

MeCAS RFP Questions and Answers

RFP 200805232

- 1. How often can prospective bidders ask questions?**
Questions can be asked as needed over the entire period as long as they are received before the June 20, 2008, 4:00 pm deadline. All questions and answers will be added to the online link <http://www.maine.gov/education/lsalt/index.htm> with the newest Q&A date posted. Please remember to visit the site often to gather any additional information that people have requested.
- 2. Will you answer questions as they're received, or will you wait until after June 20th to answer all questions?** (Our solutions, text, and budgets will depend on the answers to questions.)
All questions will be answered as asked and will be posted online.
- 3. Either way, when can we expect to see answers to the questions?**
Yes! All answers will be posted to the online link <http://www.maine.gov/education/lsalt/index.htm> with the newest Q&A date posted next to it.
- 4. By what method will answers be disseminated to all bidders?**
All answers will be added to the online link ASAP so everyone can have access to them.
- 5. Can vendors bid on the online component for this RFP only?**
No! The sections of the RFP can not be bid on separately. The Bidders must bid on the whole package.
- 6. If you are not the right contact for this, can you point me in the right direction?**
The right person to contact is Wanda Monthey at wanda.monthey@maine.gov.
- 7. I would like to clarify a question I had earlier. We are currently evaluating the RFP and preparing some questions for clarification regarding requirements and scope of work. There is one question, however, for which an immediate response would be very helpful. The RFP organization appears to be broken into components (i.e., MEA, Computer Based Assessment, MHSA, PAAP, and Federal Accountability Reporting. May bidders bid for individual components?**
The RFP is broken down into several sections for ease of understanding each portion but bidders will be bidding on the RFP as one whole document.
- 8. Regarding 3.5.3 and 3.5.4 – responding to Mandatory Requirements vs. responding to Desirable Features, is it correct that there are a total of six “Desirable Features” mentioned in the RFP that can be addressed, as follows:**

 - Page 31, section 7.1 – alternative test designs

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- Page 35, section 7.4 – new integrated scan able for Grade 4
- Page 36, section 7.5.4 – random administrative audit of MEA
- Page 58, section 7.8.2 – MEA website
- Page 65, section 8.7.4 – random administrative audit of MHSA
- Page 87, section 10.1.3 – pre-reporting data files

Yes. However, there is a typo in the title of section 10.1.3. The title should read “*NCLB School, SAU, and State Report Cards*”.

9. **Section 3.6 Submission of Proposal/Closing, page 11: The RFP states “The Technical Proposal(s), required response forms, and general information shall be sealed in one envelope and the Cost Proposal Form (Appendix B) shall be sealed in a separate envelope and labeled as “Cost Proposal”. Can the Technical Proposal be submitted separately in a binder and the cost proposal in a sealed envelope?**

Yes

10. **Section 3.6 Submission of Proposal/Closing, page 1: MDOE requests in addition to printed original and eight copies, “one copy in electronic format using Microsoft Word.” Presumably this means burned onto a CD. Must it be in MS Word format or is an Adobe PDF (Portable Document Format) another acceptable format?**

The proposal must be submitted in either .doc or .rtf format. A PDF is NOT acceptable.

11. **Section 6.6 Quality Control: Documentation and Quality Assurance, page 28: The RFP states, “The Contractor will ensure that all quality control procedures necessary to produce reliable, valid and timely results are carried out through all phases of the assessment process (development, administration, scoring, analysis, and reporting). . . . in meeting specified deadlines will result in monetary penalties of up to \$1,000 per day to be set as part of the contract.”**

Please complete the underlined sentence above.

There is one missing word in the sentences quoted above. The correct wording follows: “The Contractor will ensure that all quality control procedures necessary to produce reliable, valid and timely results are carried out through all phases of the assessment process (development, administration, scoring, analysis, and reporting). Delays in meeting specified deadlines will result in monetary penalties of up to \$1,000 per day to be set as part of the contract.”

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12. **Section 7.7.10.1.3 Educational Conferences, pages 54-55: Will the contractor be responsible for costs associated with these conferences? If so, how many participants will there be? How long will each conference last? Where will the conferences be held?**

The Provider will NOT be responsible for the costs associated with these conferences. MDOE, through the Maine Learning Technology Initiative (MLTI) schedules 9 MLTI Regional Leadership conference meetings and is responsible for the costs associated with them. These meetings occur in both the fall and spring of each school year to meet with leadership teams from middle and high schools. The Provider will be responsible for the costs of their staff's travel and accommodations, as necessary, associated with these meetings. The Provider will be responsible for providing special equipment, if necessary, for presentations of the proposed computer-based assessment (CBA) solution. MDOE will provide basic presentation equipment as necessary (laptop, digital projector, screen, audio), and host sites are required to provide wireless Internet access. Based upon proposed timelines, MDOE will determine which (fall or spring) round of MLTI Regional Leadership meetings would be most appropriate for Provider participation.

The number of participants at each meeting varies. Schools are encouraged to send a leadership team that includes a Principal, Teacher Leader, Technology Lead, and a Librarian. Meetings are generally half-day or whole-day meetings and are typically held in a Maine school or at one of the University of Maine campuses in the region. Locations are determined each fall and spring based on availability. Usually, these 9 meetings will be held over the course of no more than approximately 12-15 consecutive work days.

In addition, the Provider may be required to demonstrate and provide information about the proposed CBA solution at major events such as the Maine Superintendent's Association annual convocation (MSMA) in January of each year or the MainEducation conference in October, sponsored by the Association of Computer Educators of Maine (ACTEM). These major events are generally hosted by the sponsoring organization in Augusta or Portland. The Provider would be responsible for their staff's travel and accommodation costs.

13. **Section 7.8.1 Guide to the MEA, page 58: How many print copies of the Guide to the MEA (7.8.1, p.58) and the Guide to the MHSA (8.9.1, p.74) are required?**

MDOE's expectations are a glossy color tri-fold 8½" x11" double-sided one page brochure, as well as a 14"x 17" poster version of the brochure for each guide. For the MEA Guide, 750 posters and an initial order of 3,000 brochures will be required. For the MHSA Guide, the requirement will be 300 posters and 1,500 brochures.

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14. **Section 9.6.1 PAAP Scoring, page 80: For what costs associated with these meetings (PAAP regional scoring sessions) will the contractor be responsible?**

- **Lodging**
- **Transportation**
- **Meals**
- **Stipends**
- **Other**

The contractor will be responsible for costs related to lodging, mileage reimbursement, and meals to be reimbursed at allowable state rates. For fiscal year 2009, mileage rates will be \$0.42 per mile. Effective through September 30, 2008, the allowable reimbursement rate for lodging is \$70.00 per night and \$39.00 per day for meals and incidentals.

For scoring sessions scheduled during a school day, the contractor will also be responsible for reimbursement of substitute costs to schools (cost currently ranges from \$60/day to \$100/day). For scoring sessions scheduled during school vacations or the summer, the contractor will also be responsible for participant stipends (currently \$100/day).

15. **Citation: RFP PAGE 30, Assessment Counts. The number of students assessed in grade 8 is 15,400. What is the expected number of on-line examinees in 2008-09 and 2009-10, when participation in CBT remains voluntary?**

According to the RFP, there are no plans to test on-line examinees in an operational test in 2008-09. Should the contractor provide a product that could be utilized on a voluntary basis in this year, following extensive validation tests, the expected number of participants may fall in the 1,000 to 2,000 student range.

During the 2009-2010 school year, the RFP requirement is that a minimum of 30 of the 232 middle school schools take part in the assessment. The expected number of participants will vary according to the size of the middle schools participating, but the expected number may fall in the range of 2,000 to 4,000 students.

In 2010-11 all MEA assessments in grades 7 and 8 will be administered online, with the exception of those requiring either a Braille or paper-based accommodation. What is the expected count or percentage of students requiring either of these accommodations?

The expected number of students requiring a Braille version of the test is approximately 1 or 2 per grade level. MDOE expects that less than 0.1% of students per grade would require the paper-based version.

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16. **Citation: RFP PAGE 30, Test Design. MDOE is adding two more score points to the Grade 3 Reading. Will this be accomplished by adding two additional multiple choice items or some other combination of item changes (e.g. eliminating two of the multiple choice and adding a constructed response item)?**

The Grade 3 Reading test design is changing from a combination of long and short passages to 6 common short passages, with 4 MC and 1 CR items per passage. In order to meet this design, MDOE has field tested a sufficient number of passages and items.

17. **Citation: RFP PAGE 31, Test Design. MDOE encourages vendors to propose alternate test design. Should the base costs reflect these alternate designs, or should the base cost reflect the current design with the anticipated increase in Grade 3 Reading?**

The base cost should reflect the current design with the anticipated increase in Grade 3 Reading.

18. **Citation: RFP PAGE 61, Math-A field testing. In section 8-4 on page 61, field testing of Math-A items “are not included in this RFP.” However, the vendor is responsible for, “printing, distributing and scoring of the Math-A ... tests (section 8 on page 60)” and “currently MDOE is utilizing 8 test forms ...in mathematics” and “Math-A currently consists of 18 common MC points along with seven (7) field test items.” Please define the bidder’s responsibility as it relates to field test item banking, printing, and processing.**

The responsibility for field test item banking will remain with the College Board. Printing and distribution for both the Math-A and science test will be the responsibility of the successful bidder.

19. **Citation: RFP PAGE 58, 7.8.1, Guide to the MEA, and PAGE 74, 8.9.1, MHSA Guide. Can you define what your expectations are for these documents (construction, color, size), and how many hardcopies are to be produced in print for distribution?**

MDOE’s expectations are a glossy color tri-fold 8½”x11” double-sided one page brochure, as well as a 14”x 17” poster version of the brochure for each guide. For the MEA Guide, MDOE will require 750 posters and an initial order of 3,000 brochures. For the MHSA Guide, the requirement will be 300 posters and 1,500 brochures.

20. **7.1.4 Writing Sessions, page 32: From the RFP, “The grade 5 writing session is composed of one prompt designed to measure narrative writing. It is anticipated that pilot tests of new prompts, possibly of additional modes of writing, will be necessary during the timeframe covered by this RFP. The**

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grade 8 writing session is designed to measure academic analytical writing. It is anticipated that the grade 8 writing test may be expanded to include an objective MC portion to measure content standard D. This would require a field test of MC items the year preceding implementation. A pilot test of new prompts at grade 8 may also be necessary during the time covered by this RFP.”

Regarding grade 5–8 writing: Will these prompts be field tested in a stand-alone field test? When does the state expect to field test the prompts?

MDOE plans to field test future writing prompts on a set schedule as part of the operational test in place of an operational writing test. Grade 5 field testing will occur in place of the operational test in 2010-2011. Field testing of grade 8 prompts is not expected to occur during the period covered by this RFP (2008-2011).

Can the field test of MC items for Grade 8 occur during the operational administration of the writing prompt?

At this time, we believe that field testing of multiple choice items in a new additional writing session of the grade 8 test can occur during the operational administration of the writing prompt.

21. Citation: RFP page 33: “The Contractor will organize, staff, and provide all materials for BRC and IRC reviews.” Does MDOE have guidance on the # of reading selections/items that committees are able to review at BRC and IRC meetings, respectively?

At grades 3-5, the BRC reviews approximately 11-16 passages per grade (which includes 6 long and 10-11 short literary and informational passages) in approximately 5 hours. The IRC reviews the same number of passages, along with a minimum of 10 items (8 multiple choice and 2 constructed response) per short passage and 18 items (16 multiple choice and 2 constructed response) per long passage. MDOE allows approximately 1 day per grade level for review.

At grades 6-8, the BRC reviews approximately 15 passages per grade, both long and short, in approximately 7 hours. The IRC reviews the same number of passages, along with a minimum of 10 items (8-10 multiple choice and 2 constructed response) per short passage and 14 items (10-12 multiple choice and 2 constructed response) per long passage. MDOE allows approximately 1 day per grade level for review.

How many people are at each committee review?

BRC passage reviews involve approximately 6 members in the grade 3-5 group and in the grade 6-8 group. BRC item reviews involve approximately 6 members in each of three groupings: grades 3-4, grades 5-6, and grades 7-8/high school.

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IRC reading/writing committees for grades 3-5 and 6-8 involve approximately 10-14 participants each. IRC mathematics committees for grades 3-4, 5-6, and 7-8 involve approximately 6 participants each. Science IRC meetings for grades 5 and 8 involve approximately 5 members each.

Do committees span multiple grades?

Yes, except for the science IRC groupings where there is one group for each grade span.

- 22. Citation: RFP page 33: “Following Committee review, the Contractor will submit proposed science items to a content accuracy review by staff or third party” What is the format of the science item review for content accuracy: face-to-face, WebEx, etc.?**

The format of the science item review could be WebEx or another electronic format. The review does not need to be in a face-to-face format. Any items that are questioned by MDOE or the third party expert will be discussed by all involved prior to MDOE approval.

- 23. Citation: RFP page 33: “There is one BRC meeting to review all proposed reading selection” Can MDOE give guidance with respect to the percentage of reading selections lost at BRC?**

Due to careful passage selection and review by MDOE staff prior to Bias review, the percentage of reading passages lost at BRC is generally less than 10%.

- 24. Citation: RFP page 32: “It will be the responsibility of the Contractor to secure copyright permissions and pay fees for approved selections as needed.” Does MDOE require permissioned reading selections? Or, because of the substantial restrictions and costs associated with the Web release of copyrighted reading selections, can all reading selections be commissioned?**

Historically, the MEA has consisted of permissioned reading selections. MDOE would be willing to consider the increased use of commissioned reading selections, but would not be willing to move to all commissioned reading selections at this time.

- 25. Citation: RFP page 32: “It will be the responsibility of the Contractor to secure copyright permissions and pay fees for approved selections as needed.” Is the Contractor for this RFP responsible for permissioning and cost associated with reading selections currently in the item bank?**

Responsibility for the permissioning and cost associated with reading selections in the item bank would be the responsibility of the successful bidder. For those item bank passages for which permissions exist, responsibility would depend on the

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ability to transfer these permissions from the existing contractor to the successful bidder.

- 26. Citation: RFP page 32: “The Contractor will provide carefully written, edited and proofed draft field-test items and reading selections . . . to be reviewed by MDOE content specialists prior to review committees” Can the MDOE review prior to committee meetings be done with electronic copies?**

MDOE would consider that possibility, assuming passage/item security is maintained. Paper copies would be preferable.

- 27. Citation: RFP page 33: “Prior to face-to-face meeting, the Contractor will incorporate the documented MDOE-approved recommendations from all item reviews?” Can we assume the face-to-face meetings are with MDOE staff only? What is the typical duration of these meetings?**

Face-to-face meetings include contractor and MDOE staff only. Face-to-face meetings last approximately 1-1½ days per grade in reading, 1 day per grade in mathematics, and 1 day per grade in science.

- 28. Citation: RFP Page 77, 9.3, PAAP Task Development Process. Will the content of the CD’s to be provided to the workshop participants be actual tasks—the same tasks that are password protected on the MDOE website? If so, do the CD’s require protection?**

The CDs contain the actual tasks posted in the Task Bank. The tasks themselves are copyrighted, but we have not required password protection for the CDs to this point.

How many of these CD’s will need to be produced (i.e., number of expected workshop participants and number of others expected to be requested)?

We expect approximately 1000 CDs will be required.

- 29. Citation: RFP Page 23, section 5.2.4, 2nd paragraph – “The alternate assessment is used by approximately 8% - 9% of special education students in the test population who have significant cognitive disabilities ...” Can MDOE please explain how to interpret this statement; does this mean that 8% - 9% of the 1% population are in the PAAP program or does this mean that 8% - 9% of the total special needs populations are in the PAAP program?**

USDE Rules allow only 1% of the total test population (total of general education students and special education students) to be reported as proficient by alternate standards. USDE Guidelines suggest that approximately 8% to 9% of the special education population within the total test population will be appropriate for

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alternate assessment. In theory, the two should equate to about the same number of students.

- 30. Citation: RFP Page 38, section 7.6.2.1, bullet #5 – “ ... the ability to achieve at least 80% exact scoring agreement on a qualifying pack consisting of ten (10) responses to a field-test item, or twenty (20) responses for equating items chosen at random from 150 previously approved items.” Can MDOE please explain the process for choosing the equating items that comprise the qualifying packs? Do all prospective scorers take the same qualifying pack (by item) or are the qualifying packs different / unique for each prospective scorer?**

Qualifying packs are built to support the anchor and training packs and give scorers opportunities to demonstrate consistency in applying the criteria for each score point. Every prospective scorer scores the same qualifying pack per item.

- 31. Citation: RFP Page 80, section 9.6.1, PAAP Scoring:**

- **Are only Maine teachers eligible to be table leaders and scorers or are vendor hired scorers allowed to score the PAAP?**

At a minimum, the first round of scoring (first reads) is done by Maine teachers. If they complete the first round of scoring before the scheduled end of the teacher scoring rounds, the teachers continue doing second reads. Vendor hired scorers complete the second round of scoring so that all portfolios are scored twice. The number of days required for vendor scorers will differ depending on the number of teachers who sign up to be scorers. For 2008, there were approximately 70 Maine teacher scorers.

- **Must the PAAP scoring locations be in Maine or can they be out of state?**

Teacher scoring must be in Maine (currently sessions at two locations), but vendor scoring can be done out of state. Maine alternate assessment staff members are among those who do third reads when they are required, so would need to go to the out-of-state site where scoring is completed at the vendor's expense.

- **If Maine teachers are the scorers, how many table leaders and scorers should the vendor plan on accommodating at each of the two regional scoring sessions?**

The number of teachers will vary from year to year, but an average of 50 scorers per site would be desirable.

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- **If Maine teachers are the scorers, is the vendor responsible for payment/reimbursement of lodging and per diem expenses?**

The contractor will be responsible for costs related to lodging, mileage reimbursement, and meals to be reimbursed at allowable state rates. For fiscal year 2009, mileage rates will be \$0.42 per mile. Effective through September 30, 2008, the allowable reimbursement rate for lodging is \$70.00 per night and \$39.00 per day for meals and incidentals.

For scoring sessions scheduled during a school day, the contractor will also be responsible for reimbursement of substitute costs to schools (cost currently ranges from \$60/day to \$100/day). For scoring sessions scheduled during school vacations or the summer, the contractor will also be responsible for participant stipends (currently \$100/day).

If Maine teachers are the scorers, is the vendor responsible for providing a wage to the teachers for the scoring effort? If so, what wage amount should the vendors plan for?

See answer above.

- **Is there a requirement for PAAP scorers to qualify; and if so, what are the qualification standards?**

Teacher scorers must have participated in PAAP training. Table Leaders must have served as PAAP scorers in the past.

- 32. Citation: RFP Page: 61, Section 8.2 - "Currently, MDOE is utilizing 8 test forms to increase the field-test bank in mathematics and science. It is anticipated that the number of test forms will decrease in the next two years or when the pool is deemed to be of sufficient size." Because the MDOE and the College Board develop the MHSA Math-A forms, what is the number of FT forms projected for 2011 and 2012?**

The number of test forms used is largely dependent on the number of field test items needed to replenish and/or increase the item banks. We have used as few as 4 test forms when the item banks are relatively well stocked and as many as 8 as in the current design. Since we will be testing our new state standards for the first time in the 2008-09 school year, we would encourage proposers to budget for 8 forms to be on the safe side of unforeseen item development needs.

- 33. Citation: RFP Page 14, Section 3.17 - Upon award, we assume the State will accept a performance bond that is annually renewable for 25% of the annual amount of the contract in the place of a Letter of Credit required by section 3.17 on page 14 of the RFP- is this correct?**

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No. We require a Letter of Credit.

- 34. Citation: RFP Page 25, Section 6.1.2 - Regarding Project Director and Project Management Team section 6.1.2 page 25, we presume that the State understands and agrees that the awarded contractor's staff must have the ability to make personnel career development decisions through promotions and other career opportunities. Is this correct?**

Yes. However, it is expected that any proposed changes in personnel will be shared with MDOE prior to the change, and that MDOE will have input into the process of assigning new staff to the contract.

- 35. Citation: RFP Page 14 paragraph 21 - "...the Provider shall furnish the Department with written or photocopied verification of the existence of such liability insurance policy." We presume that a Certificate of Insurance evidencing the existence of the required liability insurance policy would be acceptable - Is this correct?**

Yes

- 36. Citation: RFP Page 114, paragraph 25 - With regards to the Force Majeure Clause on page 114 paragraph 25, we presume Contractor will not be held responsible for delay or default to the extent caused by the State or a third party beyond Contractor's control. Is this correct? If this is not correct, please explain.**

Yes, if all parties are in agreement that the cause of the delay or default was due to the State or third party beyond Contractor's control.

- 37. Citation: RFP Page 65, Sub-section 8.7.3 - This requirement species Help desk support for computer-based assessments, "...concerning both paper-based and computer-based assessments." Will MHSAs be both paper-based and computer-based?**

The inclusion of computer-based terminology in this section was an error. The current lack of one-to-one computing in most Maine high schools will probably not be resolved within the 3-year duration of this contract, and MDOE is not presently planning to expand the computer-based testing program outside of the 7th and 8th grades and into the MHSAs for the time being.

- 38. General Question - Although the RFP does not contain a requirement for test materials and data storage, we presume the awarded bidder will be required to store test materials and data (eg: used and unused test books, answer documents, manuals, student data files, etc) for some length of time. Please provide specific retention requirements so that bidders may price accordingly.**

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The awarded bidder will be required to store student and school level data files, scanned images, and technical analyses indefinitely or until the end of the contract. Copies of all data files will be supplied to MDOE at the end of each contract year, and technical analyses will be supplied as soon as possible upon completion. Scanned images will be supplied as necessary.

For the paper grades 4-8 MEA tests and the MHSA Mathematics-A and Science tests, used and unused paper test booklets and paper manuals can/will be destroyed shortly after the end of the testing period, except that five (5) unused copies of each form/manual will be stored by the contractor indefinitely or until the end of the contract period. MDOE will be supplied with two (2) unused copies of test booklets and manuals for their files.

MEA and MHSA paper answer booklets and integrated grade 3 MEA test booklets will be stored by the contractor for a minimum of one (1) year after scanning. PAAP scoring forms will be stored for a minimum of one (1) year after scanning year. Copies of all correspondence will be maintained by the contractor for a minimum of one (1) year and be supplied to MDOE at the end of each contract year, if not before.

In relation to item development, copies of items at each step in the process will be maintained by the contractor for the length of the contract. Items will be provided to MDOE at the end of the contract period as needed.

- 39. Citation: RFP Page 75, Section 8.11. Will the MeCAS contractor be responsible for costs related to travel, lodging, meals, etc. for MDOE participants? Will the MeCAS contractor have any responsibility for costs related to attendance by College Board representatives?**

The MeCAS contractor will be responsible for assuming all costs related to participation by MDOE participants. The College Board will remain responsible for all costs associated with participation by College Board staff.

- 40. Citation: Page 63 of 2006-2007 MEA Technical Manual. The cross-year equating of the 2006-07 MEA to the 2005-06 employed the anchor-test nonequivalent-groups design described by Petersen, Kolen, & Hoover (1989), in which no assumption is made regarding the equivalence of the examinee groups taking the test forms across the two administrations (i.e., naturally occurring groups are assumed).**

Please confirm that the anchor-test nonequivalent-groups design for cross-year equating makes use of *internal* (i.e., operationally scored) anchor items across the years.

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If confirmed, please explain the mix of MCs and CRs (or MCs, SAs, and CRs) -- by number and by score point -- used to equate the forms, especially since half of the operational items each year are released to the public.

If not confirmed, please explain the process for the *external* equating of the forms from year to year.

The anchor-test nonequivalent-groups design for cross-year equating does make use of *internal* (i.e., operationally scored) anchor items across the years. All common items, both MC and CR as reflected in the test design in Appendix C, are used for equating. Items for which established parameters exist are used in the common set and for equating each year. These items may include unreleased common items used the previous year, unreleased common items from past years, or field test items from the previous year or past years. In certain instances, an individual item may be excluded from equating if deemed necessary.

MDOE is open to the use of other equating methodologies that meet or exceed current industry (and NCLB) standards.

- 41. Citation: RFP Page 84: In June 2007, Maine teacher panels were brought together to set standards for Mathematics and Reading at each of the four alternate assessment grade spans, using the achievement level descriptors and a *modified bookmark method*. Following the standard setting sessions, recommendations on standards were made by the panels. The resulting recommendations for academic achievement standards were presented to the Commissioner of MDOE and final achievement standards were adopted in June 2007. In June 2008, panels will be brought together again to validate the cut-scores established in 2007.**

From Page 179 of the 2006-2007 Technical Manual **Chapter 18— PAAP Standard Setting**

The Maine Department of Education (DOE) requested that Measured Progress proceed with a *Body of Work (BoW)* standard setting on the 2006-07 PAAP. The decision to use BoW occurred after Measured Progress staff worked closely with the DOE and Maine's Technical Advisory Committee to design an appropriate protocol and the groups agreed BoW was the most appropriate method. This chapter details the standard setting process— selection of panelists, collection of teacher judgment data, calculation of starting cut points, meeting details—and describes of the Body of Work method, including training of facilitators and panelists. The standard setting meetings occurred on June 11 & 12, 2007 at the Senator Inn & SPA, a Best Western Hotel, in Augusta, Maine.

***Question:* Are we to use the technical manual's version instead of the RFP?**

Yes. Use the technical manual's version.

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- 42. Citation: RFP Page 30 - As a follow-up to MDOE's response to Question number 15, please confirm that bidders are not to provide costs for voluntary operational testing for grade 8 for the 2008-2009 school year.**

Bidders are not to provide costs for voluntary operational testing for grade 7 or 8 for 2008-09.

- 43. Citation: RFP Page 33: "There is one BRC meeting to review all proposed reading selections followed a later meeting to review all proposed field-test items"**

At what time in the process are passages reviewed? Is it just prior to item development or during item review of previous item development cycle?

Passages are reviewed prior to item development.

Will new contractor need to secure passages for the 2010 field-test?

Yes

- 44. Citation: Answer to Q.20: Regarding grade 5–8 writing: Will these prompts be field tested in a stand-alone field test? When does the state expect to field test the prompts?**

MDOE plans to field test future writing prompts on a set schedule as part of the operational test in place of an operational writing test. *Grade 5 field testing will occur in place of the operational test in 2010-2011.* Field testing of grade 8 prompts is not expected to occur during the period covered by this RFP (2008-2011).

Please confirm the status of the decision embedded in the answer to question 20 that there will be no operational writing testing for grade 5 in the 2010-2011 school year.

There will be no operational grade 5 writing test in 2010-2011. The grade 5 writing field test will occur that year as part of operational testing and in place of an operational writing test.

- 45. Citation: RFP Page 27, 6.2: The Maine Educational Data Management System (MEDMS)**

4. Provide the ability to support data integration and data sharing with other computer systems using Schools Interoperability Framework (SIF)-certified applications or other industry standard protocols to eliminate duplicate entry and protect the sensitivity of certain data elements.

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Does Maine currently have a SIF infrastructure at the state and district level in place? If so, which framework modules are supported? Also, and what certified version of the SIF (e.g. v1.5, v2.0) is desired?

The new MEDMS system (Infinite Campus State Edition) is SIF r2.0 certified.

46. Citation: PAAP Questions: Can MDOE please direct vendors to a location for viewing sample entries for the PAAP as we have been unable to locate any?

See sample at the end of this Q & A document.

- **A PAAP work sample must be worth a minimum of 6 points.**
 - **Can the work sample contain a combination of selected and brief constructed responses?**
- **Does it need to be a Performance-Based response such as a student generated graph or a science project as listed on the PAAP Framework of Assessment Formats?**

Yes, some tasks as they increase in difficulty do have a combination of both item types for one task.

Performance based responses are needed to measure the intent of some standards but most items/tasks are selected responses or brief constructed responses.

- **The materials list on page 78 of the RFP mentions an Inconclusive Feedback Form.**
 - **Who completes this form? (Scorers, MDOE, Vendor) How is the form disseminated to teachers?**

Scorers fill out the Inconclusive Feedback Form. The form is then returned to the teacher in an envelope along with the student's portfolio.

- **PAAP Rangefinding**
 - **Is there a rangefinding meeting conducted every year?**
 - **Are Maine teachers available for the rangefinding process?**
 - **How many days are allocated for rangefinding?**

No. Range finding meetings are not conducted.

- **PAAP Standard Setting took place in 2007 on Reading and Math and in 2008 for Writing and Science.**
 - **Will standard setting be required in 2009 due to the 2007 revision of the "Maine Learning Results"?**

Yes for Reading, Writing, Math and Science

MeCAS RFP Questions and Answers

RFP 200805232

- **PAAP Scoring**

- **First scoring is completed by Maine teachers.**
- **Second scoring was completed by the contractor in 2008.**
- **Who completes third scoring (resolutions)? The 2006-2007 Technical Manual mentions that teachers were being developed as third readers.**

- **Are teachers employed as 3rd scorers?**

No, only MDOE staff or appropriate contractor personnel serve as 3rd scorers.

- **Are third reads conducted at the same session as second scoring?**

Yes

- **Does MDOE employ an appeals process for the PAAP?**

To date we have not had an appeals process.

- **PAAP planning Meetings**

- **How many planning meetings are required?**

Once a month

- **Who are the required attendees? (PM, SD)**

MDOE PAAP coordinator, contractor- PM and special education specialist when needed.

- **How many days should be allocated?**

12

- **Does MDOE conduct fall teacher trainings on how to collect evidence and assemble a PAAP portfolio?**

- **If so, who is responsible for that training?**

Yes, two day trainings, in three locations are done in early October. Therefore there is a total of 6 training days in the fall. The MDOE staff is responsible for the training of how to administer a PAAP. During this training there is an expectation the contractor (MP) will also attend all sessions and provide information/training on the contractor's logistics (submission/mailing of portfolios, scoring, standard setting etc.)

- **What is the archival requirement?**

MeCAS RFP Questions and Answers

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The awarded bidder will be required to store student and school level data files and technical analyses indefinitely or until the end of the contract. PAAP scoring forms will be stored for a minimum of one (1) year after scanning year.

▪ **PAAP Task Bank**

- **Do the scorers need to reference the task bank during scoring to ensure alignment?**

Scorers have the actual tasks in front of them, but on occasion they do need to access the task bank.

- **If so, how do scorers access it? Can printouts be made available or do scorers need access to computers?**

When needed, scorers access the tasks via a computer that MDOE provides.

▪ **PAAP Multimedia**

- **Are portfolio submissions made on video, audio, cd, dvd, etc?**
- **Is the vendor responsible for supplying equipment to read all types of media or just specific types?**

No

47. Section 3.5.6 Bidder Qualifications/References: "Bidders shall provide information concerning qualifications of employees and sub-contactors as specified in this RFP."

Does MDOE require references from other contract programs? If so, how many?

MDOE does require references from other contract programs in order to score proposals in the area of "Client Satisfaction and Corporate References" - see section 4.2. MDOE requires three (3) client (other contract program) references.

48. Based on the MDOE's June 19th answer to Question 28 (second part): Should these approx. 1,000 CDs be included in our proposed base cost?

Yes.

49. Pages 45-58, Section 7.7 indicates that MDOE is committed to full school participation at grades 7 and 8 in the MEA CBA no later than spring 2011. Does MDOE anticipate or desire the option of voluntary CBA at other grade levels for any component of the MeCAS?

No, MDOE is not considering that option during the period covered by this RFP.

50. Page 30, Section 7.1 - The rfp indicates that there might be some changes to the test design in some of the grades and that this will be reviewed with

MeCAS RFP Questions and Answers

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the MDOE at the annual meetings. For purposes of costing this proposal, how should the vendor proceed given that the final requirements will be determined after the award of contract?

Information about possible changes to the test design was provided for information only. The bidder should proceed as if the test design were to remain stable during the time period covered in this RFP.

- 51. Page 31, Section 7.1.4 - With respect to costing and materials, how should the bidder best address the possibility of changes (i.e., associated field testing and addition of mc items) to the grade 8 writing test?**

Information about possible changes to the test design was provided for information only. The bidder should proceed as if the test design were to remain stable during the time period covered in this RFP.

- 52. Page 32, Section 7.2 - An overage of 225% of reading field-test items is noted in the rfp. Is there an overage expectation for the number of passages to be field tested?**

Yes.

- 53. Page 34, Section 7.4 - Is it to be assumed that the second bulleted item in this section, "Answer booklets that contain....for all types of items" refers to grades 4-8?**

Yes

- 54. Page 38, Section 7.6.8 - The rfp indicates that the MDOE is in the process of implementing a management information system which may be utilized to report assessment results directly to the field. This has implications for work and costs associated with reporting. Given that this is posed as a possibility, what recommendations do you have for costing this function?**

This statement was included for informational purposes only. Bidders should cost out reporting as currently documented in the RFP for the next three years. As stated in section 6.2, the proposed system should have the ability to export data in a standard format to the MEDMS SQL Server database.

- 55. Page 59, Section 7.9 - Would you please specify all of the standard setting exercises that must take place in 2009.**

MeCAS RFP Questions and Answers

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At this time, MDOE expects that standard setting for the MEA portion of the MeCAS will occur in each of grades 3 through 8 in reading and mathematics and in grades 5 and 8 in science and writing.

56. Page 60, Section 8 - Please verify that the successful bidder will not be responsible for the scoring of the MHSA writing task.

The successful bidder will not be responsible for the scoring of the MHSA writing task, which is part of the SAT. All SAT items are scored by the College Board contractor.

57. Page 80, Section 9.6.1 - Is it to be assumed that all PAAP scoring will be in-state and will involve Maine educators? If not, what are the scoring requirements?

First scoring is done by Maine teachers in Maine, second scoring is to be done by the contractor in their space, with MDOE staff on site for third reads.

PAAP Sample Entry

2008 PAAP Reading Entry Slip

Please provide information required in this section.

Student Name _____

Content Standard

B

Grade _____

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard.

Task Specific

The preponderance of student work for this Content Standard required assistance specific to the Task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

Not Task Specific

The preponderance of student work for this Content Standard required little or no assistance. Examples of student work that would fall into this category include work done independently, or that done with some encouragement from the teacher to stick with the task to completion.

Rubric Level aligned to the student work for this Content Standard:

Rubric Level 1

Rubric Level 2

Level of Complexity aligned to the student work for this Content Standard:

Level of Complexity 1

Level of Complexity 2

Level of Complexity 3

Level of Complexity 4

Reading

| | | | | | |
|-----------|-------------------------------|-----------|-----------|------------|------------|
| A. | Process of Reading | A1 | A2 | A3 | AD3 |
| B. | Literature and Culture | B1 | B4 | B10 | B11 |
| D. | Literature and Culture | D1 | D4 | | |

The Content Standard Entry is complete when:

- The top section of this Entry Slip has been completely filled out.
- Three Task Descriptions are completely filled out and accompany this Entry Slip.
- Three pieces of student work accompany this Entry Slip.
- Accompanying student work is accurately corrected.

2008 PAAP Task Description

#



Reading

Writing

Mathematics

Science & Technology

Content Standard: B

Performance Indicator: 1

Rubric Page # _____

PAAP Rubric Level: 1

Level of Complexity: 2

Task Title: Identifying Key Events in Sequence or in a Story

Task 1

Description of Task

Student puts in sequence two pictures of events from a simple story.

Directions for Task Administration

1. Teacher places page 3 work template on work space.
2. Teacher places Story 1: "The School Bus" on work space.
3. Teacher directs the student to Story 1 and communicates to the student, "Listen carefully while I read a story to you. As I read, I will show you two things that happen in the story. When we have finished reading the story, you will answer some questions about it using the pictures."
4. Teacher checks for understanding of the directions.
5. Teacher reads the story to the student. The teacher holds up the pictures corresponding to the text from pages 5 and 6 as the story is read. When the reading of the story is complete, the pictures are placed on the work space in random order.
6. Teacher asks the questions for Story 1 as listed in table on page 3 work template.
7. Student uses his or her most appropriate mode of communication to answer the questions for Story 1, and places the two corresponding pictures in correct sequence.
8. Teacher records student response on page 3 work template.
9. Repeat steps 2–8 for Stories 2 and 3 on pages 7–12 from the tables on page 3 work template.
10. Teacher corrects, then calculates and records the percent of correct responses in the space provided on the work template and Task Description.

Responses Expected from Student

Story 1: "The School Bus"

1. The girl rides the bus.
2. She waves goodbye to the bus driver.

Story 2: "The Flower Garden"

1. Kim waters the flowers.
2. She puts the flowers in a jar.

Story 3: "Juan Likes Basketball"

1. Juan shoots a basket to win the game.
2. Juan's coach shakes his hand.

Prior Knowledge and Skills Required

Student should be able to:

1. comprehend the instructions,
2. understand vocabulary "first" and "last,"
3. use visual discrimination, and
4. view and listen to descriptions of pictures.

Level of Assistance (check one): Task Specific Not Task Specific

Provide SPECIFIC details on how assistance was given for this task (e.g., questions asked, clues given, templates provided, etc.)

| Data Key: | C = Correct | X = Incorrect | % Correct = _____ |
|--------------|--------------|---------------|-------------------|
| 1 of 6 = 17% | 2 of 6 = 33% | 3 of 6 = 50% | 4 of 6 = 67% |
| | | | 5 of 6 = 83% |
| | | | 6 of 6 = 100% |

Student Name _____ Date _____

2008 Identifying Key Events in Sequence or in a Story

Story 1: "The School Bus"

| Date | Events | Student Response | Correct/ Incorrect (Circle One) |
|------|-------------------------------------|------------------|---------------------------------------|
| | 1. What happens first in the story? | | C X (1 point) |
| | 2. What happens last in the story? | | C X (1 point) |

Story 2: "The Flower Garden"

| Date | Events | Student Response | Correct/ Incorrect (Circle One) |
|------|-------------------------------------|------------------|---------------------------------------|
| | 1. What happens first in the story? | | C X (1 point) |
| | 2. What happens last in the story? | | C X (1 point) |

Story 3: "Juan Likes Basketball"

| Date | Events | Student Response | Correct/ Incorrect (Circle One) |
|------|-------------------------------------|------------------|---------------------------------------|
| | 1. What happens first in the story? | | C X (1 point) |
| | 2. What happens last in the story? | | C X (1 point) |

Each item is worth 1 point.

% Correct = _____

Note: Please record percentage above on the Task Description.

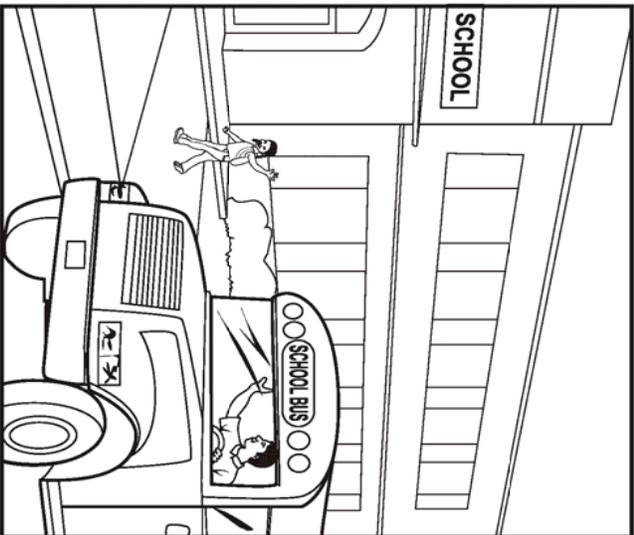
Story 1

The School Bus

The girl rides the bus. The bus takes her to school. She waves goodbye to the bus driver.



PAAP Task Bank 2008 Identifying Key Events in Sequence or in a Story Rubric Level 1 – Loc 2 – B1
June 2007 Page 5 of 32 1st Task

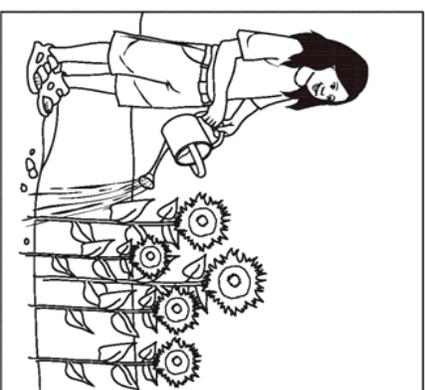


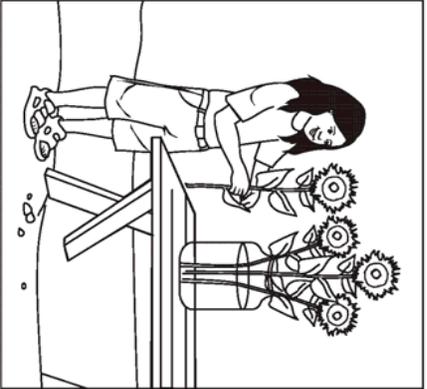
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Story 2

The Flower Garden

Kim waters the flowers. She picks the flowers. She puts them in a jar.





Story 3

Juan Likes Basketball

Juan shoots a basket to win the basketball game. His coach is happy. His coach shakes his hand.

