J., Jorgensen, M.A., & Zucker, S. (2004). *Alignment in Educational Assessment*. Pearson Education, Inc. Retrieved from <http://images.pearsonassessments.com/images/tmrs/tmrs_rg/AlignEdAss.pdf?WT.mc_id=TMRS_Alignment_in_Educational_Assessment>

The Council of Chief School State Officers (2013). *Operational Best Practices for Statewide Large-Scale Assessment Programs.* Washington, DC.

Webb, N. L. (2002). *Alignment study in language arts, mathematics, science, and social studies of state standards and tests for four states*. Technical Issues in Large-Scale Assessment (TILSA) State Collaborative on Assessment & State Standards (SCASS). Madison, WI: University of Wisconsin, Wisconsin Center for Education Research.

1. **NOTE:** Agency’s acceptance of Contractor’s submission should not be construed as Agency’s approval of Contractor’s request for confidentiality. Instead, acceptance of Contractor’s submission simply means that Agency believes Contractor’s Form 22 appears fully completed in accordance with the RFP. [↑](#footnote-ref-1)