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**Office of Contracts, Grants and Procurement**  
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**Addendum #1**

**PROPOSAL NUMBER: RFP 2008-17**

**Florida's Standards-Based Assessment System**

**May 09, 2008**

This addendum is being issued to provide:

1. Questions and Answers
2. Bidder's Conference Minutes
3. Revised RFP Appendix A, Product Specifications and Distribution Requirements  
Deletions are struck through and revisions/additions are bolded and italicized.

Please note: Revised RFP Appendix A will be a separate attachment to the ensuing contract. As a contract attachment, Appendix A will not have the struck through text to indicate deletions and the bold/italicized text to indicate clarifications/additions, which are provided via Addendum #1.

4. Revised RFP Appendix I, Cost Proposal Forms (Instructions for completion are included even though the instructions remain unchanged.)

Modification of the numbering on the cost proposal forms to provide that Phase III is amended to read as Phase III.

5. PUR 1001 Document  
The issuance of the PUR 1001 document with Addendum #1 is necessary because the PUR 1001 was inadvertently omitted from the original RFP.

Following are the questions submitted by the vendors regarding RFP 2008-17 and the Department's responses to the questions. Please note that the questions are keyed exactly as they were submitted.

- Q1. Sections 2.2, 5.4.4: Early in the RFP (p. 15) the Department talks about innovative methods of retrieval, processing and the scoring of performance tasks." Later (p. 95) these methodologies are spelled out in greater detail: image-based scoring at local (within Florida) sites, image-based scoring at remote sites, and imaged-based scoring to individuals via the internet.
- a) Is it accurate to say that the Department wishes to have at least one site within Florida where image-based scoring is implemented and scorers are trained and work together in a traditional setting?
  - b) Is it also accurate to say that the Department would allow all other performance scoring to be done in a "fully distributed" mode where individuals could score at a work place or in their homes without ever coming together as a group for training and face-to-face monitoring with supervisors as long as the scoring is reliable, accurate and secure?
  - c) Are there any other conditions or criteria that the Department will place on the "fully distributed" performance scoring in which images are distributed to individuals over the internet?
- A1. a) Yes. See Appendix D, page D-10 and Section 5.4.4.3, page 99.
- b) Yes. Section 5.4.5: "Bidders are expected to consider, describe, and propose alternatives that will make it possible for the statewide assessments to be processed according to a timeline that meets or is shorter than the one specified herein."
- c) If the bidder proposes distributed scoring as an alternative to scoring sites, the quality of the approach will be considered by the proposal evaluation committee in its review of the technical proposal. All other RFP requirements for handscoring (Section 5 and Appendix D), including qualifications for scorers, must be met.
- Q2. Section 2.2: The RFP requires that the writing assessment for grades 7 and 11 will be administered only on computer. Current directions for the writing assessment generally require that schools administer the writing test on a single day and at a single time during the day (if possible) to prevent security breaches. Given the nature of the performance section of the writing test (one or two memorable prompts) and given the availability of computers within each school, is the Department concerned about security issues with the CBT prompt administrations?
- A2. Yes. Bidders should be sensitive to this concern and describe CBT and test administration procedures that should be considered or required by the Department in order to have a secure test administration.
- Q3. Section 2.3: On page 18 the RFP states, "One unique operational form will be provided for students taking the test at the end of the fall semester and three unique operational forms, in addition to field-test forms, will be provided for students taking the test at the end of the school year (a total of 5 unique forms)." The description of the forms indicate there are 4 unique forms (one for the fall and three for the end of the school year), but the parenthesis indicate there are 5 unique forms. Will the department please clarify if 4 or 5 unique forms are required per year for the EOC tests?
- A3. There will be 4 unique forms for each end-of-course test. The statement in parentheses should read (a total of 4 unique forms). Also see Section 5.1.8.

- Q4. Section 2.3: The RFP refers to combining the Algebra I EOC whole-test scale score in a conjunctive model with the Grade 10 FSA for Mathematics scale score to obtain student graduation judgments. Does the Department have an existing conjunctive model? Or is the Department looking for recommendations on a conjunctive model?
- A4. The Department does not currently use a conjunctive model for combining scale scores. However, students currently must pass the Grade 10 FCAT Reading and the Grade 10 FCAT Mathematics for graduation purposes. This could be referred to as a simple conjunctive model. The bidder is not required to recommend a model for combining the Algebra I EOC with the Grade 10 comprehensive exam, since this RFP requirement precedes a final policy decision about this graduation measure.
- Q5. Section 2.4: Does Table 2.7 “Anticipated Number of Students Participating in Assessment Administrations” include home schooled students that test in or out of their district? If not, will the Department provide additional n-count information for those students?
- A5. Table 2.7 includes all anticipated test takers and includes special groups of test takers, e.g., home-schooled students.
- Q6. Section 3.0: On page 21 the RFP states, “All services related to test design, item and passage development and review, item banking, and test production for the Florida Comprehensive Assessment Test, the Florida Standards Assessment and Florida End-of-Course Tests are the responsibility of the contractor selected under this RFP.” However, it also states that development of the field-test items for the 2010 FSA reading and math tests and the 2010 Algebra I test is not included in this RFP. Can we assume that the FSA test design and the Algebra I test design will be developed by the current development contractor and that the test designs for the EOC Biology and Science tests will be the responsibility of the contractor chosen under this RFP?
- A6. Initial test designs for FSA Reading and Mathematics and the 2010 Algebra I EOC test have already been developed, but the responsibility for review and possible revisions to these designs will be the responsibility of the contractor chosen under this RFP, as are all phases of test design for the EOC Biology and Science tests.
- Q7. Section 3.0: On page 22 the RFP states, “Reading passages are reproduced with extensive graphics and pictures. For copyrighted works, these pictures may require separate permission.” If retaining renewal copyrights for these pictures is too expensive, will the Department allow the artwork to be replaced?
- A7. If the Department is provided sufficient advance notice, and approves the replacement artwork, it may be considered.
- Q8. Section 3.0: On page 22 the RFP states, “Development under this contract will include color graphics where appropriate.” Page 23 states, “FSA items developed under this contract will be produced in color.” Can the Department elaborate on the color specifications, i.e., two-color, four-color, full-color?
- A8. In all instances of references to color used in the development of test items, color should be considered as the four-color process (CMYK) that would yield the full-color spectrum. See A236.

- Q9. Section 3.6.1: Tables 3.5 and 3.6 provide approximate numbers of useable items currently in the item bank. Do these counts include ALL items in the item bank or do they only include items that have acceptable statistics?
- A9. Tables 3.5 and 3.6 include the approximate number of items that could be considered for placement on an FCAT test based on acceptable statistics.
- Q10. Section 3.6.2: Does the Department want the item bank coding information to include the Content Focus for each item? If so, for which content areas?
- A10. Item bank Content Focus coding information should be included for each item in all content areas for all test types.
- Q11. Option 3.3: For the passages or graphics in the item bank that require ongoing copyright permissions, will the Department take on the responsibility for those permissions beyond what is required for the RFP?
- A11. Yes. If necessary, the designation of responsibility for permissions beyond the requirements of this RFP would be included in future amendments or RFPs, as applicable.
- Q12. Section 3.7: On page 36 the RFP states that “Draft *Test Item Specifications* for Reading, Mathematics, Writing and Science are available and provide the requirements for item development for each SSS benchmark.” Are the draft specifications currently available for review? If so, would it be possible for the Department to provide these documents?
- A12. *FSA Reading and Mathematics Test Item Specifications* are still in draft form but one (1) hard copy of each level (elementary, middle, and high) will be made available by request submitted to the contact person specified in RFP Section 8.2. Since the release of this RFP, work on the current draft of *FSA Writing Test Item Specifications* has been set aside due to the Commissioner of Education’s decision to remove multiple-choice items from the test for the foreseeable future. The *FSA Science Test Item Specifications* have not been developed, but the Department plans to start work on these documents under the current Pearson contract so production drafts should be available for reference at contract start-up.
- Q13. Section 3.7.1: Several references are made to items and passages in the existing item bank.
- a) Can it be assumed that some portion of the items currently in the bank can be re-aligned to the new state standards and will be available for use in test construction?
- b) Is it assumed that this re-alignment activity will be part of the “thorough analysis of the existing item bank” referred to in Section 3.7.1 (page 37)?
- A13. a) Yes. See Section 3.6.2, paragraph 2.  
b) Yes. See Section 3.6.2, paragraph 2.
- Q14. Section 3.7.2: In Section 3.7.2 the RFP states “The contractor is responsible for identifying a team of item and prompt writers and a separate “in house” team of reviewers.” Will the Department please provide additional clarification related to the “in-house” team of reviewers? May these individuals be regular contractor staff?

- A14. These reviewers may be regular contractor staff who can provide an informed, professional content and format review apart from the item and prompt writers themselves.
- Q15. Section 3.7.2: In Section 3.7.2 the RFP states that passage writers must be “previously published in critically-reviewed publications.” Would the Department be willing to approve passage writers that have successfully written passages for other large-scale assessments, but who may not have been previously published in a juried publication?
- A15. The Department is willing to consider this possibility; however, the writers’ resumes and samples of previous work must be provided to the Department for review in advance of their approval of submission of their work.
- Q16. Section 3.7.2: Can the item and passage writer training sessions referred to in Section 3.7.2 (page 38) be conducted using an electronic method such as NetMeeting?
- A16. Given the complexity and scope of the Florida program, item writer training for all new item writers should be conducted in person. For returning item writers who have a proven record of producing acceptable items, the Department will consider an electronic training method.
- Q17. Section 3.7.5: On page 41 the RFP states The Algebra 1 EOC test will contain approximately 30 multiple choice items, 24 fill-in response items and approximately 6 constructed-response items.” Is it accurate to assume that the 24 “fill-in response items” are the same as machine-scorable gridded-response items?
- A17. Yes. See Section 3.0, 6<sup>th</sup> bullet.
- Q18. Section 3.7.5: On page 42 the RFP states that the contractor will provide a plan to include items in the existing bank. “Department and contractor staff will review the items and update them if necessary during the normal development cycle, and include them in new field-test forms.”
- a) If the existing items have p-values that are too high, can the items be re-field tested at a lower grade if the benchmark is also tested at the lower grade?
- b) Will these items/passages need to go to the content committees again?
- A18. a) Yes, items to be used at a different grade must be re-field tested. The Department would need to approve the move.
- b) Yes, these items need to go to content committees for review of appropriateness at the “new” grade level. The Department will provide guidance on a case-by-case basis.
- Q19. Section 3.7.6: Please provide an approximate percentage of items that must be piloted (preferably by MC and CR type), to ensure an equivalent bid from all vendors. For example, are all constructed-response items/writing prompts to be piloted? What percentage of MC items is to be piloted? Since this is a labor-intensive task, which includes recruiting student samples from cooperating schools, the Department’s estimate on quantity of items to be piloted would be appreciated.
- A19. All items should be pilot tested. See Tables 3.7 and 3.8 for quantities and item types. See A201.

- Q20. Section 3.7.6: Do the pilot testing requirements refer to the EOC tests as well as the FSA? If so, is it still acceptable to use non-Florida students for the EOC pilot tests?
- A20. See A19, A84, and A201. It is acceptable to use non-Florida students for the EOC pilot tests.
- Q21. Section 3.7.7: This section of the RFP provides details regarding the facilitation of the content review meetings. The RFP states (on page 46) that “The contractor may be required to hire, at contractor cost, local temporary workers to carry out administrative tasks.” Can/do the temporary staff fulfill the role described on page 44 “of an additional member of the contractor’s staff, who is sufficiently trained and skilled, will operate a computer to make the onscreen changes recommended by the committee”?
- A21. It is the Department’s ultimate desire to have sufficient contract staff on site to eliminate the need for any temporary staff. However, temporary staff may be needed to capture notes onscreen or in hard copy, and to handle material in meeting rooms and between rooms. It has been the Department’s experience that it is difficult to secure temporary staff that possesses sufficient computer skills, thus limiting their usefulness for the purpose in question.
- Q22. Section 3.8.3: On page 49 the RFP states, “Retake tests will include approximately 60 selected-response items from previous operational or field test administrations.” Does the Department have a chart with the “preferred” percentages of items coming from previous operational items and those coming from field test only items?
- A22. Current retake test construction specifications state that no more than 50% of items should come from field-test-only items.
- Q23. Section 3.8.3: The RFP states “the contractor will provide two pre-equated forms for each subject test for each fall, spring, and summer administration.” Are the two pre-equated forms completely unique or can they include some or all of the same items arranged in a different order?
- A23. The two pre-equated forms need not be completely unique.
- Q24. Section 3.9: Would the Department please provide additional information regarding the release of test forms? Specifically, will items need to be reformatted (i.e., renumbered and repaginated) to resemble an intact test?
- A24. Refer to the following link for answers to these questions: <http://www.fldoe.org/faq/default.asp?Dept=202&ID=654>>. To view previously-released tests, follow this link: <http://fcats.fldoe.org/fcatrelease.asp>>. The contractor will need to take whatever steps are necessary to produce similar materials, including renumbering and repaginating tests containing field test or anchor items.
- Q25. Option 4.1: Are the participating student counts and addresses or zip codes available for the schools in Florida that will be participating in the Florida Standards Assessment?
- A25. A directory of Florida public schools, including addresses and zip codes, can be found at [http://www.fldoe.org/schools/schoolmap/flash/schoolmap\\_text.asp](http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp)>.
- Q26. Section 4.12: The RFP refers to a document entitled “Connecting the Dots in FCAT Braille” – is that document available for review?

- A26. Section 4.12 indicates that this internal document is available upon request. All such requests must be made in accordance with the requirements in Sections 8.2 and 8.3.
- Q27. Section 5.0: Would the Department please clarify the requirements regarding the statement "at least one outside entity subcontracted to participate in calibration activities, and independently performing calibration, equating and scaling activities"? Specifically, by independent verification, are we to assume:
- a) Using the same software but separate contractors?
- Or**
- b) Using separate software and separate contractors?
- A27. The independent verification must be done by a separate subcontractor using their own code and copy of applicable software.
- Q28. Section 5.1.6: The RFP makes reference to an investigation being conducted by the current contractor related to determining the most appropriate calibration, scoring, and equating methods to use for the new FSA writing assessment. When will the results from this study be made available?
- A28. The results from the study to determine the test design and measurement model will be available by August 2008.
- Q29. Section 5.1.6: The RFP states that "the new test of writing given at grades 4, 7, and 11, will be structured similarly to the current FCAT Writing+, including one two-page on-demand writing response." Should bidders assume then that all grades will consist of only one writing prompt?
- A29. Each student will respond to one of two spiraled prompts at each grade level. See Section 2.1, 2<sup>nd</sup> paragraph.
- Q30. Section 5.4.1: What is the software the previous contractor(s) used for the calibration, equating, and scaling? If the software is not available commercially, will the software and relevant documents be available for the new contractor?
- A30. The previous contractors used Multilog and SAS. All of the software used in calibration, equating, and scaling is commercially available.
- Q31. Section 5.4.2: This section refers the reader to Section 5.2.3 for additional information related to the work of the calibration team. Should this reference have been made to a different section of the RFP? Section 5.2.3 does not appear to be related to this topic.
- A31. The reference should be "Section 5.2.5".
- Q32. Sections 5.4.4.3, 5.4.5: Some of the requirements of these two sections seem to contradict one another. For example, if a fully distributed scoring model is proposed in order to expedite scoring, the requirement of a scoring "site" in Florida would not be met. The RFP specifically states "For purposes of this bid, all bidders are required to submit proposals that minimally meet the expected approach and timeline for handscoring set forth in the requirements of this RFP (Section 5.4.4 and Appendix D)". Would the Department consider making section 5.4.5 a cost option? If not, will the Department provide guidance on how bidders should respond to both the requirement to meet the expected approach and the requirement for innovative designs?
- A32. No, the Department will not make Section 5.4.5 a cost option. See A1.

- Q33. Section 5.4.4.3: Tables 5.2 through 5.5 indicate that the numbers of performance task items will increase, while the time to score will decrease. Is this correct?
- A33. Yes.
- Q34. Section 5.6.2: The last paragraph on page 116 contains the statement "Statistical aspects of the analysis of data from retrospective studies of disease. *Journal of the National Cancer Institute*, 22, 719-748)". Would the Department clarify what is meant by this statement?
- A34. This citation is a study that includes analysis of standardized mean differences.
- Q35. Section 5.6.3: The Work Tasks listed under this section do not include EOC tests. Are standard setting meetings and reactor meetings required for the EOC tests?
- A35. At this time, the Department is not certain that achievement levels will be set and reported for EOC tests. See A46.
- Q36. Section 5.6.6: The RFP states that "the Department is considering including constructed response items in the anchor set for use in equating for the new Florida Standards Assessments." Will the constructed response items in the anchor sets need to be scored first in the calibration sample mentioned in 5.4.3?
- A36. Yes.
- Q37. Section 6.0: The RFP mentions that bidders should include samples of interpretive products. Would the Department provide additional instructions or requirements for the samples that should be included?
- A37. There are no additional requirements or instructions. Samples to be included for review are left to the bidder's discretion.
- Q38. Section 6.0: Would the Department please clarify the interpretive products that are required for the EOC tests (other than the Test Item Specifications)?
- A38. No other EOC interpretive products are anticipated.
- Q39: Section 7.3. The RFP specifies that "No contractor- or subcontractor-provided work related to customer service or to any secure document or data shall be provided by a persons or agencies physically located outside of the United States." Would the State please confirm whether this statement holds for home-based employees, namely Psychometricians, in Canada?
- A39. The Department will consider special circumstances on a case by case basis.
- Q40. Section 8.38: Please confirm that the Department requires one bid bond and one performance bond provided by the prime contractor, even if some work is going to be performed by subcontractors.
- A40. One bid bond is required with each proposal (provided by the vendor submitting the proposal). One performance bond is required from the contractor (prime) upon contract execution. As further clarifying information, pursuant to RFP Section 7.3, "The prime contractor will assume responsibility for all services offered in the proposal whether or not they are performed or produced by the contractor or by subcontractors."



- Q41. Section 9.2, 9.3: Sections 9.2 – 9.5 (pages 163 – 165) provide specifications for proposal parts I, II, III, and V. The information related to Part IV of the proposal seems to be missing. Is this information available?
- A41. Stage IV of the evaluation process will examine information required to be submitted concerning the technical aspects of the cost options. The last paragraph of RFP Section 9.4 addresses the provision of this technical description in the bidder's proposal; however, it does not need to be in a separate section, i.e., Part IV.
- Q42. Appendix I: Will the Department please provide the Cost Sheets in an Excel Format?
- A42. Yes, by the request being submitted to the contact person specified in RFP Section 8.2. Appendix I is revised and hard copy provided via this Addendum #1.
- Q43. General: When does the Department anticipate determination of which additional science will be tested as an EOC? In section 2.3, page 19, table 2.5, there is a footnote that the Department will determine the course "within the first year of the contract". In section 6.6, item specification development for this test is expected to begin in January 2009, so prior to that date would seem to be necessary.
- A43. DOE has not yet determined the other EOC Science, so we can not offer additional details at this time. Once the decision is made, early work can commence on the Test Item Specifications. If the decision is made prior to contract start-up, work can commence when the contract is initiated. The DOE will determine which benchmarks will be assessed. At the Content Advisory Meeting in September 2009, educators will make content recommendations and will review the draft Test Item Specs. See related A197.
- Q44. Please clarify the expected number of forms and number of students for the initial EOC field tests. In table 2.9 on page 20, the n-count has a footnote that says the initial FT will be a sample of students. In section 3.7.8, page 47, paragraph 2 states they will be a "census administration of up to 40 forms". In section 5.1.8, page 87; it states that the Department anticipates 8 forms for each subject-area field test, to be administered to at least 5000 students. Table 5.3, page 101, shows 6 forms for the initial Biology field test and Table 5.4, page 101 shows 8 forms for the initial other EOC Science test. Appendix A, section 1A page 4 number 11 states there will be 4 forms of answer books (for all years?) and Appendix B section 1B page 3 shows only 4 forms for EOCs.
- A44. Section 5.1.8, page 87 provides the correct number of forms for field testing. There will be 8 forms for each initial EOC field test. This section also correctly describes the number of students in the sample – 5,000 students per form.
- Q45. Section 2.2-bullet 7: Should this specify that "FSA **Fall** Retakes will be offered on computer as an option...?"
- A45. Yes.
- Q46. Section 2.2 - Table 2.3: No standard setting is indicated for EOC science tests in this table. These meetings are also omitted from Sections 5.6.3 and 7.2 (Table 7.2 p 145) but are included in Section 5.5 page 108. Please confirm that EOC Biology will have standard setting in 2012 and the other EOC Science will have standard setting in 2013.
- A46. Section 5.5, page 108 reference to EOC standard setting is an error. See A35.

- Q47. Section 2.2 - Table 2.4: Table indicates that Gridded-Response items will not be tested in Grade 4 Mathematics; however the Mathematics development plan for 2010 Field Testing includes Gridded-Response items at Grade 4. Please explain this apparent contradiction?
- A47. Section 2.2, Table 2.4 should have indicated that FSA Mathematics Grade 4 **will** include gridded-response items. FSA Reading Grade 4 will **not** include gridded-response items.
- Q48. Section 2.2 - Table 2.4: Table indicates that Gr. 4 Reading FSAs will contain gridded items—suggest omitting it from the table. Should grade 5 mathematics and science FSAs include both **SR** and **ER** items? Table currently indicates they would only have SR items.
- A48. See A47. The Table 2.4 reference to SR items only in FSA Mathematics and Science, Grade 5, is correct.
- Q49. Section 2.3, para. 1: Text indicates “Multiple forms of the test are constructed for each administration” and that there will be “a total of 5 unique forms”. Will some common items be allowed across the unique forms, and if so, what percent of the items on each form may appear on another form in the same year of administration?
- A49. See A3 regarding the total number of unique forms. From Section 2.3, paragraph 1: “Each form of the test will include 6 to 10 embedded anchor or fieldtest items, two of which may be constructed-response items.” Common *operational* items across forms within the same administration will be considered during test construction only as necessary with no more than 20% of an operational set used on any other form during one administration.
- Q50. Section 2.3: The EOC forms description includes 1 operational core for fall and 3 operational cores for spring, “(a total of 5 unique forms)”. Please clarify – will there be 4 cores or 5 annually after the baseline year? Is there a guideline for the percentage of items that may be in common between spring cores or between fall and spring cores? Page 87, **Section 5.1.8** indicates that they may have common items.
- A50. See A49.
- Q51. Section 2.3, para. 3: If fall EOC tests do not contain FT items, what items will be used to ensure that the fall forms are parallel in length to the spring forms?
- A51. Additional operational test items will be used.
- Q52. Section 2.4 - Table 2.9: Will all students be taking both fall semester and end-of-year EOC assessments?
- A52. No. Table 2.9 provides a total number of anticipated test takers for the two annual administrations. The Department is uncertain of the proportional split of these test takers between fall and spring EOC assessments.
- Q53. Section 2.5: How many cores will be required in the Baseline year for each EOC? A note in table 2.10 on page 21 indicates that EOC will only be offered in the spring administration for the baseline year. Will the baseline year spring administration include 3 separate cores?
- A53. Yes.

- Q54. Section 3.0: RFP states “up to 40 field-test/anchor forms... each spring administration.” May we assume that we are to include costs for 40 forms per content per grade unless otherwise specified within the RFP?
- A54. Yes. See related A44, A124, and A194.
- Q55. Section 3.0 - para. 7: “Tests may accommodate a combination of up to 60 multiple-choice, constructed-response, or gridded-response/fill-in questions.” Please confirm that this layout is inclusive of the field-test and/or anchor-item sets.
- A55. That is correct.
- Q56. Section 3.0 - para. 3: “FSA items developed under this contract will be produced in color.” Please confirm that all related initial development submission to the Department, pilot testing materials, state review committee materials, and interpretive products must also be produced in color during internal and external review.
- A56. All related initial development submission to the Department, pilot testing materials, and interpretive products must also be produced in color during internal and external review. Bidders should consider in their proposal that most initial item development material will be reviewed electronically, thus minimizing the number of color hard copies. In state review meetings such as item content review where educators can view items onscreen, hard copies can be presented in grayscale. Hard copy digital proofs of all color products will be required.
- Q57. Section 3.1, para. 2 and Section 3.7.8, Work Task a: Text indicates that “items for the Algebra 1 EOC (will be included) for field testing within the grade 9 FCAT mathematics test in 2010”; however, the Work Task in section 3.7.8 on page 47 indicates that the Algebra 1 EOC items will be full form field tests. Which of these is correct?
- A57. Section 3.7.8 Work Task a., and Appendix A, Parts 1A/1B are correct in identifying the 2010 Algebra 1 EOC test as full field test forms.
- Q58. Section 3.2: This section indicates that stimuli for context-dependent sets “may come from a variety of sources, including published, non-copyrighted works in the public domain”. Will there be a certain number of published sources expected per development cycle?
- A58. No.
- Q59. Cost Option 3.1: Please provide a list of materials and equipment available in all Florida school districts to assist in determining the labs that can be developed for the state.
- A59. There is no state-adopted list of laboratory materials and equipment available; however, Cost Option 3.1 on p. 24 lists commonly-used laboratory materials and equipment.
- Q60. Cost Option 3.1: Please clarify the restriction that no science equipment or materials should need to be distributed to districts. Does this mean that the only thing the contractor may send is the hard copy of the laboratory activity instructions? Would a “shopping list” of commonly available supplies that are necessary for the activity be acceptable? Would computer-based activities/simulations be acceptable?

- A60. The only thing the contractor need provide is a copy of the laboratory activity instructions. All labs would be reviewed by educators at content review meetings to determine the appropriateness of the materials and the activities. Computer-based simulations are acceptable as part of the test, however, students should also perform the actual laboratory activities as outlined in the RFP.
- Q61. Cost Option 3.1:
- (a) Is there a specific time allotment in which the laboratory activities must be conducted? (45 minutes? 60 minutes? Can activities go over more than one day or class period?)
  - (b) How far in advance of the test administration will the activities need to be delivered to districts?
  - (c) Is each lab activity required to address all of the components from observation and hypothesis through communication of results, or may individual activities address a sub-set of these components?
- A61. (a) There is no specific time allotment. Activities may extend past one day or class period.  
 (b) It is the bidders' responsibility to propose a delivery timeline.  
 (c) The scope of laboratory activities has not been prescribed.
- Q62. Section 3.2: Please explain the purpose of the development of 200 Grade 10 Science items listed in Table 3.7, page 41. The Biology EOC development is listed separately as 220 items in Table 3.8, page 41. PAGE 103, table 5.6, footnote 3, indicates that the last Science FT PT items will be administered in 2010 and that EOC FT PT will be administered starting in 2011, so it appears that there is no high school level FSA Science development needed.
- A62. The row for Grade 10 Science item types in Table 3.7 should be blank.
- Q63. Cost Option 3.1, Cost Option 3.2, Cost Option 3.3, Cost Option 4.1, Cost Option 4.2, Cost Option 4.3: During the Bidder's Conference, FDOE noted the various cost options. FDOE also noted that each bidder should provide costs for each option, starting from the first logical point that work on the option would need to begin in order to deliver it and include pricing for that option in every phase that the option could logically be applied.
- E.g., Cost Option 3.1 calls for Science Labs for the EOC Biology and EOC Science assessments. Bidders would need to develop a work plan and costs that would allow Science Labs to be in place and approved coincident with the development and implementation of the respective EOC assessments and would also need to include costs for the labs for every phase after that. Please confirm this interpretation.
- A63. This interpretation is correct.
- Q64. Section 3.5.1: Please elaborate on the distinction between FCAT performance tasks and EOC CR items. How will they differ? What is the point value for EOC CR items? Will there be one or more than one type?
- A64. Performance tasks and constructed response are both open-ended items. For purposes of responding to this RFP, bidders should assume that EOC CR items will be like those

currently on FCAT; however, during test design/test item specification development, different approaches will be considered. The possible point values and item types for EOC CR items is shown in Tables 5.2 through 5.5, pp. 100-102.

- Q65. Section 3.5.1 – Table 3.2: Please clarify the requirement for EOC paper documents. The test is to be CBT except for CR items, which may be in a paper answer book (scannable). If the entire test is to be available in paper form for 10% of the students, would it be acceptable to print a non-scannable test book and a scannable answer document as in the current FCAT grade 11 rather than making the entire test scannable? Would it be acceptable to provide a non-scannable test book with a separate scannable bubble sheet and increase the number of copies of the existing scannable answer document?
- A65. EOC paper tests for 10% of students are to be printed as scannable test and answer books.
- Q66. Section 3.5.1 – Table 3.3: Please confirm the assumption that, although the Reading Retakes for FSA and Cost Option CBT Reading tests require a printed passage booklet, the passages will also be presented on the computer screen, which affects the total number of copyright licensures required for any permissioned work contained in the tests when existing permissioned passage/item sets are used.
- A66. Correct.
- Q67. Section 3.5.1 – Table 3.3: Please clarify: Is the “work folder” mentioned for grades 6–12 Algebra the same folder as the “Mathematics work folder” mentioned for the grade 11–adult Math Retakes? Note<sup>2</sup> below the table mentions that all students taking math CBT must receive a work folder which seems to indicate these are the same documents.
- A67. Yes.
- Q68. Cost Option 3.2 - Table 3.4 CBT Configurations: This table indicates all paper documents are non-scannable; however, Appendix A, Part 1C indicates answer documents are to be produced as well as test booklets. Are bidders to assume that for this cost option no students will be submitting scannable materials for processing and that all student responses will be captured online? Or are bidders to assume that accommodated students will be submitting scannable materials for processing?
- A68. Accommodated students will be submitting scannable materials for processing as described in Appendix A, Part 1A and Appendix A, Part 1C. The header for Table 3.4 on p. 30 should read ‘Documents’, instead of ‘Non Scannable Documents’
- Q69. Cost Option 3.2 - para. 1: As items will be field tested in a paper environment and later tested operationally in a computer-based testing format, will comparability studies need to be done for each subject and grade? If so, please identify sample size needed per subject and grade, number and types of items per grade/per subject, time of administration for each year and grade and if user guides will be needed.
- A69. See A132.
- Q70. Section 3.6.1 – para. 2: Please clarify useable. Does useable also include items that have been DNU’d for use in interpretive products?

- A70. Table 3.5 includes the approximate number of items that could be considered for placement on an FCAT test based on acceptable statistics.
- Q71. Section 3.6.1 – Table 3.5:
- i. Is it the Department's desire to transfer all existing items from the current Item Bank into the new Item Bank, including "Do Not Use" items or only the items that are "Live" and "Not Field Tested" and have acceptable statistics?
- A71. It is the Department's desire to transfer all existing items, including "Do Not Use, as well as all others, from the current Item Bank into the new Item Bank.
- Q72. Section 3.6.2 – para. 4 (sic should be para. 2): If the item bank is to be restructured, including recoding of existing FCAT items to the new FSA coding system, from what pool of items will the FCAT retake tests be constructed?
- A72. Items that are re-coded to the new FSA coding system must also retain a reference to their previous FCAT FDOE ID, thus making them available for use in FCAT test construction.
- Q73. General:
1. Is there an expectation that some items designated as operational for FCAT tests will be used as operational items for FSA without re-field testing (assuming they align to the new standards in the same grade and can be recoded)? This seems to be implied by the text on pages 32-33 (**Section 3.6.2**) regarding recoding of the item bank, but is not explicitly stated. **Section 3.7.5, page 42** indicates that items that have not been operational within 5 years or never been tested "in the current assessment" may be submitted as part of annual item development – by definition, no operational FCAT items will have been tested within the context of the FSA.
  2. Given that the FCAT operational items have grayscale art, if operational FCAT items are used on FSA tests, will the art have to be converted to color like the 2010 (2011 science) field test items? If so, is there an estimate for how many pieces of art would be affected? Will there be a need to include such items in the comparability studies in 2010 and 2011? (**Section 5.6.7, pg 120**)
- A73. 1. Some items designated as operational for FCAT tests may be used as operational items for FSA without re-field testing depending upon the contextual similarity.
2. Operational FCAT items that have art and are used on FSA tests must have the art converted to color. There is no estimate available as to the number of such items. There may be a need to include these items in the comparability study described in Section 5.6.7, but for the purposes of this RFP, bidders should base their proposal on the current description of the comparability study.
- Q74. Section 3.6.2: Please clarify the deadlines for completion of the recoding efforts. Does "2010 test construction" mean test construction that occurs in 2010 or construction of the tests to be administered in 2010?
- A74. 2010 test construction means construction of the tests to be administered in 2010.
- Q75. Section 3.6.2: Will contractor be required to add Top Score Responses for all performance tasks currently in the Item Bank (as part of "IB update")?
- A75. No.

- Q76. Section 3.7.5 – para 4: If refreshed items (i.e., items that previously existed in the IB) are accepted as new field test items by Department staff, will those items be included as part of the contractor’s development totals for that year?
- A76. The items described in the last paragraph of Section 3.7.5 will likely each require review and revision by contract staff to align them with the new specifications. If the item itself requires revision beyond metadata, it may be included as part of the contractor’s development totals for that year.
- Q77. Section 3.6.2: Would new contractor be required to provide alternate text for all items currently residing in the Item Bank or just for the new development beginning in 2011?
- A77. The contractor must provide alternate text for all items selected for Form 1, which includes operational and field-test items. Clarification: The new contractor will begin new development activities in January 2009 for field testing in 2011.
- Q78. Cost Option 3.3 State Owned Item Bank: The RFP makes reference to including use by school districts for locally-developed items and tests. Does this mean the system should include the capability for item authoring and for test construction?
- A78. The system should include the capability for item authoring and for test construction.
- Q79. Section 3.7 – bullet 6, 3.7.3 (sic- should be 3.7.4)- para. 2: “Review and expand copyright permissions for passages currently in the bank.”

The contractor is required to secure and maintain copyright agreements for pre-existing published permissioned work for a period of 10 years. Is 10 years the total time since the initial licensure of the permissioned work, or is 10 years the total time of licensure from the start of the contract period for this RFP?

- (a) Please confirm the assumption that the new test formats will require additional copyright permissions be acquired before existing works can be considered for test forms.
- (b) For interpretive products, what safeguards and feedback mechanisms will the Department employ to notify the contractor when the Department has granted permission to other entities (districts, schools, or other contractors) to reproduce the copyrighted materials under the Department’s licensure?
- (c) In our experience publishers are often reluctant to grant permissions for a period as long as ten years, and that when we can secure the rights for that duration it is often cost prohibitive. Would the state be open to the Contractor obtaining permissions for items as they are used which would result in lower costs to the State for this task? Would the state accept a proposal where the permissions were obtained for the duration of the contract term only?
- A79. (a) Ten years is the total time of licensure from the start of the contract period for this RFP. New test formats may require additional copyright permissions before existing works can be considered for test forms.
- (b) The Department has a formal tracking and contractor notification system to monitor allowable print runs of permissioned passages. The Department grants permission to use only material for which the Department owns the copyright, that is, those materials which were developed specifically for the Department. The copyright

permissions obtained for use in tests or interpretive products do not extend to the Department the authority to grant permission to others for use of these same elements.

- (c) Bidders should consider in their proposals the conditions set forth for obtaining permissions in Section 3.7 and Section 3.7.4. Under this contract, all new development must be based on commissioned passages, thus reducing the burden on the contractor in seeking permissions.

Q80. Section 3.7.5: Please clarify the relationship between the number of items to develop annually and the number of forms. **Table 3.7** indicates annual development of 200 accepted items for most subjects and grade, but in several locations the number of embedded forms is specified as “up to 40”. **Page 16** specifies that each form will have 6 to 10 embedded anchor or field test items. The math would suggest that 200 items, approximately 10 per form, would require approximately 20 field test forms. Is it anticipated that the additional forms would be used for field testing refreshed/reconstituted existing items from the item bank?

A80. Yes.

Q81. Section 3.7.5:

1. Please clarify whether the item counts shown for EOC (200-220 annually) include the initial field test development, or whether the initial year of stand-alone field testing will have a greater number of items developed in order to provide a sufficient pool of items. (If so, what is the number?).
2. Please provide the anticipated refresh rate for EOC from year to year. Field testing of 220 items is likely to be insufficient to generate 4, 50-item cores annually unless the refresh rate is low.

A81. 1. The item counts shown for EOC include the initial field test development, and the initial year of field testing will include refreshed/reconstituted existing items from the item bank. Since recoding has not been accomplished, it is unknown exactly how many refreshed/reconstituted items will appear on the 2010 full form field test.

2. Items will be re-used as needed to ensure sufficient numbers for each form. A precise replacement rate has not been determined.

Q82. Section 3.7.5: Please clarify the requirement for a second writer within the contractor’s development unit to review items prior to the development staff reviewers. Is the desired flow item writer – 2<sup>nd</sup> item writer – contractor’s development staff? Also, please clarify the requirement for “proofing by the original writer”.

A82. Yes, the flow is as stated. It is optimal for the original writer to review the edits and comments applied so that he or she can be made aware of and address his or her process and content errors.

Q83. Section 3.7.5 - para. 4: Regarding items that currently exist in the item bank: “Department and contractor staff will review the items and update them if necessary during the normal development cycle, and include them in new field-test forms.” Does this mean that those existing/revised items do not have to be presented to the educator content review committees again prior to placement on field-test forms? How many of these items will be placed on FT forms each cycle?



- A83. See A18b. Also, since re-coding has not been done, it is unknown how many items this will be.
- Q84. Section 3.7.6: Will the actual pilot tests need the Department's approval prior to testing each year or is the Department approving the contractor's pilot test *process* each year?
- A84. The Department reserves the right to review and approve all materials associated with pilot testing each year, including test forms. See A19 and A20.
- Q85. Section 3.7.6 - para. 3: "The contractor will make all arrangements and prepare and print all products for the pilot test upon approval by the Department." Which approval is being referenced here—approval of the items to be piloted or approval of the pilot test forms, answer documents, and associated directions for administering?
- A85. See A84.
- Q86. Section 3.7.6 - para. 4: "The contractor will propose revisions to the test items based on the pilot test and submit revised items to the Department for consideration prior to presenting items to educators." It is highly unlikely that analysis and revision of items by the contractor, followed by Department consideration and approval, can be accomplished in time for materials for to be prepared for educator review committee meetings in October, given that pilot testing must be conducted in September "when the school's full population is in session." What accommodations to this requirement is the Department willing to consider?
- A86. The Department expects, at a minimum, that the contractor will review the results and be prepared to offer solutions to issues revealed in pilot testing. This must occur prior to the items being presented to educators at the item review meeting.
- Q87. Section 3.7.6 - para. 4: Does the Department intend for pilot tests of short answer, extended response, and writing prompts to be scored? If so, what training materials will be used to train readers, since there are only 20-25 student responses per form? If not, what analysis of pilot test results is to be submitted to the Department?
- A87. In this instance, 'scoring' refers to the collection of data related to each item, such as multiple choice item analysis, and trends noted in gridded response patterns and performance task response patterns by item.
- Q88. Section 3.7.7: Will there be separate item review meetings for the two EOC science tests? Will the grade 5 and grade 8 item reviews be divided by grade or by content reporting cluster (as in current practice)?
- A88. The separate item review meetings for the two EOC science tests will occur in the same window as outlined in Work Tasks f. and o. in Section 3.7.7, pp. 46-47. The Department has not determined the format for Grades 5 and 8 Science item review meetings.
- Q89. Sections 3.7.7.4, 8.8: Since pilot testing of Writing prompts occurs in February, with a report to the Department in March, will the Department consider an option for scheduling the Prompt Review meeting in April or May, rather than September?
- A89. Yes.

- Q90. Section 3.7.8 In this section, there is reference to 10 field test prompts for writing; however, **Page 86, Section 5.1.6** indicates bidders are to respond based on anticipation of eight field test forms for writing. Please clarify.
- A90. The reference to 10 field test forms for Writing at each grade refers to the annual December field testing of prompts. The reference on **Page 86, Section 5.1.6** is in regard to the anticipated number of initial field test forms planned for Spring of 2011 for the multiple choice items on the new writing assessment.
- Q91. Section 3.8.2: In the Work Tasks for the Base Contract, test construction is listed for the EOC Biology and other EOC Science for the field-test years. Given that these tests will be stand-alone field tests with no operational items, please confirm that there will not be a test construction meeting nor the expectation of the use of the test construction systems used for constructing operational tests.
- A91. It is the Department's desire that the test construction activities for the EOC field test forms should occur to ensure high-quality tests and outcomes. The test construction system, depending upon its functionality, may or may not be of use for this purpose. However, bidders should describe how their test construction activities for the EOC field test forms would produce high-quality tests and outcomes.
- Q92. Section 3.13: Will any special versions of forms (large print, Braille, one-per-page, etc.) be required for the initial EOC field test administrations?
- A92. Yes, for form 1 only.
- Q93. Section 3.13: Section 3.13 states, "The contractor must subcontract with a publisher of Braille and large-print materials approved by the Department." Is it the department's intent to utilize straight enlargements of the test book and answer documents for Large Print? If so, is it a requirement to subcontract with a publisher of large-print materials?
- A93. It is the Department's intent to utilize straight enlargements of the test book and answer documents for Large Print. The contractor must subcontract with approved publishers of large-print materials only for products the contractor is unable to produce in house.
- Q94. Section 3.13: The RFP requires Braille as the only special format for computer-based tests. Are the CBT Braille forms to be provided in both contracted and uncontracted formats?
- A94. CBT Braille forms are to be provided in contracted formats, and in uncontracted formats by request only.
- Q95. Section 4.8.1: Would an electronic PDF workflow for initial rounds of administration materials be acceptable instead of shipping color hard copies? Would color copies only include FSA and CBT materials (since FCAT materials are black/white)? PDF delivery is cited elsewhere for review of test materials and interpretive products – can that be extended to ancillaries? Also: would 4 color copies of CBT materials also be required?
- A95. Color copies are required (in addition to the electronic PDF markup copy) for FSA, CBT, and FCAT administration manuals in order to accurately view the markup provided by the contractor at each round of review. Yes, color copies of the CBT materials would also be required.

- Q96. Section 4.8.1: Are the “proofreaders” referenced in paragraph 2 on this page employed by the contractor or are these external reviewers? According to this paragraph, the proofreaders will submit a written report indicating proposed results and actions to the Department prior to the digital proof stage—does that mean the proofreaders will write & submit this report at some point during the laser rounds or would the document be submitted prior to laser rounds?
- A96. Similar to Section 3.10, the contractor is responsible for proofreading documents during all production stages. In addition, a qualified proofreader who is not part of the contractor’s staff will proofread the 2<sup>nd</sup> laser of each manual and provide a report prior to creation and submittal to the Department of the digital proof.
- Q97. Section 4.8.1: Per this section, contractor is asked to provide the Department with **5 printed copies** of each product. Page 53, Section 3.10 asked the contractor to provide the Department with **4 advance copies** of each product. Please clarify which number is correct?
- A97. Both numbers are correct. 5 printed (advance) copies are required by the team working on administration manuals/ancillaries and 4 advance (printed) copies of test books/answer documents are required by the team working on these products.
- Q98. Section 4.9: Are the computer-based practice tests considered a separate deliverable from Computer based Sample-Test Materials as outlined in Appendix A, Part 2B? If so, will a Test Administration Manual, DFA, and answer doc be needed for computer-based testing of the Sample Test Materials? In addition, it states that all manuals will be published in print, on the contractor’s website, and the DOE website in an ADA-compliant format. However, chart in Appendix A, Part 2B, page Prod. No. 47 states a CD only, no print, and no ADA-compliant files to be developed for CBT Sample Test Materials.
- A98. The CBT Student Tutorials/Practice Sessions in Appendix E, E.10, are a separate deliverable from Sample Test Booklets for students listed in Appendix A, part 2B. No test administration manual or additional answer documents are required for the CBT Student Tutorials/Practice Sessions. The CD referenced in Appendix A, Part 2B, #47 is explained in Section 6.1.4., and is designed for use by teachers administering a CBT that requires the production of sample test materials.
- Q99. Section 4.9 – various bullets: EOC ancillary materials - What are work folders? Define scope of work folders?
- A99. The work folders (8.5” x 17” folded paper document - space for document title and student name on first page – other pages blank) will be used as “scratch paper” for all mathematics and science computer-based tests. Work folders will be maintained as a secure document at schools/districts until results are received.
- Q100. Section 4.12: Page 77 states that Large Print test book page size should be 14x17. The box size requested (19x15) seems to be better suited for 14x18 documents. Is 14x18 an acceptable size for Large Print materials?
- A100. Yes, 14” x 18” is an acceptable size for Large Print materials.

- Q101. Section 4.12: This section specifies the use of a screen reader for all WMS tests and refers to section 3.13 for further information. There is no mention of screen readers in section 3.13. Please clarify.
- A101. Section 3.13 references the other special format materials (Braille, large print, and one-item-per-page). The screen reader is described in Section 4.12.
- Q102. Section 4.12 – B/W test documents: What is the maximum number of black and white tests that the DOE can request?
- A102. The contractor should anticipate that up to 50 copies may be required for each grade level and subject area per administration.
- Q103. Section 4.12 – B/W test documents: Page 126, Section 6.1.3, the printed Sample Test Materials are to be done in color. Will sample test materials also be required to be produced in black and white or does this apply only to the FCAT/FSA operational test?
- A103. Creation of B/W test documents applies only to the operational tests.
- Q104. Section 4.13: Section 4.13 states that all computer-based tests must also be available in paper-based format as an accommodation at all grades. Does this apply to the Computer-based Sample Test Materials? The chart in Appendix A, Part 2B, page Prod. No. 47 states a CD only, no print, and no ADA-compliant files to be developed for CBT Sample Test Materials. Table 6.1 on page 122 states no large print, Braille, PDF posted to DOE website (unsecured) and CBT testing format (secure web).
- A104. Paper-based Sample Test Materials and Student Tutorials/Practice Sessions do not need to be created for accommodated students requiring a paper-based operational test when the test is a Computer-Based test (sample test materials are not created for students with unique accommodations). The CBT Student Tutorials/Practice Sessions referenced in Appendix E, E.10, are designed to familiarize students with the online testing system. Section 6.1.4 describes requirements for CBT sample test materials as the Department moves to CBT format. The CD listed in Appendix A, part 2B, is a resource for teachers administering a CBT that requires sample test materials.
- Q105. Section 4.13: Please clarify, for computer-based testing (regular test and CBT Sample Test Materials) is the contractor responsible for developing alternate tag descriptions for art, graphs, and charts for the screen reader to read, or is sufficient to let the screen reader read it as it would in the course of its normal program?
- A105. The contractor is responsible for developing alternate tag descriptions for the screen reader when the screen reader would help with or impair answering the question. It is not sufficient to let the screen reader read it as it would in the course of its normal program; therefore the need for alternate tag descriptions must be evaluated all items.
- Q106. Section 4.12: Please provide further information regarding the black-and-white accommodation. Is grayscale acceptable? How many copies are anticipated?
- A106. If black-and-white test documents must be provided due to a special accommodations request, it is likely that the graphic elements in the color form will have to be modified. Black and white accommodations to a color test would require review of all test items in the black and white version to determine if the items have the necessary clarity. Gray scale is generally not acceptable as a clear, readable format. Any accommodation that is

done in black and white would have to be formatted on white or buff non-glare paper with black ink. All graphics would have to be prepared using fill variations rather than shades of black and white (which would create gray scale issues) and pictures would have to be reviewed for clarity. See related A102 and A103.

Q107. Cost Option 4.3: Cost Option 4.3 requires an English-to-Heritage Language Translation Dictionary and that the dictionary is available in Spanish and Haitian-Creole. Does this also apply to Computer-Based Sample Test Materials or does this apply only to the FCAT/FSA operational tests?

A107. If sample test materials are required for a computer-based test, the English-to-Heritage Language Translation Dictionary will be available on the CBT system for use with these materials.

Q108. Section 5.4.4.3: Text indicates “Every student answer is scored by two scorers”; however, Page 103, Table 5.6 indicates that for grades 4, 8, and 9 in reading and for grades 5 and 8 in mathematics, only 20% of student responses are given second reads. Please clarify – is this difference is intended to differentiate between live operational scoring and field test scoring?

A108. Yes.

Q109. Sections 5.4.4.3, 5.4.5: During the Bidder’s Conference, FDOE noted the requirements for hand-scoring sites in section 5.4.4.3, which seems to mandate that bidders plan for all hand-scoring to be performed at established sites. However, FDOE also noted that per section 5.4.5, bidders were encouraged to present alternatives to solely using established hand-scoring sites in order to gain efficiencies and improve processing times, although the concluding sentence in this section points back to section 5.4.4.3 and the mandate that bidders plan for using established scoring sites.

Please confirm that a bidder’s proposal would be deemed responsive if it incorporated assumptions about alternative hand-scoring configurations (e.g., leveraging distributed scoring or AI scoring) provided these alternatives were supported as being equally valid and reliable when compared to using established scoring sites.

A109. See A1, A32, and A33.

Q110. Section 5.4.4.3 - Tables 5.2-5.5: Tables 5.3-5.5 show both SR and ER items for grade 5 and grade 8 science for FSA. However, page 17, Table 2.4 shows that grade 5 does not have ER items in the FSA. Page 3, Appendix D – D.5 shows both SR and ER in grade 5. Please clarify.

A110. Tables 5.2 and 5.3 include information for both FCAT and FSA tests, but Table 2.4 shows information for FSA only. FCAT grade 5 mathematics has ER items, but the FSA grade 5 does not.

Q111. Section 5.6.3: Are bidders to provide costs for EOC standard setting for Algebra in 2011, for Biology in 2012, and for Science in 2013?

A111. See A35 and A46.

- Q112. Section 5.6.7: Does the Department anticipate that any FL deliverables will be a combination of color and grayscale items/passages?
- A112. Some deliverables are anticipated to contain color and grayscale.
- Q113. Sections 6.0.2 - Table 6.1, 6.4, Appendix – Part 2B: Please clarify. Florida Reads! Writes! Solves! And Inquires in table 6.1 has this deliverable on CD and PDF posted to DOE website (unsecured web). However page 129 paragraph 1 states that this CD will not be posted to the Department website except as below, so ADA-compliance is not required. Yet in paragraph 3 it states that these files must be ADA-compliant. Table on Appendix A Part 2B, page 2 of 3 also has these listed as CD only with no 508 files needed.
- A113. The annual FRWSI CD will not be posted to the DOE website, but in July 2013 (base) and July 2015 (renewal), the FRWSI CD will be expanded to include short- and extended-response training sets. See Work Tasks 6.4.b; 6.4.d; and Appendix A, Part 2B, Rows 58–59. These SR and ER training sets will be posted to the DOE website in those years, so they must be ADA-compliant.
- Q114. Sections 6.1.3, 6.6: What is the source of the sample items for the item specifications and sample test materials? Is this additional development beyond the annual new development? How many items are anticipated to be needed per subject and grade for each publication? Is it necessary for these items to have been field-tested? Will these items be submitted for educator committee review?
- A114. At this time, the DOE does not know how many items will be required. While field-tested items are not required, the DOE prefers to use previously tested items in interpretive products. The Department will seek educator input on the item specifications and items included therein from the Content Advisory Committees, and will, where practical, seek input from other educators on items developed for other purposes, e.g., at Item Review meetings.
- Q115. Section 6.1.3: Are the student booklets for the STM produced in both contracted and uncontracted Braille?
- A115. Contracted; uncontracted by special request.
- Q116. Section 6.2: Are Keys to Florida's Tests produced in both contracted and uncontracted Braille?
- A116. Contracted; uncontracted by special request.
- Q117. (a) Section 6.1.5, Appendix A Part 2B: Section 6.1.5 of the STM of End-of-Course Tests: We were referred to Section 6.5 for more information on EOC mini-tests or Sample Test Materials that will be developed as appendices in the EOC Test Items Specs. Section 6.5 is Released Tests. Please provide more specific information on these deliverables.
- (b) There is no Appendix A Part 2B for RFP section 6.1.4 that has specifications for these products.
- (c) In the base contract period of Appendix A Part 2B for RFP product CBT test books and answer keys are due in 2012 and 2013 and in renewal period they are due 2014, and 2015. However section 6.1.5 shows delivery in base year of 2012 only and in renewal period of 2013 and 2014. Please clarify what EOC deliverables are in paper and CBT formats and when they will be delivered.

- A117. The work tasks that appear in the RFP after 6.1.5 are for all work associated with Section 6.1 (Sample Test Materials) not only for Section 6.1.5.
- See Section 6.6 (Test Item Specifications) for EOC mini-tests, which are appendices in the Item Specs publications and will not be delivered in any format outside the EOC Test Item Specifications.
  - The Sample Test Materials for the CBT (Section 6.1.4) are a different product from the EOC mini-tests. The delivery format of the CBT STM will differ from the PBT STM, but the items in both formats will be the same. (See Section 6.1.4; Appendix A, Part 2A, #3; Appendix A, Part 2B, Product 47.)
  - Section 6.1 Work Tasks (Base Contract), item (c), page 127: CBT STM will be required for the 2012 test administration. Add 2011 for CBT STM to read "(November 2011, 2012)."
- Q118. Section 6.1.5: Please clarify the section 6.1.5 of the STM of End-of-Course Tests. What does and on CD mean? Does it mean that the CD must contain composed PDFs of the CBT test in addition to the Braille and the online test itself or does it mean something else?
- A118. See related A117.  
Section 6.1.4 provides requirements for CBT STM on CD for educators. The CD will contain both the STM student materials (provided in CBT format to students) and the STM teacher materials (provided in PBT to teachers) so teachers will have access to a complete set of STM materials. Though the CBT student STM will be provided to students in braille format, as required, the files related to production of braille STM will not be included on the CD.
- Q119. Section 6.6, Appendix A Part 2B:
- Please clarify EOC Test Item Specifications. How many items of each type will be included in each of the deliverables for Algebra 1, Biology, and Other Science?
  - How many items of each type will be in the EOC Sample Tests that are to be included in the appendices of the Test Item Specifications?
  - Will these Sample Tests that are in the back of the Test Item Specifications need to be produced in other formats to include large print, Braille, and ADA-compliant files?
- A119. (a) The format of EOC Item Specs will follow DOE's current Test Item Specifications as closely as possible. We typically provide one item per item type per benchmark.  
(b) Sample Tests are usually 25–30 items per grade/subject.  
(c) EOC Sample Tests will only appear in the back of the Test Item Specifications and, as such, they will be ADA-compliant for web-posting because the EOC Item Specs will be posted to the DOE website. They will not be provided as stand-alone large print, braille, or ADA-compliant pdf documents
- Q120. Section 6.6: Will the EOC sample test materials only appear in the item specifications "mini test" and therefore, only be updated once in the course of the contract, when the specifications are updated?
- A120. Yes.
- Q121. Section 6.6, Appendix C Page C-14 line 275: Please clarify the timeline for development, delivery, and revision of the initial Item Specifications for the additional EOC Science. Initial work on the other EOC Science test specifications is omitted from the table in Appendix C. In Section 6.6 there is an indication that this work is to begin in

January 2009, for educator review in Sept 2009. However, in both Appendix C and section 6.6, there is reference to revision of those same specifications on the same date in Sept 2009. Will the Department have documentation of which benchmarks will be assessed in which fashion prior to the initiation of the specifications? Will there be any educator input into the material to be included in these documents prior to the initial review meeting?

A121. See A43, A131, and A197.

Q122. Section 7.9, Table 7.2: Do the content advisory meetings include the EOCs? Will science have only 2 in the second year, even with the development of an additional EOC?

A122. Yes.

Q123. Section 7.9, Table 7.2: 3 grades/subjects for Rangefinding: For science, please confirm that beginning in 2012 there will need to be 4 groups (5, 8, Biology, other science) for each year.

A123. Yes, there will be four groups in the science meeting

Q124. Appendix A, #11: These do not seem to account for any embedded FT forms for EOC tests. If the CR items are printed in the answer documents, there will need to be numerous answer documents per core form. Are the 4 forms the 4 cores? Elsewhere the number of embedded FT forms is described as "up to 40".

A124. See related A44, A54, and A194. (a) Yes. (b) This is correct.

Q125. Appendix A Part 2B: This cites EOC item spec books as having 150 pages. On page 130, Section 6.6 they are estimated as 200 pages per. Please clarify.

A125. Section 6.6, p. 130 should read "150 pages."

Q126. Appendix A, Part 3A, # 1: This section states that Ancillary Materials must be Section 508 compliant and accessible via the web within 7 days after approval to print is provided by the department. The current process is that files cannot be approved to accessibility tag until after the digitals have been approved to print due to the potential for changes to be made at this stage. Minimum amount of time needed to accessibility tag files and quality control is generally 30 days. Would the department be open to adjusting this requirement to allow for a reasonable timeframe for accessibility tagging following approval to print?

A126. The Department wants 508 compliant documents ready for the website prior to shipping documents to districts. The Department is willing to adjust the 7-day requirement with the bidder's understanding that the Department's expectation is to post a tagged file in a bidder-proposed, Department-approved reasonable timeframe. After shipment is not reasonable.

Q127. Appendix A, Part 3B: Where is the production information about the 300 talking calculators with headphones and 1,500 large-key large-display scientific calculators described in Section 4.10 (p. 76)?



- A127. The bidder should propose talking calculators with headphones and large-key, large-display scientific calculators that provide the same functions as the standard version calculator. They would be expected to be equal to the quality and functions of the TI-30Xa Solar School Edition standard calculator addressed on page 76.
- Q128. Appendix C-14, activity number 271: Please confirm FDOE anticipation of the date for the begin work task on the Test Item Specifications for Other Science EOC for educator meetings.
- A128. See related A121.
- Q129. In the last paragraph on page D-1, there is a sentence that seems to be incomplete – “For each performance task, the contractor will select from samples of 1000 student responses that represent a full range of responses to the task.” It appears that this sentence is not complete in that it does not tell us how many papers are to be selected from the 1000 responses to form a sub-set from which will be drawn the papers that are grouped into sets described in the following sentences.
- a. How many papers are to be selected for the sub-set?
  - b. Additionally, is the contractor to provide 2 packages of 20 representing the full range of responses as well as 2 packages (of 20) for "high papers," 2 for "middle" papers, and 2 for "low" papers or simply 2 packages of 20 which includes a full range, with high, middle and low papers?
- A129. a. The contractor will select a total of 160 responses from the sample of 1000 responses.
- b. The responses are to be grouped into two packages of twenty for each of the ranges given: full range (two packages of twenty); high range (two packages of twenty); middle range (two packages of twenty); low range (two packages of twenty).
- Q130. Appendix D, D.5, D.7: When will Rangefinding Review be conducted for the EOC Semester 1 tests? (Section 3.8.2 page 49 specifies that these tests are pulled in April, while spring tests are pulled in September).
- A130. See Section 5.4.4.4. Rangefinder Review for EOC tests will be held each November to review scoring criteria for constructed-response items for the two subsequent administrations (Semester 2 of the current school year, and Semester 1 of the following school year. See related A242.
- Q131. Appendix D, D-3, Section D.5 - para. 1: Text indicates “Each item type is found in each performance task grade for reading mathematics and science. End-of-course tests contain two point constructed-response items and four point constructed-response items.” However, the current Mathematics development for the 2010 FSA field test items only includes two-point constructed response items for grade 5 and Algebra 1 EOC. Does this text need to be modified?
- A131. Yes. See Table 5.2 and Table 5.3. There will be no four-point test items in FSA grade 5 mathematics or science. However, for bidding purposes the Algebra EOC items are as described in the cited text. See related A197.

- Q132. Appendix E, Section E.0: “The proposal shall indicate procedures used to ensure that the computer-based tests accurately assess students possessing a diverse range of physical, sensory, and cognitive abilities; the system must ensure adherence to universal design concepts.” As part of this contract, does FDOE intend for bidders to conduct any comparability studies for paper-based and computer-based testing?
- A132. Yes; however, comparability studies will be funded through consultant services, Section 7.12.1.
- Q133. Section 3.0 – bullet 13: Requirement states that calculators must be downloadable and available online. Is an online only calculator sufficient?
- A133. No. See Section 4.10.
- Q134. Appendix I Cost Proposal Forms Instructions: Can the state please provide an electronic copy (excel) version of the pricing sheets?
- A134. See A42.
- Q135. Will the bidder’s questions and the state’s responses to those questions be incorporated into any resulting contract?
- A135. This Addendum #1, which includes the answers to bidders’ questions, is an attachment to the ensuing contract.
- Q136. Section 8.38: The requirement states that bidder’s furnish the State with a Performance and Payment bond. It has been our experience that sureties are not willing to commit to bonds on a multi-year basis and will usually provide Performance Bond annually. We presume that the state will accept an annually renewable bond for the annual amount of the contract. Is this correct? If this is not correct, please provide additional information.
- A136. That is correct.
- Q137. Force Majeure. PUR 1000, General Contract Conditions, Section 24: This section addresses excusable delays caused by force majeure events and events outside of the Contractor’s direct control. We presume that the Contractor will not be held responsible for a delay or default to the extent such delay is caused by the state or a third party contracted to the State. Is this correct? If this is not correct, please explain.
- A137. The PUR 1000, Section 24, provides in part: “The Contractor shall not be responsible for delay resulting from its failure to perform if neither the fault nor the negligence of the Contractor or its employees or agents contributed to the delay...”
- Q138. Indemnification. RFP PUR 1000, Section 19: We presume that the Indemnification Obligations in the RFP (PUR 1000, Section 19) apply to third party claims only. Is that correct? If that is not correct, please explain.
- A138. In addition to its responsibilities to indemnification as provided in PUR 1000, Section 19, the Contractor shall indemnify and hold harmless the Department, its attorneys, agents and employees, from and against any and all third party claims, suits, debts, damages, and causes of action, whatsoever, whether arising in law or in equity, arising out of or relating to Contractor performance or failure to perform under this Contract. The indemnification shall include reasonable attorney fees and costs incurred by the

Department, its attorneys, agents and employees, in the defense of any such claim, suits or causes of action, as aforesaid. It is understood and agreed that Contractor's indemnification shall be based upon the Department providing the following: (i) prompt written notice to Contractor of any claims; (ii) the opportunity to conduct the defense thereof; and, (iii) full information concerning the claim and reasonable cooperation in the defense of the same. The Department may, but is under no obligation, to participate in defense of any such claim, demand or action at its own expense, with attorneys of its choosing.

Q139. **Insurance. The insurance provision in Paragraph XVI of the Standard Terms and Conditions of the General Procurement Contract (Appendix J) states: "The amount of coverage shall be a minimum of \$1,000,000 or the aggregate total of all contractual agreements between the Contractor and the agencies and political subdivisions of the State of Florida, whichever is greater."** The way that this provision is currently written could disadvantage those prospective bidders who do the most business with Florida agencies and political subdivisions.

- a. Is a bidder required to comply with the insurance provision as written or can the insurance requirements be negotiated between the Department and the bidder following contract award?
- b. If the bidder is not required to comply with the insurance provision as written, will the Department consider agreeing to a warranty of adequate insurance coverage in lieu of the minimum amount of insurance coverage in Appendix J at J8 as quoted above?
- c. If the bidder is required to comply with the insurance provision as written, please define the terms "aggregate total," "agencies," and "political subdivisions" as used in the language in Paragraph XVI. For example, are contracts with schools and school districts to be included in the "aggregate total"? Also, what time frames should be used in determining the "aggregate total" of all contractual agreements between the Contractor and agencies and political subdivisions of the State of Florida?

A139. a. Section XVI. of Attachment C is hereby modified to read as follows with the stricken language deleted:

"XVI. The Contractor must carry general liability insurance, which shall include errors and omissions coverage. The amount of coverage shall be a minimum of \$1,000,000 ~~or the aggregate total of all contractual agreements between the Contractor and the agencies and political subdivisions of the State of Florida, whichever is greater.~~ The Contractor shall add the Department as an additional insured on the general liability coverage. The insurance shall cover all of the Contractor's operations under this Contract and shall be effective throughout the Term of this Contract, as well as any renewals or extensions thereto. It is not the intent of this Contract to limit the types of insurance otherwise required by this Contract or that the Contractor may desire to obtain or be required to obtain by law. The Contractor must submit a Certificate of Insurance indicating coverage for general liability purposes and additional insured coverage, and shall maintain and pay for same throughout the Term of this Contract. A Certificate of Insurance indicating adequate coverage shall be submitted to the Department prior to the time the Contract is entered. Any and all insurance policies shall be through insurers qualified to do business in Florida."

Because this is an RFP, the Department is looking to identify the most responsive bidder without negotiations as are provided under other types of procurements.

- b. Please see A139a.
- c. Please see A139a.

Q140. Background Checks. Concerning Section 32 (Employees, Subcontractors, and Agents) of PUR 1000 (General Contract Conditions) of the RFP:

- a. We presume that the security background checks will be performed at FDOE's expense. Is this correct? If not, please explain.
- b. Please provide additional detail regarding FDOE's requirements concerning security background checks. Please specify the duration and geographic scope of the background checks.
- c. Please specify what other methods FDOE may utilize to otherwise assess any employee, subcontractor, or agent assigned by the Contractor.
- d. Please specify the personnel that will be required to submit to background checks. Does this include personnel who do not have direct access to FDOE facilities or data? Please supply a list of the applicable titles/ job functions.
- e. Would it be sufficient for FDOE for the audit or background checks to consist of a report indicating the results of background checks; either a positive result (qualified for employment) or a negative result (not qualified for employment), and that such report will not include personally identifiable information such as name, Social Security Number, and date of birth, etc?

- A140. a. Because employees of the contractor and/or subcontractor(s) may have contact with students, if the State requires security background checks the checks will be at Department expense.
- b. Please see A140a. The background investigations or fingerprinting of contractor employees shall be in accordance with the provisions of Chapter 435, Florida Statutes.
  - c. Please see RFP regarding minimum performance requirements and specifications for this bid.
  - d. Please see A140a. and A140b.
  - e. Please see A140a. and A140b. The Department will advise concerning necessary information at the time the background check is required.

Q141. Appendix A, Part 1B: Product Number 4, the Grade 4 Writing Planning Sheet, is shown as being produced only for the TM3-F Shipment. Is this correct?

A141. No. Product Numbers 3, 4, 19, 20, 30 and 31 should all be produced for the TM3-Sp Shipment, not TM3-F.

Q142. Appendix A, Part 1B: Product Number 43, the FCAT Retake and Answer Book for Reading TM3-Su shipments of 2010, -11, and -12 is shown as having two forms. What is the purpose of the two forms?

A142. See Section 5.1.2 – page 83.

Q143. Section 2.2, Table 2.4: In this table, there is an "X" in the Gridded Response column in the Grade 4 Reading row. Should this have been in the Mathematics row?

A143. Yes. See A47.

Q144. Sections 5.4.4.3, 5.4.5: During the Bidder's Conference, FDOE noted the requirements for handscoring sites in section 5.4.4.3, which seems to mandate that bidders plan for all handscoring to be performed at fixed regional sites. However, FDOE also noted that per section 5.4.5, bidders were encouraged to present alternatives to fixed regional handscoring sites in order to gain efficiencies and improve processing times, although the concluding sentence in this section points back to section 5.4.4.3 and the mandate that bidders plan for fixed regional scoring sites.

Please confirm that a bidder's proposal would be deemed responsive if it incorporated assumptions about alternative handscoring configurations (e.g., leveraging distributed scoring or AI scoring) provided these alternatives were supported as being equally valid and reliable when compared to fixed regional scoring sites.

A144. See A1.

Q145. Cost Option 3.1, Cost Option 3.2, Cost Option 3.3, Cost Option 4.1, Cost Option 4.2, Cost Option 4.3: During the Bidder's Conference, FDOE noted the various cost options. FDOE also noted that each bidder should provide costs for each option, starting from the first logical point that work on the option would need to begin in order to deliver it and include pricing for that option in every phase that the option could logically be applied.

E.g., Cost Option 3.1 calls for Science Labs for the EOC Biology and EOC Science assessments. Bidders would need to develop a work plan and costs that would allow Science Labs to be in place and approved coincident with the development and implementation of the respective EOC assessments and would also need to include costs for the labs for every phase after that.

Please confirm this interpretation.

A145. That is correct.

Q146. Section 4.12: Will the Black-and-White Test documents be using a form that is already built in color and simply require it to be changed to grayscale? Or will the Black-and-White Test documents be a form unlike any other and require alterations to graphics, if necessary, when grayscale makes shading hard to differentiate?

A146. See related A102, A103, and A106.

Q147. PUR 1000 - #14, Section 8.11 (MyFloridaMarketplace): The RFP describes the MyFloridaMarketplace vendor registration and transaction fees. Three questions regarding this section:

1. Will payments associated with this program be subject to the 1% transaction fee?
2. If the fee is applicable, will FDOE be using the MyFloridaMarketplace eProcurement system in this procurement to process payments/invoices and deduct the 1% fee?; and
3. If the fee is applicable and FDOE will not be using the MyFloridaMarketplace eProcurement system, will the 1% fee be automatically deducted from each payment as described in item 14 on page 5 and the standard terms and conditions in Appendix J, page 4 of 4, XXXIV?

- A147. 1. Yes.
2. The Department is planning to move in this direction, but doesn't yet have a start date for implementation.
3. MyFloridaMarketPlace's procedures for automatic submission or collection of the fee have not yet been determined. The contractor will be notified prior to the implementation of any changes.

Q148. Section 3.6: This indicates that a bidder must provide the Department with access, for review purposes to the proposed item banking system. Does the State agree that in order to review the Contractor's item banking system, the State will be required to sign a Non-Disclosure Agreement which would protect the proprietary and trade secret nature of the system?

A148. Yes. We also can require each member of the Evaluation Committee to sign a non-disclosure agreement, if necessary. Any organization requesting that the DOE sign a non-disclosure should submit it to the Department for legal review by June 9, 2008.

Q149. Section 7.12:

- a. We presume that the State will provide a list of the Department employees who are authorized to provide approval (via email or other written communication) or approve meeting plans for the use of these funds. Is this correct? If not, please explain.
- b. We presume that the Billing Schedule will be set up to allow for invoicing for the reimbursable amounts throughout the life of the contract. Is this correct? If this is not correct, please provide information on how the State anticipates that the Contractor will invoice for these amounts.

A149. a. This is correct.

- b. The amounts are not invoiced separately. Reimbursable funds are prorated across all periods of contract payments in an amount based on the number of months represented by each payment and included in the periodic invoice schedule as part of the contract.

Q150. Section 7.7: Can the State please define what is meant by "level of effort."?

A150. Person-days

Q151. Section 6.2, Appendix A, Part 2B, Item 4: Please clarify. Per the Appendix the page counts for Keys to Florida's Test in English, Spanish, and Haitian are 16 pages per grade band per language. A check of the FDOE website indicates that the page counts for these booklets are 44 pages for each grade band and language.

A151. Appendix A, Part 2B, Products 48-56: Page counts for nine Keys to FSA booklets should read "48 pages."

Q152. Section 1.2 - #7: Please confirm that only those products or materials uniquely created by the contractor for the project that is the subject of the RFP will be considered "work for hire"?

A152. With respect to any work of authorship whatsoever that is within the subject matter and scope of copyrights pursuant to U.S. Copyright Law, 17 USC Sections 102-105, and

which is "created," as defined in 17 USC Section 101, as part of performing the obligations of this Contract, such work is expressly intended by the parties to be a "work made for hire," as that phrase is also defined in 17 USC Section 101. The Department, pursuant to Section 1006.39, F.S., shall be, on behalf of the State of Florida, the exclusive copyright owner of any and all copyrights subsisting in such works except as defined in the ensuing contract.

Q153. Section 2.0: This section refers to "potential test administration windows." Please confirm that the test administration windows in the RFP establish the time periods within which the test administration must be completed and that while a shorter period of time is preferable for administration, the administration activities cannot exceed the time frames within the RFP test administration windows.

A153. That is correct.

Q154. Section 2.1, Table 2.1: Footnote 2 in this table refers to proposed legislation that would end the FCAT Reading and Mathematics Retakes after Summer 2012. For purposes of preparing a response to the RFP, should bidders assume that this legislation will become law?

A154. The 2008 Florida Legislature has passed a bill defining the applicability of various testing standards (Senate Bill 1908, Section 18). Although this bill will not become law until the Governor signs it, the Department anticipates that it will be signed. Bidders' should assume it will become law.

Q155. Section 2.3: The last sentence of the second paragraph states that: "Class, school and district interim raw-score summaries should be available on demand beginning when approximately one third of the enrolled students have completed the test." By "enrolled students" does the Department mean enrolled in a class, enrolled in the school, enrolled in the district, or enrolled state-wide?

A155. The raw score summaries should be available when one-third of the group being summarized (class, school, or district) have completed a test. See Section 2.3, second paragraph.

Q156. Section 2.4, Table 2.9: Footnote 2 indicates that a representative sample of the population will be used for field testing in certain years. How large should the bidder assume that representative sample will be for purposes of preparing a response to the RFP?

A156. See Section 5.1.8, paragraph 3.

Q157. Section 3.2, Cost Option 3.1: This section refers to "up to 6 laboratory activities" for the EOC Biology and other science test. For purposes of preparing a response to the RFP, should the bidder assume that it will be required to have 6 laboratory activities for each of these tests?

A157. Yes.

Q158. Section 3.8.2: This section refers to a bidder, if possible, providing "access to a demonstration version of the system." May a bidder include as part of the electronic copies of its proposal one or more links that will allow evaluators to access a web-based demonstration version of the system. If so, is the bidder required to certify in some

manner that the content of any information that can be accessed through a link cannot change in any respect from the time of bid submission through the execution of a contract arising out of the RFP?

A158. Yes. No.

Q159. Section 4.1, # 21: This paragraph refers to customer service via toll-free phone that is distinct from that described in Section 7.10 and Appendix E. What days of the week must this customer service be provided, and during what days and months of the year?

A159. Well-trained customer service representatives described in Section 4.1, #21, are expected to be available to field questions and requests from Florida districts Monday through Friday, 8a.m. – 6p.m., ET, year round.

Q160. Section 7.12.1 Consultant Services: This section requires the contractor to recommend a consultant to be hired by the contractor and for the Department to select the consultant to be used who may or may not have been recommended by the contractor. Because the contractor will be entering into a contractual agreement with the consultant, does the consultant have to be mutually agreed upon by the contractor and the Department, or can the Department require the contractor to contract with particular consultant even if the person to be retained as a consultant is not acceptable to the contractor?

A160. RFP Section 7.12.1 specifies, "The contractor will recommend and the Department will select the consultant(s) to be used, who may or may not have been recommended by the contractor."

Q161. Section 8.13: May a bidder redact, and claim that any of its cost or pricing information included on the Cost Proposal Forms is confidential, proprietary, or trade secret so that the public would not have access to such information?

A161. The public procurement process in Florida requires the public opening of cost proposals and posting of the final costs that provide the basis for the points awarded via the cost proposal evaluation. If a vendor deems any portion of the cost or pricing information to be confidential, proprietary, or trade secret material, redacted information must be submitted in accordance with Section 8.13 Confidential, Proprietary, or Trade Secret Material.

Q162. Section 8.15: Under what circumstances may a bidder amend, revise, or alter its proposal upon request by the Department after the deadline for the receipt of proposals and prior to contract award?

A162. The Department is unable to specify the "circumstances" when a bidder may be requested to amend, revise, or alter its proposal.

Q163. Section 8.29: This section of the RFP states: "If a bidder chooses to utilize the services of subcontractor(s), then the proposal shall contain a written contract/agreement executed between the prime proposer and CMBE subcontractor(s) confirming the representation made in the proposal." How can a bidder enter into a contractual agreement with a proposed subcontractor prior to the bidder being awarded the prime contract? Will the Department consider amending this provision to accept a written statement of commitment by the prospective subcontractor to serve as a subcontractor to the bidder if the bidder is awarded the prime contract in lieu of a contract/agreement?



A163. Section 8.29 is amended to read as follows with the deleted language struck through and the revised language in bold text:

### **8.29 CMBE Subcontractors**

The prime contractor shall report all minority subcontractors, identifying the name, address, type of certification and dollar amount on the Utilization Summary Form provided as Attachment E of Appendix J. The contractor shall complete and submit this form with each invoice submitted for payment. The form must be submitted with all invoices, regardless if funds have not been spent with a minority subcontractor for the period covered by the invoice. The Office of Supplier Diversity, Florida Department of Management Services will assist in furnishing names of qualified minorities.

If a bidder chooses to utilize the services of subcontractor(s), then the proposal shall contain a ~~written contract/agreement executed between the prime proposer and CMBE subcontractor(s)~~ **copy of a letter(s) from CMBE subcontractor(s) to the prime proposer** confirming the representation made in the proposal. All CMBEs must be certified by the State of Florida and proof of such certification must be submitted.

A CMBE subcontractor shall not be allowed to subcontract any portion or portions of the work back to the prime proposer, either directly to or through any other company or firm owned and/or controlled by the prime proposer

A CMBE subcontractor shall not subcontract any of the subcontractual portions of the work to another firm or firms. A minority business enterprise subcontractor whose employees perform none of the direct labor or service activities specified in the contract shall be prohibited from engaging in a subcontractual agreement with the intent of collecting a broker's fee or commission.

Q164. Section 8.36: Will the Department consider an amendment to Section 8.36(g) that would require the Department to agree to a deadline adjustment in the event that the Department's review is not conducted within a reasonable time?

A164. RFP Subsection 8.36(g) specifies, "In situations wherein the contractor must obtain the Department's approval of an activity or product before the contractor can complete a Critical Work Task, the contractor shall be responsible for providing a reasonable time for the Department to complete its review and for the contractor to correct any deficiencies. In the event the Department's review is not conducted within a reasonable time, as described in Section 7.4, that shall be grounds for the contractor to propose a deadline adjustment pursuant to Subsection 8.36(e)(1), above. The parties' contract managers may agree, in writing, in advance, as to the reasonable time for the Department's review of a specific activity or product."

Q165. Section 8.37: Cancellation of the Contract by the Department. In paragraph 2., will the Department consider amending the language to require the correction of a major default within ten (10) business days of when the contractor was notified by the Department of a major default?

A165. Section 8.37, paragraph 2, is amended to read as follows with the added language in bold text:

### **8.37 Cancellation of the Contract by the Department**

2. Cause: The Department shall have cause to cancel the Contract upon the occurrence of the Contractor's first major default, which has not been

corrected within ten (10) business days, i.e., **the contractor shall be allowed ten (10) business days to correct a major default after the date the contractor was notified of the default**, or upon the Contractor's third minor default. The contractor is allowed ten (10) business days to correct a major default after the date the contractor was notified of the default. Once the Department has cause, it may exercise the right of cancellation at any time within one year of when the Department has cause. Upon cancellation, the Department shall pay the Contractor for all reasonable costs associated with this Contract that the Contractor (or its subcontractors) has incurred up to the date of termination and all reasonable costs associated with the termination of the Contract.

Q166. Section 8.38: This section requires the contractor to furnish a performance and payment bond in the amount of 10% of the total contract amount. Does this 10% include just the base contract period, or does it also include the optional renewal period? Because sureties will only usually provide performance bonds annually will the Department accept a performance bond on an annual basis in the amount of 10% of the total contract amount at the time of the original bond issuance or renewal?

A166. The initial performance bond, which is due within in 10 days after the execution of the contract, is in the amount of 10% of the base contract total cost. Further RFP Section 8.38 specifies, "During the life of the contract, if the total contract cost changes because of a contract amendment(s), then the amount of the performance bond will increase or decrease. The affected change in amount will be provided upon performance bond renewal." See A40 and A136.

Q167. Section 10.0: Will a laptop computer and the electronic copies of the bidders' proposals be made available to the evaluators during the evaluation meeting so that evaluators can electronically search the proposals?

A167. Yes, at least one computer will be available in the meeting room.

Q168. Section 10.0: This section indicates that an Internet hookup will be made available to bidders for use during the presentations to the evaluation committee. Will bidders be required to provide a website address for any information on the Internet accessed during such presentation and will there be a requirement that the information remain unchanged from the time of the presentation through contract award?

A168. No, but bidders may wish to provide the website address if it will be helpful to the members of the evaluation committee.

Q169. Section 10.4: Are bidders prohibited from including any cost or pricing information in their technical proposal even with respect to describing the technical aspects of the cost options?

A169. Costs may not be provided in the Cost Proposal. RFP Section 10.0 specifies, "Cost Proposals submitted by bidders in **separate, sealed packages** will not be opened before the committee members have submitted their final evaluations."

Q170. Appendix I – Cost Options Proposal: The text of the RFP relating to the cost options and the form for the cost options proposal raise several questions regarding how the cost options proposal should be prepared and how the cost proposals as they relate to the cost options will be evaluated.

- a. Cost Option 3.2 requires the cost option to be provided in three categories: (1) computer-based delivery system costs, (2) test development costs (by grade and subject), and (3) per-student costs by one or more ranges of students. How are these three categories of costs to be reflected on the portions of the cost proposal forms in Appendix I for the cost options? Specifically, where is the per-student cost to be reflected and how will this per-student cost be considered in the evaluation of the cost proposals?
- b. Cost Option 4.1 requires bidders to propose costs for delivering and retrieving materials utilizing two different methods available for selection by districts: (1) delivering materials directly to and retrieving materials directly from schools, and (2) delivering to a central district location and retrieving materials directly from schools. These alternative methods of delivering and retrieving materials will have different costs. How are these to be shown on the portion of the cost proposal forms in Appendix I for cost options? How many districts (and of what size) should a bidder assume will use each type of delivery and retrieval for purposes of preparing its cost proposal.
- c. Cost Option 4.2 requires the proposal to describe three tiers of options for preidentification labels with the district to select the option it will use: (1) certified-district printing of all preidentification labels, (2) Wave 2 student label printing, or (3) district uploading of information directly into the CBT system. As with Cost Option 4.1 these appear to be three alternative means of using preidentification labels with the district to select the option it will use. Accordingly, how are the costs for these three tiers of options required for Cost Option 4.2 to be shown on the portion of the cost proposal forms in Appendix I for cost options? How many districts (and of what size) should a bidder assume will use each of the three options for preidentification labels for purposes of preparing its cost proposal?
- d. Will the Department consider amending the cost proposal form to clearly identify the phases to which a particular cost option applies so as to avoid any potential confusion by any bidders regarding applicability of cost options for pricing purposes?

A170. For completing the cost options, this additional clarification is provided.

- a. Bidders should use the cost option forms to include phase-specific costs for at least the two activities identified under Cost Option 3.2, a) and b) as described therein. Other activities and sub activities may also be identified. A separate narrative should be provided to describe the nature of c), the per student costs. These per student costs would be over and above the costs of the delivery system and developing each grade level's content in the CBT format. Note: there are no traditional item development costs for Cost Option 3.2 as the tests to be converted already exist in paper and pencil form,
- b. Bidders should complete two separate cost option forms for Cost Option 4.1 and label them as follows. Form 4.1(1) should be for option (1) delivering materials directly to and retrieving materials directly from schools. Form 4.1(2) should be for option (2) delivering to a central district location and retrieving materials directly from schools. Bidders should assume all districts and schools (number and size is described elsewhere in the RFP) will be included in each option.
- c. Bidders should complete two separate cost option forms for Cost Option 4.2 and label them as follows. Form 4.2(1) should be for option (1) certified-district printing of all preidentification labels. Form 4.2(2) should be for option (2) wave 2 student label printing. Form 4.2(3) should be for option (3) district uploading of information directly into the CBT system. Bidders should assume all districts and schools (number and size is described elsewhere in the RFP) will be included in each

option. Bidders should also provide, in a narrative, a per-district cost by size of district.

- d. No. A careful reading of the RFP will identify for each bidder when their organization will need to prepare in order to reach the target dates specified for each activity. For example, the test book delivery and pick-up option (Cost Option 4.1) must occur on the schedule provided for each administration, regardless of which option is chosen. As another example, Cost Option 3.2 is to be available for FSA in the selected grades/subjects when the paper-based versions of these tests are available.

Q171. Section 3.0, bullet 3: Will EOC tests (items and CD set passages) also be produced in color in hardcopy and on computer?

A171. Yes. However, bullet 3 is not related to this question. See related A8, A56, A193, and A236.

Q172. Cost Option 3.2: As part of the optional costing for computer-based testing, should vendors assume that CBT will be implemented for all regular students, such that comparability of paper-and-pencil formats do not need to be assessed, or should vendors propose and cost approaches for comparability studies as part their response?

A172. See A132.

Q173. Appendix D, section D.5: Can the Department please explain the reason for requiring prospective scorers to train and qualify on a set of responses when scorers will be assigned to only a single item during scoring? Doesn't this training approach artificially raise the number of prospective scorers needed simply because some trainees will not qualify on all items, therefore eliminating them from the scorer pool while training costs are increased?

A173. It has been the Department's experience that this requirement ensures the highest quality pool of scorers and allows greater flexibility in reassigning scorers as needed during live scoring.

Q174. Appendix D, section D.2 and D.6: Section D.2 indicates "... Following the meeting, the contractor's staff will conference with Department staff to finalize ..." while Section D.6 indicates "... Following the meeting, the contractor's staff will meet with Department staff to finalize..."

Are the words conference and meet equivalent in these descriptions? Can vendors assume conference implies phone discussions and that meet implies a face to face setting? If the Department requires face to face meetings, please provide guidance on how long vendors should anticipate these to be.

A174. In each instance, if time allows following educator meeting onsite, Department and contract staff will meet face to face to finalize discussions. If time does not permit within the designated educator meeting window, finalization will take place via phone or secure web access.

Q175. Appendix D, section D.7: How long should vendors anticipate the R/M/S rangefinder review meetings will last?

A175. Bidders can anticipate up to three (3) days per grade and subject.

Q176. Appendix D, section D.8: Appendix D provides guidance on the number of validity papers required for field test scoring. Are vendors to assume the number of papers cited (by content) is the total needed without any additions to the pool?

A176. Yes, as long as the approved pool meets the desired distribution of responses.

Q177. Appendix D, section D.10 and D.12: Section D.10 indicates “The scoring directors ... will conduct training.” while section D.12 indicates “The scoring director will conduct training ...” Can the Department describe the meaning of the word conduct? Does conduct mean the scoring director must stand in front of a group of prospective team leaders/scorers and lead them through the training or can conduct mean the scoring director has developed the training materials, received Department approval of said materials and has integrated the training materials into the vendor’s online imaging system for the purposes of training and qualifying team leaders and scorers?

A177. “Conduct” means the scoring director must stand in front of a group of prospective team leaders/scorers and lead them through training. However, Section 5.4.5 allows bidders to submit alternatives to this approach. See related A1.

Q178. Appendix D, section D.15: Bullet #1 indicates third reads are conducted by team leaders while bullet #3 indicates short response tasks discrepancies are resolved by a third reader and bullet #4 indicates extended response tasks are resolved by a third reading. Please clarify for vendors by whom R/M/S third reads are resolved.

A178. For reading, mathematics, and science, third reads are ideally conducted by team leaders, but can be conducted by expert scorers recommended by the contractor and approved by the Department.

Q179. Appendix D, section D.15: Bullet #5 indicates third readings are conducted by scoring directors while bullet #7 indicates discrepancies greater than 1 point are resolved by a third reading. Please clarify for vendors by whom writing third reads are resolved.

Follow up question – If scoring directors must resolve writing discrepancies, the total number of resolutions could be in excess of 8,000 per grade; how can scoring directors be expected to monitor scoring and review all the responses needing a third read?

A179. For Writing, if the two scores are nonadjacent, the third read comes from the Scoring Director or the Assistant Scoring Director. If the number of third reads were to exceed what is reasonable for the SD or ASD to manage, approval can be requested for a Team Leader to assist with the resolution process.

Q180. What is the dollar amount of the current contract?

A180. The total amount of the current FCAT development contract is \$59,361,046.64. The total amount of the current FCAT administration contract is \$137,245,343.50.

Q181. Could we receive a .doc version of the RFP and an .xls version of the cost pages?

A181. No, the RFP is not available in .doc version. Please see A42.

Q182. Appendix A – 4B, Table 2.2, Table 2.3:

Text in Question: Product #197 and #199 in Appendix 4B, Modified ISRs for Parent Website and Pass/Fail labels for Spring retake (FSA).

Table 2.3 lists the Retake FSA as beginning in 2011. According to Appendix A 4B in Fall 2011 both the FCAT and FSA retakes will be administered and reported and in Summer 2011 only the FCAT would be administered and reported, with only the FSA being administered and reported for Summer 2012. For Spring the chart shows that for Spring 2012 both the FCAT and FSA Retakes would be administered and reported, but for the Modified ISRs for the Parent Website and Pass/Fail labels it indicates that they are delivered for FSA as of Spring 2011. In chart 2.2 states that Fall Spring and Summer FCAT retakes will be administered and reported through 2012. Can you please clarify?

A182. Tables 2.2 and 2.3 are correct. FCAT Retakes will be administered through summer 2012 and the first FSA Retake will be in fall 2011. There will be no spring FSA retake (see Section 2.2 and 3.8.3). Any reference in the RFP that directly or indirectly refers to a spring retake after 2012 or a spring FSA Retake is erroneous (e.g., work tasks in Section 5.1.3). Appendix A will be corrected in this Addendum.

Q183. Section 2.1:

Text in Question: The grade 10 reading and mathematics scores are used as one criterion for award of a regular high school diploma.

Section 2.2:

Text in Question: The grade 10 reading and mathematics scores are used as one criterion for award of a regular high school diploma. The mathematics graduation score will be a composite of the grade 10 test and the Algebra 1 end-of-course test scores.

The selected contractor will work with the Department to establish Achievement Levels (proficiency levels) and graduation cut scores as required for each Florida Standards Assessment test.

Section 2.3:

Text in Question: The Algebra 1 whole-test scale score will be combined in a conjunctive model with the grade 10 Florida Standards Assessment for Mathematics scale score for student graduation judgments.

Section 5.1.8:

Text in Question: The Algebra 1 whole-test scale score will be combined in a conjunctive model with the grade 10 Florida Standards Assessment for Mathematics scale score for student graduation judgments.

Section 5.5:

Text in Question: Student achievement on FCAT Reading and Mathematics is reported using scale scores, vertical scale scores, growth scores, content scores, achievement level classifications, passing score status, and comparisons to the statewide mean.

FSA graduation scores will be set as part of standard-setting activities in September of 2011 for Grade 10 Reading and Grade 10 Mathematics/Algebra 1. Reports for these tests will include passing scores as appropriate and approved.

Students in grade 10 and above must earn passing scores on FCAT Reading and Mathematics as one of the requirements for attaining a regular high school diploma. A passing indicator must be included on the student and school reports for students in grades 10, 11, 12, 13, and adult high school. FSA graduation scores will be set as part of standard-setting activities in September of 2011 for Grade 10 Reading and Grade 10

Mathematics/Algebra 1. Reports for these tests will include passing scores as appropriate and approved.

Section 5.6.3:

Text in Question: The contractor is responsible for facilitating the Department's process to establish achievement levels and associated cut scores for the FSA Reading, Mathematics, Science and Writing tests, graduation standards for the Reading and Mathematics tests, and passing scores and achievement levels for the EOC in consultation with Florida educators and citizens.

SSS Reading scores – scale scores, achievement levels, points possible, content area scores, performance tasks scores, vertical scale scores, gain scores, up to eight years of testing history, passing scores (Grade 10 and Retake only)

Appendix A – 4A:

Text in Question: SSS Mathematics scores – scale scores, achievement levels, points possible, content area scores, mean content area scores for state, performance tasks scores, vertical scale scores, gain scores, up to eight years of testing history, passing scores (Grade 10 and Retake only)

End of Course Tests - Raw points correct, scale scores, passing scores, pass/fail indicators, points possible, content area scores

- a) Is the contractor required to report a combined graduation score that combines a student's score from the FSA and the EOC exams?
- b) If so, would this be reported in addition to the passing score on that particular test and would it appear on both the FSA grade 10 and retake for Mathematics and the EOC for Algebra 1?
- c) Would the vendor be required to track and combine the student score histories from each of the tests over time?

- A183.
- a) Yes, for FSA Mathematics Grade 10 and EOC Algebra.
  - b) The passing scores on each test and the conjunctive passing score would all need to be reported.
  - c) Yes.

Q184. Section 2.2, Table 2.3:

Text in Question: During the timeframe of this RFP including the potential renewal period, the Department intends to begin a phased-in schedule with the goal that all students will be taking state standards-based assessments on a computer or other appropriate and acceptable technology. Also see the last row of Table 2.3.

Does the FDOE have expectations that the cost option for the phased-in schedule for the FSA R/M would begin in 2011-2012 as implied in table 2.3. What are the DOE plans for grade/content rollout schedule?

- A184. Cost Option 3.2 anticipates that all students would be assessed via computer-based testing (CBT) in the grades/subjects listed in Table 3.4, except as noted for special education students. Table 2.3 addresses the broad timeframe for making the components listed in Table 3.4 available via computer-based testing. It indicates the beginning period of the phase in of the CBT listed in Cost Option 3.2 as 2011-12. The Department anticipates a rollout with two grade/subject tests per year until all are implemented in 2014-15. The grade/subject tests (e.g., 4<sup>th</sup> grade math and 10<sup>th</sup> grade reading) each year would be in two different levels of school (elementary, middle, or high school).

Q185. Table 2.3:

Text in Question: This table shows that the last FCAT Writing will be administered in 2010-2011. And that the first operational FSA Writing will be in 2011-2012. And the Writing assessment will move from grade 8 in 2010-2011 to Grade 7 in 2011-2012.

Will tenth graders in 2010-2011 be required to take the grade 11 Writing test in 2011-2012 when they are now 11<sup>th</sup> graders?

A185. Yes.

Q186. Table 2.3, D.5:

Text in Question: Table 2.3 indicates 2010 field testing for FSA Reading, Math and Algebra EOC in 2010; writing, science and EOC biology in 2011 and an additional science EOC in 2012.

“Field testing occurs in the spring of each year with items embedded in the operational test.”

Please confirm that the new contract requires scoring of field test items based on information in table 2.3 (2010 field testing for FSA Reading, Math and Algebra EOC; writing, science and EOC biology in 2011 and an additional science EOC in 2012), and that there is not field test scoring of embedded field test items for all content areas each year, as is the case with the current FCAT contract.

A186. That is not correct. There are many references to annual field testing of items/prompts in this RFP. In particular, see Section 3.7.8. Other references include Sections 3.7.5 (Table 3.7 gives annual number of items to be field tested), 5.1.1, 5.1.3, and 5.2.2.

Q187. Table 2.3, Appendix C-1, Activity 2, Activity 17:

Text in Question: In 2009-2010 column, there’s a FT for R/M test items (for FSA) and FT for Algebra 1

Section 2.3:

Text in Question: The current FCAT contractor will provide file of composed FT items and item template information for the new contractor’s 2010 test construction of Algebra 1 EOC FT forms.

Will there be a TAM for this first field test? This is not a listed as a deliverable for this RFP, will contractor develop this manual? *If not, will this manual be handed over to the new contractor?* (Note: if this is required under new contractor, work should begin by Dec 08/Jan 09).

A187. Yes, a TAM will be developed for all EOC Field Tests by the bidder (See Appendix C – Line 17 and Appendix A, Part 3C – Line 7. Also see Section 4.9, page 73.)

Q188. Table 2.3, 2010-11 column:

Text in Question: Class of ‘13 takes FSA with R/M grad score determined by linking

Will there be a FSA Retake Administration in 2011 or will there only be a FCAT R/M Retake Administration?

A188. See Section 3.8.3 and Appendix C, C1, activity number 11. The first FSA Retake administration will be in the fall of 2011 after the class of 2013 takes the FSA for the first time in the spring of 2011.



- Q189. Table 2.3:  
Text in Question: Regarding timelines provided in table 2.3 and Appendices C and I
- Is there proper alignment between table 2.3 and Appendices C and I? For example, 4 contract base years in Table 2.3 vs. 5 phases in the Appendices.
- A189. The base contract will provide services for four years of test administration (2009-10 through 2012-13). However, work tasks in preparation for these administrations and for product development encompass more than four years. The contract will likely be executed in the fall of 2008; the first test administration is not until fall of 2009. Also see Section 3.7, paragraph 1, regarding the item development cycles.
- Q190. Table 2.4:  
Text in Question: This table shows that in Grade 4 the Reading assessment will have a gridded item.
- Is this an error in the table? Would Grade 4 have any gridded items?
- A190. See A47.
- Q191. Section 2.4:  
Text in Question: The expected number of students, shipping destinations, and schools are provided as a basis for preparing proposals in Appendix F.
- Appendix F gives district numbering system. It does not have number of students by school or district. Was Appendix F supposed to have additional information?
- A191. No. The text in question is incorrect. The expected number of students is provided in the tables in Section 2.4.
- Q192. Section 2.5:  
Text in Question: While the testing dates for spring 2010 and beyond have not yet been officially determined, bidders may assume that the dates will be similar to those provided in the table, subject to legislative change or other indeterminate influences.
- Because of the amount of time available between test administration and reporting, will the Department consider reducing the number of performance tasks to be scored during this time?
- Because of the amount of time available between test administration and reporting, will the Department consider reducing the number of reads from two to one (with a sample of double reads for validity) for grades and subjects that are not high stakes?
- A192. No.
- Q193. Section 3.0, 3.51 (sic 3.5.1) and Appendix A:  
Text in Question: Sec. 3.51
- The Department may choose to modify the design of the test documents/files prior to any test administration, within the constraints of the specifications given in Appendix A, and reserves the right to change this configuration beyond the specifications, if necessary, through change orders or contract amendments.

#### Appendix A: Test Document Considerations

- 60# white opaque cougar or approved equivalent paper will be used for answer documents and interior pages of test books.
- Covers are printed in one color of ink plus black.
- Interior pages are printed in one color, some with both scannable and non-scannable ink.

FSA items developed under this contract will be produced in color.

Given that Appendix A will be the requirements by which specifications will be defined for purposes of change control, will the FL DOE be updating Appendix A with specifications for FSA color items? What specifications does the FL DOE want for "full color"?

A193. Yes. See A236.

Q194. Section 3.0:

Text in Question: Up to 40 field-test/anchor forms are produced and packaged for spiraled distribution during each spring administration

How many FT forms are planned by content and grade? For costing purposes, should bidder's plan on four anchor forms per grade/content area?

A194. See related A44, A54, and A124. For FSA, there could be up to 36 field test forms per grade/content area. There will be four anchor forms per grade/content area.

Q195. Section 3.3:

Text in Question: The current test model, which includes a performance task and multiple-choice items at grades, 4, 8, and 10 will continue through 2011 administration

The MC items have been removed for Spring 09, will the MC items for the 2010 and 2011 administration be reinserted?

A195. On April 15, 2008, the State Board of Education recommended the removal of the multiple-choice items and delaying the use of the scores as a graduation requirement for the foreseeable future. It is not known how long the state budget shortfall will continue, but the availability of funds is a factor that must be considered before the multiple choice items can be reinserted. In addition, the 2008 Legislature has passed a bill requiring the restoration of a Writing examination with specific characteristics in 2012-13 (Senate Bill 1908, Section 18). Regardless of the changes approved by the SBE and proposed by the Florida Legislature, bidders should respond to the RFP requirements as they are stated therein.

Q196. Section 3.5.1:

Text in Question: However, all students taking the computer-based mathematics tests will be provided blank folders to work the items. These folders are not numbered or inventoried by the contractor, they are destroyed by the school after results arrive.

Is this requirement to provide folders with blank paper inside to work math problems? Does the paper need to be blank or lined? How many sheets per folder is required. And what about the security of these folders? Shouldn't they be treated like secure materials since students could record test items?

- A196. See Section 3.5.1, p. 26, and Amended Appendix A, Parts 1A and 1B. Also, see related A99.
- Q197. Section 3.5.1, Section D.5:  
Text in Question: “EOC tests will have performance tasks that differ slightly from FCAT performance tasks. These items are referred to as CR items.”
- “EOC tests contain two point constructed response items and four point constructed response items.”
- Can the DOE please describe their vision of the EOC constructed response items and how these EOC items might differ from current FCAT 0 – 2 SR items and 0 – 4 ER items? For bidding purposes, should the bidder assume that the read-rates for these items will be comparable to the current FCAT items?
- A197. (a) Since EOC test development is in the earliest stages for Algebra 1, and EOC development for science EOC tests has not yet begun, much of the nature of these items is still unknown. See A12 for guidance on the availability of draft *Test Item Specifications*. See related A131.  
(b) Yes. Also see A64.
- Q198. Table 3.4  
Text in Question: Grade 5 CBT configuration shows Grade 5 as only administering Reading and Grade 4 only administering Math.
- Does the DOE intend to keep Grade 4 Reading a paper-based test? Does the DOE intend to keep Grade 5 Math a paper-based test?
- For costing purposes, what years does the DOE plan for the computer-based assessments to be administered in elementary, middle and high schools?
- A198. See Table 3.2 on p. 28 for the requirements for paper-based test configurations by content and grade. See Table 2.3 on p. 16 for the timeline of CBT implementation.
- Q199. Table 3.4, last row:  
Text in Question: Security-controlled packets of reading passages are provided...
- What exactly is a security controlled packet? Is this referring to sealed and/or barcoded documents?
- A199. Yes.
- Q200. Tables 3.5 and 3.6:  
Text in Question: Items in FL DOE item bank
- For costing purposes, should bidder’s assume all items in current FLDOE item bank have been field tested and have associated item statistics?
- A200. See A9 and A71.
- Q201. Section 3.7.6:  
Text in Question: The contractor will make all arrangements and prepare and print all products for the pilot test upon approval by the Department. This activity includes...developing and administration manual...

For the 2010 EOC Field test forms, should bidder's assume no need to conduct pilot testing of these items, since we are told in section 2.3 that we are receiving Field Test files?

A201. Yes.

Q202. Section 3.7.6:

Text in Question: This activity includes selecting the sample of students, developing and administration manual and test forms, and distributing and returning materials.

Will the pilot test be administered online or paper-based only? Will there be any TAM cover requirements such as color graphics? Will this be a combined content TAM to include all four subjects?

A202. The pilot test will be administered paper-based only. There will be no TAM cover requirements such as color graphics. The administration instructions for pilot test proctors are normally contained in a brief document of no more than two pages. This will be a combined document to include all four subjects.

Q203. Section 3.7.6, Work task d:

Text in Question: Conduct pilot tests of writing prompts. (Feb 2009, 2010, 2011, 2012)

Work for Feb. 2009 writing prompt pilot TAM should begin in fall or early winter of 2008. There does not appear to be a section that references this TAM.

A203. See 202. These can be included in the pilot test planning document, Section 3.7.6 Work Task a.

Q204. Section 3.8:

Text in Question: Under Work Tasks

a. Provide updated test construction specifications for building Florida's test...

For costing purposes, how many pages should bidder's assume for the test construction specifications?

A204. The most recent *Test Construction Specifications* for the regular Reading, Mathematics, Science and Writing are 148 pages, including appendices. The most recent *Test Construction Specifications* for the retake administration of Reading, Mathematics and Writing are 39 pages, including appendices.

Q205. Section 3.8.4:

Text in Question: ...the bidder being awarded this contract will provide to Pearson electronic files of two forms of each grade of FSA Reading and Mathematics items built from 2010 field tests. ...The test forms will have minimal formatting requirements and include a common set of items for use in linking forms.

Who is responsible for selecting NRT items from the 2010 FT?

Who is responsible for creating the NRT test administration materials such as test directions and administration manuals?

A205. The Department and the current NRT contractor will be responsible for all other activities related to Section 3.8.4 not stated, including selecting the items to appear

on the two forms. The selected vendor will be expected to work collaboratively with Department and the current NRT contractor as items to be included on the forms are identified.

Q206. Section 3.11:

Text in Question: Work Tasks

a. Update and maintain the Production Specifications Guide

For costing purposes, how many pages should bidder's assume for the Production Specifications Guide

A206. The most recent Production Specifications Guide contains 107 pages.

Q207. Section 4.1:

Text in Question: 2. The Department must approve all online systems designed for district use. Proposed online systems (e.g., websites, databases) must be submitted to the Department for review of content, layout, aesthetic quality, and functionality. The contractor will make any requested changes to such systems.

Can the Department define the acceptance criteria for the systems changes?

Also clarify the statement "The contractor will make any requested changes to such systems." If the scope of the changes is not clear at this time, will a change management process be used to provide for such changes?

A207. The Department must review all online systems (online enrollment updates, additional materials ordering, e.g.,) to ensure that they are user-friendly and customized for Florida's assessment program. Once the systems are reviewed by the Department, alterations to the access steps, layout, design, and content may be requested during the development process. The contractor will accommodate these requests and continue to adjust the systems until the Department is satisfied with the content, layout, aesthetic quality, and functionality. Once the Department approves the systems and they are in use, minor changes and updates may be requested as needed and should not require a change management process.

Q208. Section 4.8.1:

Text in Question: For each review round, the contractor will deliver four (4) printed color single-page copies of the product to the Department and post an electronic version (PDF) by ...

Which materials fall under this requirement? Are these printed materials required at every review round or just the Confirmation Round?

A208. Test administration manuals fall under this requirement and the 4 copies are required at every review round, in addition to the posted PDF version. See A95.

Q209. Section 4.8.1:

Text in Question: The laser review stages will begin after the Department has approved the wording of the text and layout of the mockup round, including various graphic elements.

Does this mean graphic elements including return labels, special documents, student labels, etc. have to be complete and inserted into the mockup version of the document?

A209. Draft versions (previous administration) of the ancillaries (return labels, document count forms, etc.) should appear in the mockup version. Approved versions should be inserted at the 2<sup>nd</sup> laser round.

Q210. Section 4.8.1:

Text in Question: Prior to approval of a document to go to digital, edits made at the third laser round may be provided for approval as single page corrections. This length of this round depends on the number of single page corrections required.

Will the department work with the contractor to define the scheduled length of each round of reviews and work within this schedule?

A210. See Section 4.8.1, paragraph 2. The Department will approve a tentative timeline for single-page corrections in this schedule; however, some flexibility in this round will be required on both ends if an unusually large number of single page corrections are needed. Contractors must be aware that flexibility in scheduling the single page corrections cannot alter printing and production dates for time-sensitive materials.

Q211. Section 4.8.1:

Text in Question: A performance metric will be collected relative to the quality of production of materials for test administration. The number of identified errors in printed test administration materials delivered to districts each year will be divided by the total number of pages in such materials to produce this metric

Who (FDOE or contractor) will be required to collect this data from districts (via email, phone calls, written notification, etc.)?

A211. The contractor is responsible for summarizing the data for this performance metric. The Department will assist the contractor by identifying any errors reported to staff after materials have gone to print.

Q212. Section 4.9:

Text in Question: All manuals [and Training Materials] must also be available in a section-508 compliant website within seven (7) days of Departmental approval to print.

Would it be possible to post the electronic version to the website within 7 days but before it is 508-compliant?

A212. No, at the time of posting, the documents must be 508 compliant. See A126.

Q213. Section 4.9:

Text in Question: All manuals must also be available in a section-508 compliant electronic format on both the Department's and contractor's websites within seven days of Departmental approval to print.

If the contract requires 508 compliance within seven days of department approval, will department staff review the materials and require a seven day review window in addition (as previously referenced)?

A213. See A126.

Q214. Section 4.9:

Text in Question: Training Materials for School Coordinators and Test Administrators are to be made available to districts in a section-508 complaint electronic format on both the department's and contractor's website within seven (7) days of Departmental final approval.

Is this a single powerpoint for both the school coordinators and test administrators or two different powerpoint presentations?

Will these CBT powerpoint presentations have to be available for both PC and MAC platforms? Will both versions have to be ADA compliant?

A214. The training materials will be a single PowerPoint for both the school coordinators and test administrators. Slides will be identified as applicable to TA, SC, or both. The training materials (PowerPoint) must be available for both PC and MAC platforms as stated in Section 4.9. Both versions must be ADA compliant.

Q215. Section 4.9:

Text in Question: Test Administration Manuals....Computer-based manuals will also include scripts for the practice tests necessary to familiarize students with the computer-based testing system

Will the practice test scripts be a separate addenda or embedded into the CBT TAM?

A215. Practice test scripts are to be embedded into the CBT TAM.

Q216. Section 4.9:

Text in Question: Administration instructions for Florida's NRT may be provided to the contractor and may be included in the spring manual. That option could result in an additional 150 pages...All manuals are published in print in a ADA-compliant format.

If NRT pages are supplied, will those pages be submitted in a ADA compliant format?

A216. No, the responsibility for tagging the additional pages would be with the contractor preparing the FCAT or FSA TAM.

Q217. Section 4.9

Text in Question: All training materials are to be made available to districts in a section-508 compliant electronic format on both the Department's and Contractor's website with seven days of Departmental final approval.

Will these CBT powerpoint presentations have to be available for both PC and MAC platforms? Will both versions have to be ADA compliant?

A217. See A214.

Q218. (sic Section 4.9 is inferred)

Text in Question: a. Deliver FCAT Fall Retake TAM to districts; (Aug 2009, 2010, 2011)  
b. Deliver FSA Fall Retake TAM to districts;...(Aug 2011, 2012)

If there are separate TAMs for FCAT and FSA will there be separate training materials in 2011?

Will the CBT Fall Retake TAM combine FCAT and FSA info together into one TAM or will the CBT TAM be separate?

Are there (sic Are there) two Braille scripts for each Retake test or combined Braille scripts?

A218. There will not be separate training materials in 2011 for FCAT and FSA.

Per the RFP, Appendix A, Part 3A, #1, a separate manual will be developed for each CBT administration including FCAT and FSA Retakes. For the overlapping administrations, FCAT and FSA Retakes will have separate manuals for both paper-based and computer-based administrations.

Braille scripts are needed for both the FCAT Retake and FSA Retake.

Q219. Section 4.10:

Text in Question: The Contractor will develop and place on the CBT test page a selectable calculator of comparable size and with the same appearance, quality, functions as the TI (or other Department approved) physical calculator delivered to schools for student use.

Can the Department clarify to what extent/ percent variations in appearance, quality and functions between the CBT and the TI calculator are acceptable?

A219. No variation is acceptable.

Q220. Section 4.12:

Text in Question: Per District request, the contractor will also provide large-print and/or Braille versions of sections of the test administration manuals. These publications will be produced so that they will be delivered to districts along with the shipment of the regular-print versions of these products identified (sic) in Appendix A.

For costing purposes, how many pages should bidder's assume for the production of these publications?

A220. For costing purposes, the bidder can assume that only the scripts would be published in special formats. Appendix A, Part 3B, Product no. 20, specifies the number of pages for Special Format Tests.

Q221. Section 4.12:

Text in Question: Per district request, the contractor will also provide large print and/or Braille versions of the sections of the test administration manuals. These publications will be produced so that they will be delivered to districts along with the shipment of the regular-print versions of these products as identified in Appendix A.

Which sections of the test administration manual would be brailled and/or enlarged?

A221. See A220.

Q222. Section 4.12:

Text in Question: The document package will include the appropriate scannable answer documents for student responses and the contractor will include directions for administration and management of this test version.



Will the special instructions for the accommodation be printed and available on the web?  
Is there a 508 compliant requirement for the directions?

A222. The special screen reader instructions will be available in print and online. The web version of the instructions must be Section 508 compliant.

Q223. Section 5.1.5:

Text in Question: This contractor will also be responsible for scoring the test forms administered to students for the norming including scanning/imaging, processing, handscoring, calibration (generation of item statistics on the nationally-representative sample), scoring and production of student results files including scaled scores.

(a) Will the NRT contractor assume costs for the shipment of materials (e.g. prepaid shipping labels) to the FSA contractor's scanning facilities?

(b) Will the NRT contractor or the FSA contractor be responsible for the scannable elements and tagging for the NRT materials that need to be scanned by the FSA contractor?

A223. (a) The FSA contractor is responsible.

(b) We do not understand the reference to "tagging." Otherwise the FSA contractor is responsible.

Q224. Section 5.1.7; Appendix C-3, Activity #39:

Text in Question: Note: there will be no prompt field test in December 2009. Only FSA Writing Grade 4 prompts will be field tested in December 2010.

There is a task to initiate development of ancillaries Aug 3<sup>rd</sup>, 2009. Which ancillaries is this referring to if there is no Writing FT in 2009? That is too early to develop the Grade 4 FT administration in Dec 2010.

A224. Activity #39 (August 3, 2009) refers to the development of the ancillary materials for the spring 2010 assessment.

Q225. Section 5.4.4.3, Section 5.4.5, Appendix D:

Text in Question: Performance task scoring must be conducted at the contractors established scoring sites that draw on the contractors most experienced pools of readers who participate in image-based scoring activities on a regular basis throughout the calendar year.

Larger scoring sites can be opened...use of distributed scoring wherein readers work from their home...

There are some constraining requirements in the RFP, including using established scoring sites, that conflict with section 5.4.5. Can the department please provide guidance on how a bidder should reconcile clear processing requirements that conflict with the flexibility to introduce expedited scoring solutions? How should a bidder propose expedited solutions without being non-compliant with the requirements of the RFP?

A225. See A1.

Q226. Section 5.5:

Text in Question: 'Scale scores for Writing+ are a linear combination of the scale score on the essay (50%) and the scale score for the multiple-choice items (50%).'

Where/how will the RFP be updated to reflect the change in Writing? (i.e., the removal of multiple choice in Spring 2009 and the confirmation that it will not become a graduation requirement?)

A226. See A195.

Q227. Section 5.5.1:

Text in Question: The proposal should describe the capability of the CBT system to report results on the assessments immediately upon the student's completion of testing as well as the flexibility of the system to suppress this real-time reporting.

Does "immediately" refer to the end of the test window, end of testing day, end of test session, or other?

A227. In this context "immediately" means at the end of a student's test session.

Q228. Section 5.5.2:

Text in Question: The contractor is responsible for annually reviewing and updating the design of the individual student, school, district, and state reports of results in consultation with the Department and focus groups of Florida parents and educators.

Is there an expectation that the FSA reports will be similar or significantly different than the current FCAT reports in design?

A228. The reports have not yet been designed. Appendix A, Part 4A, lists the required data to be included in reports.

Q229. Section 5.5.3:

Can it be defined how many waves of late reporting will be required? Or can a time limit be placed on this process to ensure completion in a reasonable timeframe?

A229. See Section 4.1, #32. No time limit has been set at this time.

Q230. Section 5.5.4:

Text in Question: The individual student report that parents will access on the parent website will be an abbreviated version of the paper report. Unique logins for parents/guardians will be provided for each student identification number tested, including students who were not included in the pre-identification process. These logins and passwords will be distributed to parents in personally identified letters sent either to the district or school depending on the distribution method chosen by the district. The parent website will report FCAT, FSA, Retakes, and EOC test scores.'

1. Is it required that hard copy parent letters with login information for non-PreID students be created and distributed as well?
2. Is it required that parents be able to access results for multiple tests using the same login?

- A230. 1. Some mechanism to provide login information to parents of non-PreID students will be agreed upon by the contractor, state, districts, and schools. This may or may not include hard-copy letters.
2. This is not required; however, the Department prefers that one parent login access all tests for the same student ID whether pre-ID'd or not.

Q231. Section 5.6.5:

Text in Question: The contractor selected through this RFP process will be expected to secure external legal opinion regarding the defensibility of the linking method to be employed

This statement raises several questions regarding the nature of the legal services anticipated by this statement. The basic question is what legal challenge the Department wishes to have an opinion about? It would probably not be appropriate for vendors to answer a question about whether the Department's use of these test scores to deny graduation to a particular student is legally permissible. Therefore, does the Department wish that vendors set aside costs in the contract for legal services related to the use of the scores? If so, how much? Will the Department consider this a reimbursable expense?

- A231. The Department wants to ensure that the method of linking the FCAT to the FSA is legally defensible in the opinion of an advisor who is not a member of the contractor's staff. It is not the responsibility of the bidder to determine if the use of the scores is defensible or provide the legal advisor during a legal challenge. The cost to ensure that the linking method is legally defensible is not a reimbursable expense.

Q232. Part 2a:

Text in Question: Listed Interpretive Products

Of the products listed, which are secure and which are non-secure?

- A232. The reference is unclear and is assumed to refer to Appendix A, Part 2A. The Department does not publish any interpretive products that require handling under the test security requirements outlined in Appendix H. If this question references web postings of electronic interpretive products to secure and unsecure websites, information is provided in Section 6.0.4 and Table 6.1.

Q233. Part 2a:

Text in Question: Listed Ancillary Materials

Of the materials listed, are any secure?

- A233. The reference is unclear and is assumed to refer to Appendix A, Part 3A. Of the ancillary materials listed, only student preidentification labels and student preidentification rosters contain secure information and should be treated as secure materials.

Q234. Appendix A, Part 1A – Operational Test Materials:

Text in Question: Appendix A, Part 1a – Operational Test Materials Product Specifications And Distribution Requirements

- Test books are 8 1/2" x 11", saddle stitched or bound.
- 60# white opaque cougar or approved equivalent paper will be used for answer documents and interior pages of test books.

- Covers are printed in one color of ink plus black.
- Interior pages are printed in one color, some with both scannable and non-scannable ink.

Please confirm that all scannable and non-scannable test materials are printed as described in this section of the RFP.

Color covers with black and white interior pages for non-scannable documents and scannable documents with two (2) scannable inks.

Re Recycled Paper:

Is paper procured through the Forest Stewardship Council (FSC) chain-of-custody certification an acceptable alternative to “recycled” paper?

A234. See A8 and A236 for color specifications. Alternatives to recycled paper may be considered at some time during this contract; however, bidders should respond to the RFP requirements.

Q235. Appendix A, Part 3A Ancillary Materials:  
Text in Question: 1. Test Administration Manuals  
Packaged in units of one (1), no shrink-wrap.

Would we be allowed to pursue other methods of grouping or packaging sets of the TAM other than shrink-wrapping them?

A235. No.

Q236. Appendix A, Part 2A Interpretive Products:  
Text in Question: Interpretive Products – Specific Considerations  
Sample Test/Answer Booklets (students) (see Section 6.1.1)

- Covers and internal pages printed in full color if operational test is produced in full color.
- Covers and internal pages printed in grayscale if operational test is produced in grayscale.
- Produce in large print; minimum of 18 point type on 14” x 17” approved buff paper; plasticized wire binding. Covers and internal pages printed in full color if operational test is produced in full color. Covers and internal pages printed in grayscale if operational test is produced in grayscale.

- Does the term “full color” referred to in this section mean 4-color process printing (Cyan, Magenta, Yellow and Black) for Interpretive Products?
- Does this also mean that the operational tests, scannable and non-scannable documents, for all administrations, will also require 4-color printing?

A236. (a) Yes, *full color* means 4-color process printing (CMYK).  
(b) All FSA and EOC test document will be full-color (4 color, CMYK).

Q237. Appendix A:  
Text in Question: Instructions for Training School Coordinators and Test Administrators....Also provided in black/white or grayscale for printing purposes (for distribution to audience)

Is this training material powerpoint presentation accommodation a print requirement and/or web requirement?

A237. The black/white or grayscale version is a web requirement only.

Q238. Appendix A, part 3A:

Text in Question: ...two Reading and Mathematics Retake Manuals (three in fall 2011 and summer 2012),...will be produced each year.

Should the parenthetical statement say three in 2011 and 2012 instead of listing the administration? Does the sentence refer to the production of TAMs per year rather than administration. Or, does this mean FCAT Retake TAM, FSA Retake TAM, and CBT Retake TAM for fall 2011 and summer 2012?

A238. The administrations are listed in the parenthetical because they are the administrations where FSA and FCAT Retakes will overlap, however, the number “three” does indicate the number of Retake manuals for those years (2011 and 2012), not those administrations. Three Retake manuals will be produced in 2011 (2 FCAT, 1 FSA) and in 2012 (1 FCAT, 2 FSA). Separate CBT manuals will be produced for each administration, as stated in the same paragraph referenced in the question.

Q239. Appendix A – 4B:

Is there a reason RD2 and RD3 do not remain consistent between administrations? In Spring RD2 is release of results on Parent Network and RD3 is electronic release of state & district reports. In Summer & Fall the order is reversed.

A239. Yes, there is a reason. In the Summer and Fall, Retake results are released without a major press release. In Spring, the Department releases statewide summary information to the general public. The order of the releases provides schools, students, and parents timely access to the individual student scores in order to make placement and graduation decisions. The order allows sufficient time to prepare summary analyses without holding up individual score information.

Q240. Appendix A – 4B:

Text in Question: Product # 139 and 140 Individual Student Reports for Science in electronic medium for schools listed as 1 2-page.pdf/2/student

The electronic copies of PDFs of ISRs for schools for science are listed as 2 PDFs per student while the PDFs for schools for all other subjects are listed as 1 PDF per student. Is there a reason that science requires 2 copies or is this supposed to be 1 PDF per student as well?

A240. Each school receives one electronic student report for each student for science. Appendix A – 4B, products #139 and #140 should indicate one (1) per student, not two (2).

Q241. Appendix C – 1:

Text in Question: Activity numbers 1, 2, 7, 8

None of these refer to a pilot test that should be conducted in September 2009 (see page 43, 3.7.6, work tasks, bullet a.)

A241. The Appendix C activity numbers in question refer to ancillary materials and manuals. These documents are different from the pilot test planning document in work task “a” in Section 3.7.6. See A203.

Q242. Appendix D.7:

Text in Question: Rangefinder and Rangefinder review meetings

Does EOC have Rangefinder meetings? Does EOC, which will be pre-equated, have rangefinding review meetings? Should we assume that EOC meetings follow the same requirements and structure as FSA and FCAT?

A242. Yes to all. See Section 5.4.4 for information on handscoring of EOC items. See A130.

Q243. Appendix D.8:

Text in Question: The contractor will be responsible for writing the annotations of rangefinding papers. The department will give the final approval to the annotations.

Annotations can be concise or very detailed. Please describe expectations for handscoring rangefinder annotations. Can an example be provided?

A243. Annotations vary by content, grade, and item. Examples of annotations can be found at the following URL: <<http://fcattldoe.org/fcatflwrites.asp>>.

Q244. Appendix D.7:

Text in Question: The number of active validity responses in the pool being circulated to readers during operational scoring must be at least 150... Given that validity papers will be retired or deactivated, the contractor must have a pool of proposed validity papers prepared for the Department review as needed throughout the scoring cycle

Please elaborate on the deactivation of validity sets. How often are the validity papers retired, how many, and how many papers should the bidder plan to maintain in the pool of replacement validity papers?

A244. Validity sets may be deactivated due to a variety of reasons, including overexposure. The rate of deactivation and the size of the pool that should be available varies by item, grade, and content. See A176.

Q245. Appendix D.9:

Text in Question: "The contractor must provide at least one full-time lead scoring director for each content area, with expertise in their respective subject."

"The contractor will provide a site scoring director at each site that is dedicated solely to scoring Florida's tests during the scoring period."

Is the site scoring director a separate position from the content lead scoring director, or is this meant to be or can it be the same person?

A245. A content lead scoring director is a separate position from a site scoring director.

Q246. Appendix D.9:

Text in Question: "The contractor must provide at least one full-time lead scoring director for each content area, with expertise in their respective subject."

Can FSA Math and Science scoring director be the lead scoring director for EOC algebra and Biology (respectively), or does EOC require separate algebra and biology lead directors?

A246. Yes. The FSA Mathematics and Science scoring directors should be the lead scoring directors for EOC Algebra 1, Biology, and the other Science course.

Q247. Appendix D.14:  
Text in Question: Reports #1, 2, 3, and 4 for writing will include up to three lines of testing history in the headings...

Will other writing reports and RMS reports require historical information?

A247. Currently, reports 7 and 8 require historical information from the most recent field test or operational use.

Q248. Appendix E.0:  
Text in Question: The Computer-Based Testing Advisory Team...will meet twice annually (see Section 7.9, Table 7.2). Approximately fifteen (15) educators will join approximately ten (10) Department staff to form this team...The contractor's technology and computer-based test delivery teams will help the Department plan and facilitate these meetings.

Can the Department clarify whether the meetings are expected to be onsite or web-based meetings?

A248. In general, the Department prefers that committee meetings be conducted in person at the likely meeting locations found in Table 7.2. However, bidders may be asked to provide audio communication for members or staff unable to be physically present.

Q249. Appendix E.0:  
Text in Question: The computer-based test system must be capable of being customized to meet the needs of Florida students, parents/guardians of Florida students, school and district personnel and the Department... The system must be easy to use for all participants, intuitive, and deliver a consistent "look and feel" for all computer-delivered test programs provided by the Department.

Can the Department provide more details regarding the extent of the customization?

Can the Department clarify what are all the components / systems / artifacts to be touched by the common look-and-feel requirement?

A249. In general, the CBT system should include elements that identify the CBT as a Florida test. The navigation system and menu options for one grade or subject should be consistent with that in another grade or subject. The remainder of the referenced paragraph in Appendix E.0 provides examples of the expected elements to be touched by this requirement.

Q250. Appendix E.1:  
Text in Question: Non-Secure

- updates to current operational status and special situations;

What is the information expected to be conveyed within the current operational status and special situations postings?

A250. Department and/or contractor entries in this section might include items such as daily announcements, timeline changes, or system performance updates.

Q251. Appendix E.2:

Text in Question: The system must:

- be optimized for screen resolution of 1024 x 768.

Can the Department define “optimized for screen resolution”?

A251. Optimized: resulting in the best possible viewable image, one that is not distorted or out of focus.

Q252. Appendix E.3:

Text in Question: The system must demonstrate and report that it can meet the following performance requirements in a controlled Internet access environment with a download speed of no more than 1 Mbps and an upload speed of no more than 400 Kbps using a processor of no more than 1.7 Ghrz:

- deliver less than one second mean screen refresh rate for 90% of all users; and,
- ensure that no users have a refresh rate of greater than five (5) seconds.

Are the performance requirements per student workstation with regards to network usage?

A252. Yes.

Q253. Appendix E.3:

Text in Question: The bidder must describe the ability to support the minimum number of simultaneous on-line users of the system:

- 200,000 the first year;
- 600,000 the second year, and
- 2 million the third year;

Can the Department quantify the two types of users into high level users, such as teachers/administrators, versus students?

A253. No, although nearly all users will be test takers.

Q254. Appendix E, E.5:

Text in Question: Any commercial browser which achieves a five (5%) market share as defined at Market Share by Net Application....

- (a) Would the FLDOE considering basing the 5% market share based on it's annual State Technology Resources Survey?
- (b) Is there a limit to the number of browsers supported to be cost effective for the state?
- (c) Does the FDOE have an inventory of computers in the schools today by which the browsers in use today that achieve a five percent market share can be determined?

A254. (a) The market share qualification is determined from industry-wide statistics as cited in the RFP.

(b) The limits on the number of browsers supported are constrained only by market share and deployment in Florida schools as cited in the RFP.



- (c) Yes. Florida annually administers a technology survey to its public schools. The April, 2007 survey estimates browser share in student computers to be: IE 83%, Safari 6%, Firefox 3%, Netscape 2%, Opera <1%, and Others.

Q255. Appendix E.3:

Text in Question: Performance Metric

For each administration, the contractor will provide to the Department a computer-based testing availability performance metric that is the ratio of the total number of minutes the system was available for testing at any site in the state to the total number of minutes the system was scheduled to available across the state.

- (a) Can the Department define "availability"?
- (b) Is this required during the operational/practice testing window only, or also during the site readiness preparation?
- (c) Can the Department define the report granularity: breakdown by schools or combined?

- A255. (a) "Available" means the system was fully operational and available for testing.  
(b) and (c) Clarifications, possible modifications, and operational definitions for performance metrics will be resolved in contract management meetings (see Section 7.8).

Q256. Appendix E.5:

Text in Question: System software requirements include:

- the system's technical architecture should adhere to existing state and Department technology standards, directions, and infrastructure and should integrate with other Department systems; and
- minimally, the system will support the operating systems and browsers shown in Table E.5.

Any commercial browser which achieves a five (5) percent market share as defined at Market Share by Net Applications (<http://marketshare.hitslink.com/report.aspx?qprid=0>), or other authoritative source identified by the Department, will be supported within 180 calendar days after achieving such status; and any browser installed on more than five (5) percent of computers in Florida public schools at execution of the contract arising from this RFP will be supported.

How does the Department define "integrate"?

Can the Department provide a list of systems with which the technical architecture would need to integrate?

Is there an inventory of all the computers in FL that identifies the browsers being used?  
How often is that inventory updated?

Is the browser reference limited to the student workstations?

- A256. In this context, integrate means that data can be transparently exchanged between the contractor and the Department. Data stored in a relational format (Oracle, DB2, etc.) are preferred although sequential files (txt, tab-delimited, etc.) are acceptable. Also see A254. The browser reference applies to computers in Florida schools.

Q257. Appendix E.5:

Text in Question: Firefox 2.0+

Windows 98, NT, 2000, ME, XP, Vista, Mac OS 10.4.8,

Linux Red Hat Enterprise, Ubuntu, and SuSE

Internet Explorer 6.x, 7.x

Windows 98, NT, 2000, ME, XP, Vista

Safari 2.0+

Mac OS 10.4.8

The contractor will develop, deliver and continuously improve fully functional “lock-down” browsers for the operating systems and browsers identified.

Based on the most recent Florida State Technology Resources Survey, what is the current distribution of operating systems expected in the population over the course of the contract?

A257. Current data show the following distribution of OSs: Win95 < 1%, Win98 = 4%, Win Millennium < 1%, WinNT < 1%, Win2000 = 12%, WinXP = 61%, WinVista < 1%, Mac=<9.1 = 2%, Mac9.2 = 4%, MacX < 1%, MacX10.2 = 2%, MacX10.3 = 4%, MacX10.4 = 9%, Linux < 1%. The Department cannot predict the future deployment of browsers.

Q258. Appendix E.6:

Text in Question: The contractor will develop specifications for, and will manage all system testing activities including but not limited to:

...[list removed for brevity]...

The Contractor must describe their approach for functional, performance, and integration testing. Testing must ensure that each program, module and subsystem is functioning properly, and that interrelated programs, modules, subsystems and interfaces are correctly functioning together. Contractors must also describe their approach to load testing and recursion testing upon discovery and correction of errors.

- (a) What are the acceptance criteria for the systems quality assurance specifications?
- (b) Please define “end user activity testing” and who is expected to perform the user acceptance testing activities.
- (c) Please clarify the expectations for “data conversion testing” and “hardware and network capacity testing.”

- A258. (a) The Department is interested in the quality assurance specifications and the embedded incremental acceptance criteria for them, to which the bidder holds itself in order to ensure that system errors are identified and corrected prior to operational deployment. Bidders should describe those quality assurance specifications and the acceptance criteria they utilize.
- (b) End users are both students and proctors/teachers/administrators. The bidder’s specifications are expected to include performance acceptance testing that focuses on actions to be taken by end users for the various activities.
  - (c) See (a) above.

Q259. Appendix E.7:

Text in Question: The system should be designed to operate with existing and planned communications infrastructures. School, district, and Department technology architecture and computing hardware should not have to be replaced.

Based on the most recent Florida State Technology Resources Survey, what is the existing and planned communications infrastructure of the district, school and department over the course of the contract?

A259. The Florida Technology Resources Survey has indicated the following communications infrastructure as reported by Florida schools and districts: Less than 1% of Florida schools have a less than 10Mb network; 5% have a 10/100 hubbed network; 57% have a 10/100 switched network; 36% have a 100/1000 switched network; and, less than 1% have no network. Internet access is achieved for 47% of Florida schools with fiber or wire connecting them to another district location; 6% have T3 connectivity; 13% have multiple T1 connectivity; 41% report T1 connectivity; 4% have fractional T1 connectivity; 9% utilize cable modem connectivity; 4% utilize DSL; and, less than 1% report no internet connectivity (note that multiple responses per school were allowed reporting connectivity). No information is currently available on planned communications infrastructure changes over the course of the contract, but some are expected.

Q260. Appendix E.9:

Text in Question: Ongoing "Help Desk" support to the school districts must be provided by the Contractor providing real time assistance, 06:00 a.m. to 08:00 p.m., Eastern time zone, beginning not less than four weeks before and extending one full week after each test administration.

Please identify the number of weeks Help Desk support for CBT is required for the FSA administration and for each of the two EOC administrations each year.

A260. The number of weeks can be calculated by noting the requirement that Help Desk support begins not less than four weeks before, and extends one full week after, each test administration.

Q261. Appendix E.10:

Text in Question: Calculator

One of two Department-approved computer-based calculators (see Appendix 4.10) will be available to students for the mathematics tests. The choice of which calculator is available is determined by grade level.

User acceptance testing will be required to assure that calculations are performed in the same sequence and with the same rounding rules applied as the handheld calculators specified in Section 4.10.

Could the DOE please clarify the acceptance criteria for the 4-function and Scientific calculator on the CBT?

If during the life of the contract new hand-held calculators need to be acquired, will the CBT calculators need to change as well?

A261. Acceptance testing for calculators requires that the same sequence and rounding rules are applied to the computer-based calculator and to the hand-held calculator resulting in the same answer. Yes.

Q262. Appendix E.10:

Text in Question: Option Eliminator

A feature for eliminating options ...cannot eliminate the option by placing any mark on or in close proximity to the bubble that would be used for marking a response.

Can the Department quantify "close proximity"?

A262. One-eighth of an inch

Q263. Appendix E10:

Text in Question: Notes

The computer-based system should allow students to create electronic notes for reading passages if desired.

- (a) Do these notes persist across items?
- (b) Do these notes persist across subtests?
- (c) What are the rules around cut, copy, and paste related to the electronic notes?

- A263. (a) Notes in a passage persist for all items related to that passage.  
(b) Notes are passage specific and do not persist across subtests.  
(c) Text may be typed, edited, and deleted. Usual cut, copy, and paste functions should apply to text within and across notes.

Q264. Appendix E.10:

Text in Question: Student Tutorials/Practice Sessions

Notwithstanding the provisions of the CBT main portal described elsewhere in Appendix E, the contractor will provide access to a selectable practice session at the beginning of any test session. Selectable practice sessions will include items similar to test format and content. The practice session may combine reading and mathematics items or use separate practice sessions for each subject area as the Department will determine.

- (a) Can the Department provide a clearer definition of "Selectable practice sessions"?
- (b) Will a standard content be used for all grades on the same subject (e.g., Grade 4-11 using the same math practice test)?
- (c) Can the Department quantify how many practice tests will need to be developed?
- (d) Can the Department clarify how the instructions would need to be provided if the practice were to be "independently conducted" by the students?

- A264. (a) When a student accesses the testing system s/he may chose to select a practice test session.  
(b) It is expected that two practice tests would be needed per content area: One for elementary students and one for secondary students (middle and high).  
(c) The Department has not yet determined if science and math content will be combined in the same practice test session. However, most likely separate practice sessions will be needed for each content area.  
(d) Student instructions should be displayed on screen.

Q265. Appendix E.10:

Text in Question: Administrator-Selectable Assistive Devices Integration

The system must support assistive/adaptive devices commonly available to support computer input and interaction to persons with disabilities. (See Section 4.13)

Please provide a list of assistive/adaptive devices that it is planning on using? Please identify assistive/adaptive devices that are currently in use in Florida? Which of these assistive/adaptive devices are currently used in CBT programs?

A265. The commonly used assistive devices will include, but not be limited to the following types of devices: Alternative Keyboards, Communication Devices as Alt Keyboards, On-screen keyboards, Alternative Mouse, Mouse Emulation for Switch Control, Switch Interface, Head Tracking, Screen Magnifier, Screen Reader (audio and refreshable Braille), Text-to-Speech, Speech-to-Text, Large Cursor. As technology provides new assistive/adaptive devices, the Department will investigate using them with CBT.

Q266. Appendix E.12.a:

Text in Question: The Contractor will develop specifications for, and deliver a system capable of:

- loading all pre-identified student information (including student names with special characters);
- displaying this information for school coordinators and/or test administrators to verify;
- updating the information as specified by the Department;
- making corrections in a timely manner to re-load the student information;

Can the Department elaborate on all special characters required?

Can the Department describe to what “as specified by the Department” refers (e.g. some student data can be updated and other, not)?

Please quantify “in a timely manner.”

A266. Special characters in student information include at this time: apostrophe, hyphen, period, comma, single quotation, parentheses, slash, backslash, ampersand, plus symbol, etc. “As specified by the Department” refers to permissions to update information. “Timely manner” will be negotiated by the Department and the contractor but is anticipated to be measured in hours not in days.

Q267. Appendix E:

Text in Question: E.17.a System Documentation

The contractor must be prepared to deliver upon Department request specifications for:

- system user documentation;
- system documentation including processing flow, system process model, system flowcharts, documentation of user exits, data model, and table names and descriptions; and
- a description of system operator documentation including job setup, file mounts, hardware resources, and output distribution instructions, processing recovery and restart procedures

Is it the state's expectation that the requirements for system documentation that contain proprietary system information, such as process flows, user exits, data models, etc., apply only to systems produced as works for hire, and not systems that are owned by the vendor and deployed in support of the program?

A267. No. Should the Department require submission of any proprietary documentation, the Department will accept non-disclosure protocols to protect proprietary information.

Q268. Appendix E, E.18:

Text in Question: Additional training will be provided via Webex or similar web-delivered, interactive sessions scheduled 3 weeks in advance of the opening of each online assessment window (see also Section 4.10)

Should the reference be to section 4.9?

A268. Yes.

Q269. Section E.17.b:

Text in Question: The contractor will deliver specifications for Test Administration Manuals to support CBT for:

- system delivery via the system portal; or,
- printed delivery. (see also Section 4.10)

Is the Department's expectation that both delivery options – paper and online – will be used for the Test Administration Manuals?

A269. Yes.

**Bidders' Conference Minutes**  
**RFP 2008-17**  
*Florida's Standards-Based Assessment System*

Florida Department of Education  
Tallahassee, Florida  
Turlington Building 1706  
April 16, 2008  
9:00 a.m. – 11:00 a.m.

This document constitutes the minutes of the Bidders' Conference held on April 16, 2008 in Tallahassee, Florida. The conference was convened to discuss the requirements of RFP 2008-17, *Florida's Standards-Based Assessment System (FSA)*. The individuals who attended the meeting are shown on the list attached to this document.

Dr. Cornelia Orr, Assistant Deputy Commissioner, Accountability, Research, and Measurement, and Administrator of the Office of Assessment, welcomed attendees and presented opening comments. She requested that each attendee of this bidders' conference introduce himself/herself, including job function and company representation.

As a representative of the Office of Contracts, Grants, and Procurement Management Services, Ms. ReGina Johnson, provided information about selected purchasing procedures. Ms. Johnson emphasized that she is the Department's contact for this bid procurement and that all concerns must be addressed to her as specified in RFP Section 8.2. She accentuated that written answers to submitted written questions will be provided via Addendum #1 to the RFP. All RFP addenda, including bid notices, will be posted on the DMS vendor bid system website as the original RFP document.

Dr. Orr and Ms. Kris Ellington, Bureau Chief, K-12 Assessment provided an overview of the RFP by walking attendees through all sections of RFP 2008-17. Dr. Orr presented RFP Sections 1 and 8-10. Dr. Orr also addressed Section 7.12 concerning reimbursable fund categories. Ms. Ellington discussed RFP Sections 2-7 with the exception of Section 7.12, as indicated previously. Attendees were cautioned that all proposals must be submitted in a timely, complete, and procedurally correct manner. Questions were entertained following the RFP discussion. Attendees were reminded that only written responses to questions were official and that to receive written responses of questions asked at the bidders' conference, the questions are required to be submitted in writing to the Department during the question and answer period, which concludes at 2:00 p.m., ET, April 23, per RFP Sections 8.1, 8.2, and 8.43. Pursuant to RFP Section 10.6, a recording of the bidders' conference is available upon request to the Department's contact person for RFP 2008-17.

Bidders should take note of the following important aspects of the RFP.

The purpose of this Request for Proposals (RFP) is to solicit proposals for the development and administration of the state standards-based assessment program for a base contract period that begins with the fall 2009 FCAT Reading and Mathematics Retake administration and extends through the summer 2013 test administration. One 2-year optional renewal period extends the possible contract period through the summer 2015 test administration. Test and item development as well as test administration activities are included in the RFP.

Proposals will be evaluated on the basis of the bidder's qualifications and experience, the quality of the technical proposal, the technical aspects of cost options, and the cost proposal for the work tasks described in the RFP for the entire span of the ensuing contract, including the optional renewal period. Evaluation criteria for bidder's qualifications and experience, the quality of the technical proposal, and the technical aspects of cost options are located in RFP Appendices P, Q, and R, respectively.

It is imperative that vendors explain in detail how RFP requirements will be accomplished. The RFP and the selected contractor's proposal, together with clarifying documents, define the work to be conducted under the contract. These documents will be incorporated into the contract resulting from the FSA project award. Because the FSA program is technical and complex, it is possible that a responsive proposal may not totally or clearly reflect RFP requirements in all details. If the proposal of a contractor selected as a result of the bidding process is inconsistent with the RFP, the requirements of the RFP prevail; the selected contractor will be expected to perform all RFP requirements without an increase in cost above the proposed cost.

The fundamental purpose of the FSA program is to provide accurate information on student achievement. The contractor will utilize every means required to ensure that information created by the project is correct. The contractor is responsible for correcting at the contractor's expense any errors arising from activities that are the responsibility of the contractor. This may involve activities such as conducting analyses to identify the cause and extent of errors; reprogramming or reproducing products or other materials; replacing data files; reproducing reports; and shipping replacement products or reports to the Department or districts using expedited shipping services.

The work tasks identified in Sections 2 - 7 constitute a large project that requires close attention. The contractor is expected to provide a sufficient number of qualified personnel to work closely with the Department to manage the contract. Personnel assigned by the contractor must demonstrate qualifications and competencies of the position to which assigned. The Department reserves the right to expect that assigned personnel will perform satisfactorily the position to which assigned. Changes in assigned personnel could be required prior to the bid award or during the life of the contract.

The work described in the RFP is designed to meet specific objectives of the Department. Funds to support this work will come from the Department's budget as allocated by the Legislature. In the event funds lawfully applicable to the project are not available, the Department will not enter into a contract with the bidder. It is the Department's intention



to contract for the products and services identified in the RFP to the maximum extent of available resources. The Department's funding of this project will require legislative appropriations crossing several fiscal years, appropriated annually. The Department will know no later than September 1 of each year whether sufficient funds are available to cover the required activities for that year. In the event that they are not, the contract will be amended as appropriate or cancelled if necessary. The Department reserves the right to adjust the scope of work and payments to the contractor to reflect both work completed to date and funds available to the Department for future activities.

Emphasis was placed on the requirement that the successful bidder must be registered in MyFloridaMarketPlace by the time of the posting of an intent to award a contract, the Reimbursable Fund Categories as described in Section 7.12, the Procurement Time Schedule in Section 8.1, and the Proposal Evaluation as explained in Section 10. Vendors were reminded that a transmittal letter, which meets the specifications outlined in Section 9.1, must accompany a bidder's technical proposal. Vendors were cautioned that one original, and twenty-five (25) copies, and two electronic searchable copies on separate CDs of its technical proposal must be submitted, labeled and sealed separately, and one original, twenty-five (25) copies, and two electronic copies in Excel format on separate CDs of its cost proposal must be submitted, labeled and sealed separately (as specified in Section 9.0) must be received by the due time/date deadline as specified in Section 8.1. It was noted that it is the responsibility of the bidder to assemble the proposal correctly organized, paginated, and collated and to verify that the data provided on the cost proposal forms balance both horizontally and vertically. All proposals must be designed to meet all requirements of the RFP.

In conclusion, Dr. Orr advised attendees that all requests, questions, and submissions regarding RFP 2008-17 must be directed to the Office of Contracts, Grants, and Procurement Management Services. The deadline for receipt of questions by the Department from vendors during the question and answer period is by 2:00 p.m., ET, on April 23, 2008. Proposals are due by 1:00 p.m., ET, on June 11, 2008. Dr. Orr thanked all attendees for their attendance and interest in the FSA program.

## ATTENDEES SIGN IN SHEET

### Bidders' Conference for RFP 2008-17

#### *Florida's Standards-Based Assessment System*

Florida Department of Education  
Tallahassee, Florida  
Turlington Building 1706  
April 16, 2008  
9:00 a.m. – 11:00 a.m.

NAME	COMPANY
<u>Cornelia Orr</u>	<u>Florida Department of Education (FLDOE) - Assessment</u>
<u>Kris Ellington</u>	<u>FLDOE - Assessment</u>
<u>ReGina Johnson</u>	<u>FLDOE - Purchasing</u>
<u>Michael Keeton</u>	<u>NCS Pearson, Inc. (Pearson)</u>
<u>Jeff Uthe</u>	<u>Pearson</u>
<u>Marty Mineck</u>	<u>Pearson</u>
<u>Roy Ellis</u>	<u>Pearson</u>
<u>Pat Porter</u>	<u>Data Recognition Corporation (DRC)</u>
<u>Ira Glick</u>	<u>DRC</u>
<u>LynnAnn Tabeling</u>	<u>FLDOE - Assessment</u>
<u>Susie Lee</u>	<u>FLDOE - Assessment</u>
<u>Daphne Csonka</u>	<u>FLDOE - Assessment</u>
<u>Mark Heidorn</u>	<u>CTB/McGraw-Hill</u>
<u>Lucille Dugan</u>	<u>Educational Testing Service (ETS)</u>
<u>Laura Melvin</u>	<u>ETS</u>

## ATTENDEES SIGN IN SHEET

### Bidders' Conference for RFP 2008-17

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NAME	COMPANY
<u>Tanya Haug</u>	<u>ETS</u>
<u>Thomas Hoffman</u>	<u>Nimble Assessment Systems</u>
<u>Stacey Webb</u>	<u>ETS</u>
<u>Philip Young</u>	<u>ETS</u>
<u>Victoria Ash</u>	<u>FLDOE - Assessment</u>
<u>Steve Ash</u>	<u>FLDOE – Test Development Center (TDC)</u>
<u>Vince Verges</u>	<u>FLDOE – TDC</u>
<u>Sharon Koon</u>	<u>FLDOE - Assessment</u>
<u>Ben Palazesi</u>	<u>FLDOE - Assessment</u>
<u>Michele Baker</u>	<u>Riverside Publishing Company</u>
<u>Rick Frazier</u>	<u>TCC</u>
<u>Brenda C. Spencer</u>	<u>ACT</u>
<u>Gennine Brewer</u>	<u>ACT</u>
<u>Debbie Crews</u>	<u>FLDOE - Assessment</u>
<u>Alton Faircloth</u>	<u>FIT Systems</u>
<u>Amy Williamson</u>	<u>The Grow Network/McGraw-Hill</u>
<u>Gayle Grime</u>	<u>CTB/McGraw-Hill</u>

## **APPENDIX A**

### **PRODUCT SPECIFICATIONS AND DISTRIBUTION REQUIREMENTS**

Appendix A provides specifications and distribution requirements for the materials and products developed by the contractor and sent to Florida districts. There are four main sections: **Part 1** (operational test materials); **Part 2** (interpretive products); **Part 3** (ancillary materials); and **Part 4** (results delivery). Each part has three subsections (A, B, and C).

**Section A** is a detailed listing of each product's requirements. These specifications describe printing and other special requirements for each product, including seals, shrink-wrapping, translation into other languages, converting to large print and Braille, providing ADA-compliant files for posting on the Department's website, and providing different electronic media, etc. Bidders are encouraged to review these specifications carefully because some of the requirements, for example, quantities, are described only in Appendix A.

**Section B** is a chart that indicates the shipment schedule and product quantities for the periods covered by the RFP. Each product is described on a separate line. Each line indicates for which grades, subjects, and administrations each product is produced; the anticipated number of pages for each product; and the number of copies provided to schools, districts, and maintained by the contractor for extra shipments as requested. Some publications will be produced for groups of grade levels: elementary (3-5), middle (6-8), and high school (9 and up).

**Section C (Operational Test Materials)** provides the cost options for the computer-based testing accommodations/products.

**Section C (Interpretive Products)** provides the Department's Guidelines for Section 508 pdf files.

**Section C (Ancillary Materials and Results Delivery)** are charts that include the same information as Parts 3B and 4B, but these spreadsheets present the information organized by shipment contents rather than by product.

Appendix A is organized as follows:

<b>Part 1A</b>	Operational Test Materials Product Specifications & Distribution Requirements
<b>Part 1B</b>	Operational Test Materials Shipment Schedule & Print Quantities
<b>Part 1C</b>	Operational Test Materials Shipment Schedule & Print Quantities for Computer-Based Testing Accommodations/Products (Cost Options)
<b>Part 2A</b>	Interpretive Products Specifications & Distribution Requirements
<b>Part 2B</b>	Interpretive Products Delivery Schedule, Quantities, and Formats
<b>Part 2C</b>	Florida Department of Education PDF Guidelines for Section 508/ADA Documents
<b>Part 3A</b>	Ancillary Materials Product Specifications & Distribution Requirements
<b>Part 3B</b>	Ancillary Materials Shipment Schedule & Print Quantities
<b>Part 3C</b>	Ancillary Materials by Shipment Contents
<b>Part 4A</b>	Results Delivery Product Specifications & Distribution Requirements
<b>Part 4B</b>	Results Delivery Shipment Schedule & Print Quantities
<b>Part 4C</b>	Results Delivery by Shipment Contents

**APPENDIX A, Part 1A**  
**OPERATIONAL TEST MATERIALS**  
**PRODUCT SPECIFICATIONS AND DISTRIBUTION REQUIREMENTS**

**Test Documents – General Considerations**

Bidders should note that some of the subtests identified in this section are to be included for different years of the contract period as described in the product charts in Appendix A. The test documents described below are for the year when all subtests would be included. The contractor is responsible for producing camera-ready forms of these tests, printing the test documents, and distributing them to school districts. The following specifications apply to test documents for all grades unless otherwise indicated separately for each grade level document:

- Scannable book covers will include the student demographic grids and other special coding sections.
- Unique security barcode numbers will be printed on each book containing test questions.
- One form of each document (usually form 1) is produced in large print (minimum of 18 point type on 14" x 17" approved paper) and in Braille. Copies of the regular book (the same form) must accompany the shipment of the large print and Braille materials. Braille notes also accompany the Braille versions.
- Forms will be spiraled for random distribution.
- Documents will be shrink-wrapped in packs of 5 and 25. Quantities smaller than 25 may be desirable and will be approved by the Department when the document size makes lifting and packing difficult or hazardous.
- Test books are 8 ½" x 11", saddle stitched or bound.
- 60# white opaque cougar or approved equivalent paper will be used for answer documents and interior pages of test books.
- Covers are printed **using the four-color (CMYK) process**. ~~one color of ink plus black.~~
- Interior pages are printed **using the four-color (CMYK) process** ~~in one color~~, some with both scannable and non-scannable ink.
- Color coding or other identification marks are included on the spine of the documents to identify them when stacked.

**Test Documents – Specific Considerations:**

**1. Grade 3 Test and Answer Documents**

- Up to 40 forms of the FCAT/FSA Reading test and answer book (scannable, with an outside seal).
- Up to 40 forms of the FCAT/FSA Mathematics test and answer book (scannable, with an outside seal).

**2. Grade 4 Test and Answer Documents**

- Writing planning sheet (a stand-alone 8 ½" x 11" yellow sheet of paper lined on one side).
- Up to 40 forms of the FCAT/FSA Writing test and answer book (scannable, with an outside seal).
- 10 forms of the FSA Writing field test, test and answer book (scannable, with an outside seal; beginning in 2010).
- Up to 40 forms of the FCAT/FSA Reading test and answer book (scannable, with an outside seal).
- Up to 40 forms of the FCAT Mathematics test book (non-scannable, with an outside seal).
- 1 form of the FCAT Mathematics answer folder (scannable, not sealed).

- Up to 40 forms of the FSA Mathematics test and answer book (scannable, with an outside seal).

**3. Grade 5 Test and Answer Documents**

- Up to 40 forms of the FCAT/FSA Reading test book (non-scannable, with an outside seal).
- 1 form of the FCAT/FSA Reading answer folder (scannable, not sealed).
- Up to 40 forms of the FCAT/FSA Mathematics test and answer book (scannable, with an outside seal).
- Up to 40 forms of the FCAT/FSA Science test and answer book (scannable, with an outside seal).
- 2 forms of the FSA Reading NRT norming study field test, test book (non-scannable, with an outside seal, 2010 only).

**4. Grade 6 Test and Answer Documents**

- Up to 40 forms of the FCAT/FSA Reading and Mathematics test book (non-scannable, with each section sealed internally).
- 1 form of the FCAT/FSA Reading and Mathematics answer book (scannable, not sealed).

**5. Grade 7 Test and Answer Documents**

- Up to 40 forms of the FCAT/FSA Reading and Mathematics test book (non-scannable, with each section sealed internally).
- 1 form of the FCAT/FSA Reading and Mathematics answer book (scannable, not sealed).
- Up to 40 forms of the FSA Writing test book (non-scannable, with an outside seal; beginning in 2011).
- 2 forms of the FSA Writing answer book (scannable, not sealed; beginning in 2011).
- 1 form of the FSA Writing field test, answer book (scannable, not sealed; beginning in 2010).

**6. Grade 8 Test and Answer Documents**

- Up to 40 forms of the FCAT Writing test book (non-scannable, with an outside seal ; 2010 and 2011 only)
- 2 forms of the FCAT Writing answer book (scannable, not sealed; 2010 and 2011 only).
- Up to 40 forms of the FCAT/FSA Reading and Mathematics test book (non-scannable, with each section sealed internally).
- 1 form of the FCAT/FSA Reading answer book (scannable, not sealed).
- Up to 40 forms of the FCAT/FSA Mathematics answer book (scannable, with an outside seal).
- Up to 40 forms of the FCAT/FSA Science test book (non-scannable, with an outside seal).
- Up to 40 forms of the FCAT/FSA Science answer book (scannable, with an outside seal).

**7. Grade 9 Test and Answer Documents**

- Up to 40 forms of the FCAT Reading and Mathematics test book (non-scannable, with each section sealed internally; 2010 only).
- 1 form of the FCAT Reading and mathematics answer book (scannable, not sealed; 2010 only).
- Up to 40 forms of the FSA Reading test book (non-scannable, with an outside seal).
- 1 form of the FSA Reading answer book (scannable, not sealed).

## **8. Grade 10 Test and Answer Documents**

- Up to 40 forms of the FCAT Writing test book (non-scannable, with an outside seal; 2010 and 2011 only).
- 2 forms of the FCAT Writing answer book (scannable, not sealed; 2010 and 2011 only).
- Up to 40 forms of the FCAT/FSA Reading and Mathematics test book (non-scannable, with an outside seal).
- 1 form of the FCAT/FSA Reading answer book (scannable, not sealed).
- Up to 40 forms of the FCAT/FSA Mathematics answer book (scannable, with an outside seal).

## **9. Grade 11 Test and Answer Documents**

- Up to 40 forms of the FCAT Science test book (non-scannable, with an outside seal; 2010 and 2011 only).
- Up to 40 forms of the FCAT Science answer book (scannable, not sealed; 2010 and 2011 only).
- Up to 40 forms of the FSA Writing test book (non-scannable, with an outside seal; beginning in 2011).
- 2 forms of the FSA Writing answer book (scannable, not sealed; beginning in 2011).
- 1 form of the FSA Writing field test, answer book (scannable, not sealed; beginning in 2010).

## **10. Retakes**

- 2 forms of the Fall/Spring/Summer FCAT Reading Retake test and answer book (scannable, with an outside seal; 2010, 2011, and 2012 only).
- 2 forms of the Fall/Spring/Summer FCAT Mathematics Retake test and answer book (scannable, with an outside seal; 2010, 2011, and 2012 only).
- 2 forms of the Fall/Spring/Summer FCAT printed Reading passages (2010, 2011, and 2012 only).
- 1 form of the Fall/Spring/Summer FCAT Math work folders (2010, 2011, and 2012 only).
- 2 forms of the Fall and Summer FSA Reading Retake test and answer book (scannable, with an outside seal; 2011, 2012, and 2013 only).
- 2 forms of the Fall and Summer FSA Mathematics Retake test and answer book (scannable, with an outside seal; 2011, 2012, and 2013 only).
- 2 forms of the Fall and Summer FSA printed Reading passages (2011, 2012, and 2013 only).
- 1 form of the Fall and Summer FSA Math work folders (2011, 2012, and 2013 only).

## **11. End of Course Tests**

- **Up to 30 4** forms of the Algebra I end-of-course test and answer book (scannable, with an outside seal; 2010 [FT], 2011, 2012, and 2013).
- **Up to 30 4** forms of the Biology end-of-course test and answer book (scannable, with an outside seal; 2011 [FT], 2012, and 2013).
- **Up to 30 4** forms of the Other Science end-of-course test and answer book (scannable, with an outside seal; 2012 [FT] and 2013).
- **Up to 30 4** forms of the Algebra I constructed responses ~~and work folder~~ (scannable, with an outside seal; 2010 [FT], 2011, 2012, and 2013).
- **Up to 30 4** forms of the Biology constructed responses ~~and work folder~~ (scannable, with an outside seal; 2011 [FT], 2012, and 2013).
- **Up to 30 4** forms of the Other Science constructed responses ~~and work folder~~ (scannable, with an outside seal; 2012 [FT] and 2013).
- **1 form of the EOC Algebra 1 work folder (2010 [FT]), 2011, 2012, and 2013).**

- *1 form of the EOC Biology work folder (2011 [FT], 2012, and 2013).*
- *1 form of the EOC other Science work folder (2012 [FT] and 2013).*

## **COST OPTIONS FOR COMPUTER-BASED TESTS**

### **12. Printed test accommodations for non-CBT students**

- 1 form of the Grade 4 Mathematics FSA test and answer book (scannable, with an outside seal (2010, 2011, and 2012).
- 1 form of the Grade 5 Reading FSA test book (non-scannable, with an outside seal; 2010, 2011, and 2012).
- 1 form of the Grade 5 Reading FSA answer book (scannable, not sealed; 2010, 2011, and 2012).
- 1 form of the Grade 6 Reading and Mathematics FSA test book (non-scannable, with each section sealed internally; 2010, 2011, and 2012).
- 1 form of the Grade 6 Reading and Mathematics FSA answer book (scannable, not sealed; 2010, 2011, and 2012).
- 1 form of the Grade 7 Reading and Mathematics FSA test book (non-scannable, with each section sealed internally; 2010, 2011, and 2012).
- 1 form of the Grade 7 Reading and Mathematics FSA answer book (scannable, not sealed; 2010, 2011, and 2012).
- 1 form of the Grade 10 Reading and Mathematics FSA test book (non-scannable, with each section sealed internally; 2010, 2011, and 2012).
- 1 form of the Grade 10 Reading FSA answer book (scannable, not sealed; 2010, 2011, and 2012).
- 1 form of the Grade 10 Mathematics FSA answer book (scannable, with an outside seal; 2010, 2011, and 2012).

### **13. Printed test documents to accompany the CBT**

- 1 form of the Grade 4 Mathematics work folder (2010, 2011, and 2012).
- 1 form of the Grade 5 printed Reading passages (2010, 2011, and 2012).
- 1 form of the Grade 6 Mathematics work folder (2010, 2011, and 2012).
- 1 form of the Grade 6 printed Reading passages (2010, 2011, and 2012).
- 1 form of the Grade 7 Mathematics work folder (2010, 2011, and 2012).
- 1 form of the Grade 7 printed Reading passages (2010, 2011, and 2012).
- 1 form of the Grade 10 Mathematics work folder (2010, 2011, and 2012).
- 1 form of the Grade 10 printed Reading passages (2010, 2011, and 2012).



APPENDIX A, PART 1B – Operational Test Materials Shipment Schedule & Print Quantities

Prod. No.	App. A Part 1A	RFP Section	Product	Grades	Subjects	Test Administration Cycle		Shipment	Pages	No. of Copies			
						Base Contract	Renewal			Forms	District	Schools	Extra
1	1	3.8.5	FCAT/ FSA Test & Answer Book	3	R,M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	48	Up to 40	15% over	1/stu.+5%	10%
2	2	3.8.5	FSA Field Test, Test & Answer Book	4	W	2010, 2011, 2012, 2013	2014, 2015	TM3-F	24	10	0.1	NA	NA
3	1	3.8.5	FCAT/ FSA Planning Sheet	4	W	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	2		15% over	1/stu.+5%	10%
4	1	3.8.5	FCAT/ FSA Test & Answer Book	4	W	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	48	Up to 40	15% over	1/stu.+5%	10%
5	2	3.8.5	FCAT/FSA Test & Answer Book	4	R	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	56	Up to 40	15% over	1/stu.+5%	10%
6	2	3.8.5	FCAT Test Book	4	M	2010		TM3-Sp	48	Up to 40	15% over	1/stu.+5%	10%
7	2	3.8.5	FCAT Answer Folder	4	M	2010		TM3-Sp	4	1	15% over	1/stu.+5%	10%
8	2	3.8.5	FSA Test & Answer Book	4	M	2011, 2012, 2013	2014, 2015	TM3-Sp	48	Up to 40	15% over	1/stu.+5%	10%
9	3	3.8.5	FCAT/FSA Test Book	5	R	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	56	Up to 40	15% over	1/stu.+5%	10%
10	3	3.8.5	FCAT/ FSA Answer Folder	5	R	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	2	1	15% over	1/stu.+5%	10%
11	3	3.8.5	FCAT/ FSA Test & Answer Book	5	M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	56	Up to 40	15% over	1/stu.+5%	10%
12	3	3.8.5	FCAT/ FSA Test & Answer Book	5	S	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	56	Up to 40	15% over	1/stu.+5%	10%
13	4	3.8.5	FCAT/ FSA Test Book	6	R/M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	96	Up to 40	15% over	1/stu.+5%	10%
14	4	3.8.5	FCAT/ FSA Answer Book	6	R/M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	8	1	15% over	1/stu.+5%	10%
15	5	3.8.5	FCAT/ FSA Test Book	7	R/M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	88	Up to 40	15% over	1/stu.+5%	10%
16	5	3.8.5	FCAT/ FSA Answer Book	7	R/M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	8	1	15% over	1/stu.+5%	10%
17	5	3.8.5	FSA Test Book	7	W	2011, 2012, 2013	2014, 2015	TM3-Sp	48	Up to 40	15% over	1/stu.+5%	10%
18	5	3.8.5	FSA Answer Book	7	W	2011, 2012, 2013	2014, 2015	TM3-Sp	8	2	15% over	1/stu.+5%	10%
19	6	3.8.5	FCAT Test Book	8	W	2010, 2011		TM3-F	48	Up to 40	15% over	1/stu.+5%	10%
20	6	3.8.5	FCAT Answer Book	8	W	2010, 2011		TM3-Sp	8	2	15% over	1/stu.+5%	10%
21	6	3.8.5	FCAT/ FSA Test Book	8	R/M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	96	Up to 40	15% over	1/stu.+5%	10%
22	6	3.8.5	FCAT/ FSA Answer Book	8	R	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	16	1	15% over	1/stu.+5%	10%
23	6	3.8.5	FCAT/ FSA Answer Book	8	M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	24	Up to 40	15% over	1/stu.+5%	10%
24	6	3.8.5	FCAT/ FSA Test Book	8	S	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	48	Up to 40	15% over	1/stu.+5%	10%
25	6	3.8.5	FCAT/ FSA Answer Book	8	S	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	24	Up to 40	15% over	1/stu.+5%	10%
26	7	3.8.5	FCAT Test Book	9	R/M	2010		TM3-Sp	88	Up to 40	15% over	1/stu.+5%	10%
27	7	3.8.5	FCAT Answer Book	9	R/M	2010		TM3-Sp	4	1/form	15% over	1/stu.+5%	10%
28	7	3.8.5	FSA Test Book	9	R	2011, 2012, 2013	2014, 2015	TM3-Sp	48	Up to 40	15% over	1/stu.+5%	10%
29	7	3.8.5	FSA Answer Book	9	R	2011, 2012, 2013	2014, 2015	TM3-Sp	4	1	15% over	1/stu.+5%	10%
30	8	3.8.5	FCAT Test Book	10	W	2010, 2011		TM3-F	48	Up to 40	15% over	1/stu.+5%	10%
31	8	3.8.5	FCAT Answer Book	10	W	2010, 2011		TM3-Sp	2	2	15% over	1/stu.+5%	10%
32	8	3.8.5	FCAT/FSA Test Book	10	R/M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	104	Up to 40	15% over	1/stu.+5%	10%
33	8	3.8.5	FCAT/FSA Answer Book	10	R	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	16	1	15% over	1/stu.+5%	10%
34	8	3.8.5	FCAT/FSA Answer Book	10	M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	24	Up to 40	15% over	1/stu.+5%	10%
35	9	3.8.5	FCAT Test Book	11	S	2010, 2011		TM3-Sp	48	Up to 40	15% over	1/stu.+5%	10%
36	9	3.8.5	FCAT Answer Book	11	S	2010, 2011		TM3-Sp	24	Up to 40	15% over	1/stu.+5%	10%
37	9	3.8.5	FSA Test Book	11	W	2011, 2012, 2013	2014, 2015	TM3-Sp	48	Up to 40	15% over	1/stu.+5%	10%
38	9	3.8.5	FSA Answer Book	11	W	2011, 2012, 2013	2014, 2015	TM3-Sp	8	2	15% over	1/stu.+5%	10%

**APPENDIX A, PART 1B – Operational Test Materials Shipment Schedule & Print Quantities**

Prod. No.	App. A Part 1A	RFP Section	Product	Grades	Subjects	Test Administration Cycle		Shipment	Pages	No. of Copies			
						Base Contract	Renewal			Forms	District	Schools	Extra
39	10	Table 2.3; Table 3.3; Section 3.8.3	FCAT Retake Test & Answer Book	11,12,13,AD	R	2010, 2011, 2012		TM3- F/Sp	48	2	15% over	1/stu.+5%	10%
40	10	Table 2.3; Table 3.3; Section 3.8.3	FCAT Retake Test & Answer Book	11,12,13,AD	M	2010, 2011, 2012		TM3-F/Sp	48	2	15% over	1/stu.+5%	10%
41	10	Table 2.3; Table 3.3; Section 3.8.3	FCAT Retake Test Printed Reading Passages	11,12,13,AD	R	2010, 2011, 2012		TM3- F/Sp/Su	16	2	20%	NA	NA
42	10	Table 2.3; Table 3.3; Section 3.8.3	FCAT Retake Test Math Work Folder	11,12,13,AD	M	2010, 2011, 2012		TM3- F/Sp/Su	4	1	15% over	1/stu.+5%	10%
43	10	Table 2.3; Table 3.3; Section 3.8.3	FCAT Retake Test & Answer Book	11,12,13,AD	R	2010, 2011, 2012		TM3- Su	48	2	10%	NA	NA
44	10	Table 2.3; Table 3.3; Section 3.8.3	FCAT Retake Test & Answer Book	11,12,13,AD	M	2010, 2011, 2012		TM3-Su	48	2	10%	NA	NA
45	10	Table 2.3; Table 3.3; Section 3.8.3	FSA Retake Test & Answer Book	11,12,13,AD	R	2011, 2012, 2013	2014, 2015	TM3- F	48	6	15% over	1/stu.+5%	10%
46	10	Table 2.3; Table 3.3; Section 3.8.3	FSA Retake Test & Answer Book	11,12,13,AD	M	2011, 2012, 2013	2014, 2015	TM3- F	48	2	15% over	1/stu.+5%	10%
47	10	Table 2.3; Table 3.3; Section 3.8.3	FSA Retake Test Printed Reading Passages	11,12,13,AD	R	2011, 2012, 2013	2014, 2015	TM3-F	16	2	20%	NA	NA
48	10	Table 2.3; Table 3.3; Section 3.8.3	FSA Retake Test Math Work Folder	11,12,13,AD	M	2011, 2012, 2013	2014, 2015	TM3-F	4	1	20%	NA	NA
49	10	Table 2.3; Table 3.3; Section 3.8.3	FSA Retake Test & Answer Book	11,12,13,AD	R	2011, 2012, 2013	2014, 2015	TM3- Su	48	2	10%	NA	NA
50	10	Table 2.3; Table 3.3; Section 3.8.3	FSA Test & Answer Book	11,12,13,AD	M	2011, 2012, 2013	2014, 2015	TM3- Su	48	2	10%	NA	NA
51	10	Table 2.3; Table 3.3; Section 3.8.3	FSA Retake Test Printed Reading Passages	11,12,13,AD	R	2011, 2012, 2013	2014, 2015	TM3- Su	16	2	20%	NA	NA
52	10	Table 2.3; Table 3.3; Section 3.8.3	FSA Retake Test Math Work Folder	11,12,13,AD	M	2011, 2012, 2013	2014, 2015	TM3- Su	4	1	15% over	1/stu.+5%	10%

APPENDIX A, PART 1B – Operational Test Materials Shipment Schedule & Print Quantities

Prod. No.	App. A Part 1A	RFP Section	Product	Grades	Subjects	Test Administration Cycle		Shipment	Pages	No. of Copies			
						Base Contract	Renewal			Forms	District	Schools	Extra
53	11	Table 2.3; Table 3.3	EOC Algebra I	6 thru 12	M	2010 (FT), 2011, 2012, 2013	2014, 2015	TM3-F/Sp	48	4 <i>Up to 30</i>	10%	NA	NA
54	11	Table 2.3; Table 3.3	EOC Biology	9 thru 12	S	2011 (FT), 2012, 2013	2014, 2015	TM3-F/Sp	48	4 <i>Up to 30</i>	10%	NA	NA
55	11	Table 2.3; Table 3.3	EOC Other Science	9 thru 12	S	2012 (FT), 2013	2014, 2015	TM3-F/Sp	48	4 <i>Up to 30</i>	10%	NA	NA
56	11	Table 2.3; Table 3.3	EOC Algebra I Constructed Responses <del>and Work Folder</del>	6 thru 12	M	2010 (FT), 2011, 2012, 2013	2014, 2015	TM3-F/Sp	16	4 <i>Up to 30</i>	15% over	1/stu.+5%	10%
57	11	Table 2.3; Table 3.3	EOC Biology Constructed Responses	6 thru 12	S	2011 (FT), 2012, 2013	2014, 2015	TM3-F/Sp	16	4 <i>Up to 30</i>	15% over	1/stu.+5%	10%
58	11	Table 2.3; Table 3.3	EOC Other Science Constructed Responses	9 thru 12	S	2012 (FT), 2013	2014, 2015	TM3-F/Sp	16	4 <i>Up to 30</i>	15% over	1/stu.+5%	10%
59	11	Table 2.3; Table 3.3	EOC Algebra I Work folder	6 thru 12	M	2010 (FT), 2011, 2012, 2013	2014, 2015	TM3-F/Sp	4	1	15% over	1/stu.+5%	10%
60	11	Table 2.3; Table 3.3	EOC Biology Work folder	7 thru 12	S	2011 (FT), 2012, 2013	2014, 2015	TM3-F/Sp	4	1	15% over	1/stu.+5%	10%
61	11	Table 2.3; Table 3.3	EOC Other Science Work folder	9 thru 12	S	2012 (FT), 2013	2014, 2015	TM3-F/Sp	4	1	15% over	1/stu.+5%	10%

**APPENDIX A, PART 1C – Operational Test Materials Shipment Schedule & Print Quantities  
for Computer-Based Testing Accommodations/ Products  
Cost Options**

Reference RFP Section 3.3.5.1 and Table 3.4 for the products below.

Prod. No.	App. A Part 1A	Product	Grades	Subjects	Test Administration Cycle		Shipment	Pages	No. of Copies			
					Base Contract	Renewal			Forms	District	Schools	Extra
1	12	FSA Test & Answer Book	4	M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	48	1/form	10%	NA	NA
2	13	Math Work Folder	4	M	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	4	1/form	15% over	1/stu.+5%	10%
3	12	FSA Test Book	5	R	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	56	1/form	10%	NA	NA
4	12	FSA Answer Folder	5	R	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	2	1/form	10%	NA	NA
5	13	Printed Reading Passages	5	R	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	16	1/form	20%	NA	NA
6	12	FSA Test Book	6	R/M	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	96	1/form	10%	NA	NA
7	12	FSA Answer Book	6	R/M	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	8	1/form	10%	NA	NA
8	13	Math Work Folder	6	M	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	4	1/form	15% over	1/stu.+5%	10%
9	13	Printed Reading Passages	6	R	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	16	1/form	20%	NA	NA
10	12	FSA Test Book	7	R/M	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	88	1/form	10%	NA	NA
11	12	FSA Answer Book	7	R/M	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	8	1/form	10%	NA	NA
12	13	Math Work Folder	7	M	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	4	1/form	15% over	1/stu.+5%	10%
13	13	Printed Reading Passages	7	R	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	16	1/form	20%	NA	NA
14	12	FSA Test Book	10	R/M	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	104	1/form	10%	NA	NA
15	12	FSA Answer Book	10	R	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	16	1/form	10%	NA	NA
16	12	FSA Answer Book	10	M	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	24	1/form	10%	NA	NA
17	13	Math Work Folder	10	M	2010, 2011, 2012, 2013	2013, 2014	TM3-Sp	4	1/form	15% over	1/stu.+5%	10%
18	13	Printed Reading Passages	10	R	2010, 2011, 2012, 2013	2014, 2015	TM3-Sp	16	1/form	20%	NA	NA

**APPENDIX A, Part 2A**  
**INTERPRETIVE PRODUCTS**  
**PRODUCT SPECIFICATIONS AND DISTRIBUTION REQUIREMENTS**

**Interpretive Products – General Considerations**

The following specifications apply to interpretive products being produced for all grades unless otherwise indicated. Appendix A, Part 2B clarifies the specific grades or levels for which products will be produced. Bidders should note that some of the products identified in this section are produced in different years of the contract period as described in other sections of the RFP and in Appendix A, Part 2B.

**Interpretive Products – Specific Considerations**

**1. Sample Test/Answer Booklets (students) (see Section 6.1.1)**

- Audience: Students.
- Purpose: To introduce students to the testing experience, provide practice responding to various test item types and enable them to move between test books and answer documents.
- Each subject (reading, writing, mathematics, and science) at each grade (3–11, depending on the grade) has its own test book that includes a perforated answer sheet or a perforated, glued answer book.
- Books are formatted as closely as possible to operational test books and answer books.
- 8 ½" x 11" booklet, saddle stitched.
- 45# white cavalier paper or approved equivalent. The Department prefers recycled paper unless the cost is higher than non-recycled paper.
- Self cover.
- Covers and internal pages printed in full color if operational test is produced in full color. Covers and internal pages printed in grayscale if operational test is produced in grayscale.
- Shrink-wrapped in packs of 5 and 25.
- Non-performance-task grades have a 1-page perforated answer sheet.
- Performance-task grades have a 16- to 24-page perforated, glued answer book at the back of the test book.
- Math grades 5–10 books include a one-page perforated reference sheet
- Science grades 8 and 11 books include two (2) one-page perforated reference sheets.
- Available in an electronic format that is Section 508-compliant and accessible via the Department's website.
- Produced in braille with plastic comb binding; simple covers in black & white with assessment logo, state seal, book title, and grade numeral.
- Produce in large print; minimum of 18 point type on 14" x 17" approved buff paper; plasticized wire binding. Covers and internal pages printed in full color if operational test is produced in full color. Covers and internal pages printed in grayscale if operational test is produced in grayscale.
- Shipment and/or delivery: IP1.

**2. Sample Answer Key Booklets (teachers) (see Section 6.1.2)**

- Audience: Educators
- Purpose: To provide answers to the sample test questions and an explanation that includes the benchmarks assessed.
- Each subject has its own sample answer key booklet.

- 8 ½" x 11" booklet, saddle stitched.
- 45# white cavalier paper or approved equivalent. The Department prefers recycled paper unless the cost is higher than non-recycled paper.
- Self cover.
- Covers and internal pages printed in full color if operational test is produced in full color. Covers and internal pages printed in grayscale if operational test is produced in grayscale.
- Shrink-wrapped in packs of 5 and 25.
- Available in an electronic format that is Section 508-compliant and accessible via the Department's website.
- Shipment and/or delivery: IP1.

### **3. CBT Sample Test Books & Sample Answer Keys on CD (see Section 6.1.4)**

- Audience: Educators
- Purpose: To provide answers to the CBT sample test questions and an explanation that includes the benchmarks assessed.
- Each subject has its own CBT sample answer key booklet.
- Each CD will include the CBT student Sample Test Booklet and teacher Sample Answer Key booklet for all four subject areas (reading, writing, mathematics, and science) and grades 3–11.
- CD will be bookmarked for easy navigation.
- The CD label should identify the contents, the administration year, and DOE copyright information.
- CD will not include a jewel case but will include a heavy cover-stock envelope printed in grayscale. CD envelope will be designed to match the graphic design of the sample test materials from that test administration.
- Each CD is individually wrapped in a sealed bubble mailer.
- Mailer labels should include the district number, school number, and school name.
- Multiple mailers may be packaged in a box together, with a packing list, and fit within the 30# weight limit.
- If route codes are used by a district, then schools must be boxed by route code and then sorted by school number within a box.
- Shipment and/or delivery: IP1.

### **4. Keys to Florida's Tests (see Section 6.2)**

- Audience(s): Parents and students
- Purpose: To provide information about the reading, writing, mathematics, and science tests.
- Set of nine (9) booklets: three (3) in English, three (3) in Spanish, and three (3) in Haitian Creole.
- 8 ½" x 11" book, saddle stitched.
- 45# white cavalier (recycled) paper or approved equivalent. The Department prefers recycled paper unless the cost is higher than non-recycled paper.
- Self cover.
- Covers and internal pages printed in full color if operational test is produced in full color. Covers and internal pages printed in one color of ink plus black if operational test is produced in grayscale.
- Shrink-wrapped in packs of 5 and 25.

- Available in an electronic format that is Section 508-compliant and accessible via the Department's website.
- English books are also produced in braille with plastic comb binding; simple covers in black & white with assessment logo, state seal, book title, and grade numeral.
- Shipment and/or delivery: TM1.

**5. Understanding Florida's Assessment Reports (see Section 6.3)**

- Audience(s): Educators and administrators
- Purpose: To provide report images, explanations of reports, scores, subscores, certificates of achievement. Includes a glossary of assessment terms and information about released test items on the individual student reports.
- Developed for the spring administrations only.
- Includes thumbnails and larger images of selected FSA reports.
- 8 ½" x 11" book, saddle stitched.
- 45# white cavalier (recycled) paper or approved equivalent. The Department prefers recycled paper unless the cost is higher than non-recycled paper.
- Self cover.
- Covers and internal pages printed in full color if operational test is produced in full color. Covers and internal pages printed in one color ink plus black if operational test is produced in grayscale.
- Shrink-wrapped in packs of 5 and 25.
- Available in an electronic format that is Section 508-compliant and accessible via the Department's website.
- Shipment and/or delivery: RD1 (Section 508 files) and RD4 (print).

**6. Florida Reads! Writes! Solves! Inquires! CD (see Section 6.4)**

- Audience(s): Educators and administrators
- Purpose: To provide information about the FSA handscoring process.
- Each CD will include all four subject areas (reading, writing, mathematics, and science).
- Includes one (1) anchor set and one (1) qualifying set for the released short-response items (RMS) and prompts (W) from the spring administration.
- CD will be bookmarked for easy navigation.
- The CD label will be printed in one color plus black. It should identify the contents and include the administration year and DOE copyright information.
- CD will not include a jewel case but will include a heavy cover-stock envelope printed in one color plus black. CD envelope will be designed to match the graphic design of the test books and other interpretive materials from that test administration.
- Each school-level package should be individually wrapped in a sealed bubble mailer.
- Mailer labels should identify the district number, school number, and school name.
- Multiple mailers may be packaged in a box together, with a packing list, and fit within the 30# weight limit.
- If route codes are used by a district, then schools must be boxed by route code and then sorted by school number within a box.
- Shipment and/or delivery: RD6.

**7. Short-Response and Extended-Response Training Sets (see Section 6.4)**

- Audience(s): Educators, parents, and the general public
- Purpose: To provide information about the FSA handscoring process.

- Two sets (one short-response item and one extended-response item) from each performance-task grade and subject (reading, mathematics, and science); one set for each mode for writing grades.
- Each item's training set includes scoring guidelines and twenty (20) annotated papers (one [1] anchor set and one [1] qualifying set).
- Available in an electronic format that is Section 508-compliant and accessible via the Department's website.
- Shipment and/or delivery: No print shipments. Section 508-compliant pdf file delivery only.

**8. Released Tests (see Section 6.5)**

- Audience(s): Students, parents, educators, and the general public
- Purpose: To provide information about the test content and format.
- Recomposed test forms with anchor items and field-test items removed.
- Available in an electronic format that is Section 508-compliant and accessible via the Department's website.
- Two pdf files for each test form are required: one without answers and one with answers and item statistics.
- Resolution of graphics should be at a high enough dpi to produce a high-quality print.
- Produced in braille, as requested by the Department.
- Shipment and/or delivery: No print shipments. Section 508-compliant pdf file delivery only.

**9. Test Item Specifications (see Section 6.6)**

- Audience(s): Test item writers, educators, and the general public
- Purpose: To provide information about the test content and format.
- Separate documents for each content area (reading, mathematics, science, and writing); published by level (elementary, middle, high school).
- Available in an electronic format that is Section 508-compliant and accessible via the Department's website.
- Pdf publications that are bookmarked for easy navigation. Will include internal hotlinks to other web resources.
- Resolution of graphics should be at a high enough dpi to produce a high-quality print.
- Shipment and/or delivery: No print shipments. Section 508-compliant pdf file delivery only.

**10. FSA Lessons Learned (see Section 6.7)**

- Audience(s): Educators and the general public
- Purpose: To analyze FSA data, interpret results, provide educators' observations and instructional implications.
- Separate documents for each content area (reading, mathematics, science, and writing).
- 8 ½" x 11" book, perfect bound.
- 45# white cavalier paper or approved equivalent.
- 65# white text weave cover stock or approved equivalent.
- Covers and internal pages printed in full color.
- Shrink-wrapped in packs of 5.
- Available in an electronic format that is Section 508-compliant and accessible via the Department's website.
- Shipment and/or delivery: IP1.



**11. FSA Handbook (see Section 6.8)**

- Audience(s): Educators, administrators, researchers, legislators, and the general public
- Purpose: To explain all aspects of the FSA program.
- 8 ½" x 11" book, perfect bound
- 45# white cavalier paper or approved equivalent.
- 65# white text weave cover stock or approved equivalent cover stock.
- Covers and internal pages printed in full color.
- Shrink-wrapped in packs of 5.
- Available in an electronic format that is Section 508-compliant and accessible via the Department's website.
- Shipment and/or delivery: IP1.

APPENDIX A, PART 2B – Interpretive Products Delivery Schedule, Quantities, and Formats

Prod. No.	App. A Part 2A	RFP Section	Product	Grades	Subjects	Test Administration Cycle		Shipment	Approx. Pages	No. of Copies				Paper-based Format				E-Format	
						Base Contract	Renewal			State	District	Schools	Extra	Stan.	LP	Br.	Trans.	508	CD
1	1	6.1.1	Sample Test Booklet (Student)	3	R	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
2				3	M	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
3				4	R	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
4				4	M	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
5				4	W	2010, 2011, 2012, 2013	2014, 2015	IP1	32	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
6				5	R	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
7				5	M	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
8				5	S	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
9				6	R	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
10				6	M	2010, 2011, 2012, 2013	2014, 2015	IP1	32	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
11				7	R	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
12				7	M	2010, 2011, 2012, 2013	2014, 2015	IP1	32	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
13				7	W	2011, 2012, 2013	2014, 2015	IP1	40	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
14				8	R	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
15				8	M	2010, 2011, 2012, 2013	2014, 2015	IP1	32	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
16				8	S	2010, 2011, 2012, 2013	2014, 2015	IP1	32	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
17				8	W	2010, 2011	NA	IP1	40	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
18				9	R	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
19				10	R	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
20				10	M	2010, 2011, 2012, 2013	2014, 2015	IP1	32	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
21				10	W	2010, 2011	NA	IP1	40	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
22				11	S	2010, 2011	NA	IP1	32	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
23				11	W	2011, 2012, 2013	2014, 2015	IP1	40	500	10% over	1/stu.+5%	5%	✓	✓	✓		✓	
24	2	6.1.2	Sample Answer Key Booklet (Teacher)	3	R	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	5% over	1/20 stu.	5%	✓				✓	
25				3	M	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	5% over	1/20 stu.	5%	✓				✓	
26				4	R	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	5% over	1/20 stu.	5%	✓				✓	
27				4	M	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	5% over	1/20 stu.	5%	✓				✓	
28				4	W	2010, 2011, 2012, 2013	2014, 2015	IP1	40	500	5% over	1/20 stu.	5%	✓				✓	
29				5	R	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	5% over	1/20 stu.	5%	✓				✓	
30				5	M	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	5% over	1/20 stu.	5%	✓				✓	
31				5	S	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	5% over	1/20 stu.	5%	✓				✓	
32				6	R	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	5% over	1/20 stu.	5%	✓				✓	
33				6	M	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	5% over	1/20 stu.	5%	✓				✓	
34				7	R	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	5% over	1/20 stu.	5%	✓				✓	
35				7	M	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	5% over	1/20 stu.	5%	✓				✓	
36				7	W	2011, 2012, 2013	2014, 2015	IP1	40	500	5% over	1/20 stu.	5%	✓				✓	
37				8	R	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	5% over	1/20 stu.	5%	✓				✓	
38				8	M	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	5% over	1/20 stu.	5%	✓				✓	
39				8	S	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	5% over	1/20 stu.	5%	✓				✓	
40				8	W	2010, 2011	NA	IP1	40	500	5% over	1/20 stu.	5%	✓				✓	

APPENDIX A, PART 2B – Interpretive Products Delivery Schedule, Quantities, and Formats

Prod. No.	App. A Part 2A	RFP Section	Product	Grades	Subjects	Test Administration Cycle		Shipment	Approx. Pages	No. of Copies				Paper-based Format				E-Format		
						Base Contract	Renewal			State	District	Schools	Extra	Stan.	LP	Br.	Trans.	508	CD	
41	2	6.1.2	Sample Answer	9	R	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	5% over	1/20 stu.	5%	✓				✓		
42			Key Booklet	10	R	2010, 2011, 2012, 2013	2014, 2015	IP1	16	500	5% over	1/20 stu.	5%	✓				✓		
43			(Teacher)	10	M	2010, 2011, 2012, 2013	2014, 2015	IP1	24	500	5% over	1/20 stu.	5%	✓				✓		
44				10	W	2010, 2011	NA	IP1	40	500	5% over	1/20 stu.	5%	✓				✓		
45				11	S	2010, 2011	NA	IP1	24	500	5% over	1/20 stu.	5%	✓				✓		
46				11	W	2011, 2012, 2013	2014, 2015	IP1	40	500	5% over	1/20 stu.	5%	✓				✓		
47	3	6.1.4	CBT Sample Test Books & Answer Keys on CD	3-11	RWMS	2012, 2013	2014, 2015	IP1	NA	20	8	4/school	100						✓	
48	4	6.2	Keys to Florida's Tests	3-5	RWMS	2010, 2011, 2012, 2013	2014, 2015	TM1	<del>46</del> 48	500	10% over	1/stu.+5%	5%	✓		✓	✓	✓		
49			(English)	6-8	RWMS	2010, 2011, 2012, 2013	2014, 2015	TM1	<del>46</del> 48	500	10% over	1/stu.+5%	5%	✓		✓	✓	✓		
50				9-11	RWMS	2010, 2011, 2012, 2013	2014, 2015	TM1	<del>46</del> 48	500	10% over	1/stu.+5%	5%	✓		✓	✓	✓		
51	4	6.2	Keys to Florida's Tests	3-5	RWMS	2010, 2011, 2012, 2013	2014, 2015	TM1	<del>46</del> 48	200	36,000	NA	5%	✓			✓	✓		
52			(Spanish)	6-8	RWMS	2010, 2011, 2012, 2013	2014, 2015	TM1	<del>46</del> 48	200	36,000	NA	5%	✓			✓	✓		
53				9-11	RWMS	2010, 2011, 2012, 2013	2014, 2015	TM1	<del>46</del> 48	200	36,000	NA	5%	✓			✓	✓		
54	4	6.2	Keys to Florida's Tests	3-5	RWMS	2010, 2011, 2012, 2013	2014, 2015	TM1	<del>46</del> 48	200	7,200	NA	5%	✓			✓	✓		
55			(Haitian Creole)	6-8	RWMS	2010, 2011, 2012, 2013	2014, 2015	TM1	<del>46</del> 48	200	7,200	NA	5%	✓			✓	✓		
56				9-11	RWMS	2010, 2011, 2012, 2013	2014, 2015	TM1	<del>46</del> 48	200	7,200	NA	5%	✓			✓	✓		
57	5	6.3	Understanding Florida's Reports	3-11	RWMS	2010, 2011, 2012, 2013	2014, 2015	RD1 RD4		56	500	10% over	1/20 stu.	5%	✓				✓	
58	6	6.4	FRWSI CD		RWMS	2010, 2011, 2012, 2013	2014, 2015	RD6	NA	20	8	4/school	100						✓	
59	7	6.4	SR and ER Training Sets	PT grades	RWMS	Jul 2013	Jul 2015	RD6	NA	NA	NA	NA	NA						✓	
60	8	6.5	Released Tests	3-11	RWMS	Aug 2013	Aug 2014, 2015	NA	NA	NA	NA	NA	NA			✓			✓	
61	9	6.6	Mathematics Test Item Specifications	3-5	M	Sep 2010		NA	300	NA	NA	NA	NA						✓	
62				6-8	M	Sep 2010		NA	300	NA	NA	NA	NA	NA						✓
63				10	M	Sep 2010		NA	150	NA	NA	NA	NA	NA						✓
64	9	6.6	Algebra 1 EOC Test Item Specifications	HS	M	Sep 2010		NA	150	NA	NA	NA	NA						✓	
65	9	6.6	Science Test Item Specifications	5	S	Sep 2010		NA	300	NA	NA	NA	NA						✓	
66				8	S	Sep 2010		NA	300	NA	NA	NA	NA	NA						✓
67	9	6.6	Biology EOC Test Item Specifications	HS	S	Sep 2010		NA	150	NA	NA	NA	NA						✓	
68	9	6.6	Other Science EOC Test Item Specifications	HS	S	Sep 2010		NA	150	NA	NA	NA	NA						✓	

**APPENDIX A, PART 2B – Interpretive Products Delivery Schedule, Quantities, and Formats**

Prod. No.	App. A Part 2A	RFP Section	Product	Grades	Subjects	Test Administration Cycle		Shipment	Approx. Pages	No. of Copies				Paper-based Format				E-Format	
						Base Contract	Renewal			State	District	Schools	Extra	Stan.	LP	Br.	Trans.	508	CD
69	9	6.6	Reading	3-5	R	Sep 2011		NA	200	NA	NA	NA	NA					✓	
70			Test Item	6-8	R	Sep 2011		NA	200	NA	NA	NA	NA					✓	
71			Specifications	6-8	R	Sep 2011		NA	200	NA	NA	NA	NA					✓	
72	9	6.6	Writing	4, 7, 11	W	Sep 2011		NA	200	NA	NA	NA	NA					✓	
73			Test Item	4, 7, 11	W	Sep 2011		NA	200	NA	NA	NA	NA					✓	
74			Specifications	4, 7, 11	W	Sep 2011		NA	200	NA	NA	NA	NA					✓	
75	10	6.7	FSA Mathematics Lessons Learned	3-10	M		Nov 2014	IP1	150	500	5% over	1/20 stu.	10%	✓				✓	
76	10	6.7	FSA Reading Lessons Learned	3-10	R		Nov 2014	IP1	150	500	5% over	1/20 stu.	10%	✓				✓	
77	10	6.7	FSA Science Lessons Learned	5, 8, 11	S		Nov 2015	IP1	150	500	5% over	1/20 stu.	10%	✓				✓	
78	10	6.7	FSA Writing Lessons Learned	4, 7, 11	W		Nov 2015	IP1	150	500	5% over	1/20 stu.	10%	✓				✓	
79	11	6.8	FSA Handbook	3-11	RWMS	Nov 2011	Nov 2014	IP1	150	500	5% over	1/20 stu.	10%	✓				✓	

**APPENDIX A, Part 2C**  
**FLORIDA DEPARTMENT OF EDUCATION PDF GUIDELINES**  
**FOR SECTION 508/ADA DOCUMENTS**

Effective September 11, 2007

In order for PDF documents to be posted on the Department Web site or any site that is affiliated with the Department, they **must** pass the Full Accessibility check in Adobe 7.

DOE uses Acrobat 7 to check accessibility of PDF documents. Currently, Acrobat 8 has known issues with the accessibility checker. Although a document may pass the full check, it does not necessarily mean it is compliant according to DOE Web standards. The following additional checks are required.

1. PDF documents must have the correct reading order. The file must be able to be read by assistive technology in a logical manner. This can be checked in several ways which include the following items. DOE uses at least two of the following to verify reading order:
  - a. Saving the file as an accessible .txt file, and reading it to be sure it is correct.
  - b. Using the “reading order tool” in Acrobat.
  - c. If proficient using a “screen reader” (not the Adobe “read out loud”), listen to the document.
  - d. Using the Reflow view in Adobe Acrobat.
2. The document must have correct Tab order.

Tab order refers to how a user can “tab” through the content. The user should be able to tab through the document in the order it is intended to be read. If the tab order is incorrect, the assistive technology user may jump from one page to another and back and not realize it.
3. The document must have appropriate “alt text” on all images that have meaning. (Alt text means alternative text that appropriately describes the image for an assistive technology user).
  - a. Graphs, charts, flowcharts, etc., cannot simply have the word "graph" in alt text. It must contain enough descriptive information for an unsighted user.
  - b. Graphics that do not have meaning need to be tagged as “artifacts” or “backgrounds.”
  - c. Putting a blank space for the “alt text” area of an image in an attempt to get the screen reader to skip it is not acceptable in “most” cases, as a screen reader will still say the word “graphic.” Tagging graphics that have no meaning as an artifact or background will cause the screen reader to totally ignore it.
  - d. Graphs and charts need to be described completely to convey the same information to a listener as the sighted user would get. If the graph is explained in detail in the “content text” of the document, you can refer to that content in the alternate text. For example, if right below a pie chart is a paragraph explaining the chart, then the “alt text” on the chart could simple state “Pie Graph which is explained in detail below.” This is very helpful if the person converting the file to PDF is not the one who created it.
4. If the State Seal, or any other image, is in the header and footer of a document, the first occurrence of the header and footer needs to be tagged and readable by a screen reader. All other occurrences should be tagged as artifacts or backgrounds. This will let the listener know that there is at least one state seal (or other image) present, but does not repeat on every page that it appears.

5. Page numbers need to be tagged in such a way that the screen reader reads them. This is helpful in navigating the document.
6. Tables must be tagged as tables so they are read correctly. A common problem with tables is that they are being tagged as paragraphs.

Tables and table components will be tagged as such: Table headers will have the <th> tags, while table data will have <td> tags.

7. For documents that contain a table of contents, the table of contents needs to be made into Bookmarks in the PDF and be made clickable.

This is needed not only for easy navigation for those using assistive technologies, but is a convenience to sighted visitors as well, since it allows them to click on an item in the table of contents and be directed immediately to the content of the document to which it refers.

8. Content headings must be tagged as headers and not tagged as paragraphs. Headings need to be tagged with <h> tags (or Heading 1, Heading 2, etc.). This helps the listener know what subject matter is contained beneath the header and allows for easier navigation.
9. File must be saved (in a reduced file size) to version Adobe Acrobat 5 to ensure that users who have older versions of Acrobat are able to access the document. This also decreases the file size for quicker download.

10. Links must be functional. Hyperlinks must not be broken and must link to the correct page. This includes e-mail addresses that are clickable. If a link is split between two lines, both lines need to be linked correctly.

11. Color alone is not to be used to convey meaning. Some assistive technologies do not indicate colored text, and color blind users often cannot differentiate colors. If color is used to convey meaning for the sighted user, add a symbol in front of the colored items, as well. Tag this symbol to indicate the meaning of the colored item.

12. The following information needs to be noted in the Document Properties:
  - Title – Users can set up a screen reader to read the titles instead of the long file names
  - Subject – Specific to the document, and may or may not be the same as the document title
  - Keywords – As with other Web documents, these words are used for search engines, and need to be specific to the document's contents
  - Language - specified; which also includes text within a document that may be of a different language (paragraph in Spanish, needs to specify "Spanish").
  - Author – At this time the Department is not requiring the inclusion of "Author;" however, if the name of the author is pertinent to the overall document, it is suggested that a name be included.

**Note: The PDF Guidelines are subject to change. These guidelines are effective September 11, 2007.**

## APPENDIX A, Part 3A

### ANCILLARY MATERIALS PRODUCT SPECIFICATIONS AND DISTRIBUTION REQUIREMENTS

#### **Administration Products – General Considerations**

The following specifications apply to administration products developed for all grades unless otherwise indicated. Appendix A, Part 3B clarifies the specific grades or levels for which products will be produced.

#### **Administration Products – Specific Considerations**

##### **1. Test Administration Manuals**

- A single test administration manual will be developed for each paper-based administration. A separate manual will be developed for each computer-based administration. Two Writing manuals (one for the December Writing field test and one for the spring administration), one Reading, Mathematics, and Science manual, two Reading and Mathematics Retake manuals (three in fall 2011 and summer 2012), and one End-of-Course manual that will include instructions for both computer-based and paper-based tests (shipped twice per year) will be produced each year. A separate manual will be developed for each End-of-Course Field Test.
- Minimally, manuals will contain instructions and scripts for administering each portion of the FSA (possibly including NRT instructions) for the appropriate grade levels for that administration. They also include information about security of materials, packing and returning materials, and receipt and distribution of materials. Revisions will be made as necessary to reflect program changes. Scripts necessary for accommodated testing (e.g., large print, braille, screen reader, one-item per page) will be provided as separate addenda to the manual. All computer-based test manuals will include scripts for practice sessions designed to familiarize students with the computer-based system.
- Thumbnail illustrations and explanatory diagrams are used extensively.
- 8 ½" x 11" books, saddle-stitched or perfect bound.
- 50# white recycled paper for interior pages (up to 30% recovered or post-consumer fiber). The Department may consider 50# white opaque cougar paper for interior pages after reviewing recycled paper print samples provided by the contractor.
- 65# white text weave cover stock or approved equivalent cover stock.
- Interior pages printed in black.
- Selected interior pages printed in two (2) colors of ink (not necessarily the same two colors throughout) plus black.
- Covers printed in two (2) colors of ink plus black.
- Up to 25 perforated pages.
- Available in an electronic format that is Section 508-compliant and accessible via both the Department's website and the contractor's non-secure FSA-specific website within seven (7) days after approval to print is provided by the Department.
- Packaged in units of one (1), no shrink-wrap.
- Per district request, the contractor will also provide large print and/or braille versions of sections of the test administration manuals. A maximum of five (5) each per format may be produced for each administration.

##### **2. Instructions for Training School Coordinators and Test Administrators**

- PowerPoint files for district coordinators to train school coordinators, and for school coordinators to train test administrators. The accompanying guidelines include explanations and page number references to the test administration manuals to support

the key points included in the PowerPoint presentation. Training materials are produced for all test administrations.

- Up to 100 full-color PowerPoint presentation slides.
- Also provided in black/white or grayscale for printing purposes (for distribution to audience).
- Available in an electronic format that is Section 508-compliant and accessible via both the Department's website and the contractor's non-secure FSA-specific website within seven (7) days after approval is provided by the Department.

### **Special Forms and Other Materials**

Many additional forms and materials are needed to smoothly implement a large-scale assessment program. Some of the materials listed in this section will help schools, districts, and the state implement quality control procedures and will ensure the integrity of the data collected by the program. The Department also uses special forms to evaluate the quality of the assessment program and its implementation. All special forms and other materials must be approved by the Department prior to production or use. As appropriate, forms will be made available to districts in an editable section 508 compliant electronic format on the contractor's non-secure FSA-specific website.

#### **3. Instructions for Special Format Tests**

- Scripts necessary for accommodated testing (e.g., large print, braille, screen reader, one-item per page)
- 8 ½" x 11" paper, stapled
- Pages printed in black
- 60# white opaque cougar or approved equivalent paper
- Up to 12 pages per grade level per subject per special format

#### **4. Student Preidentification Labels** *(Note: use of student labels may be required only for documents not pre-printed. If labels cannot be used on the scannable answer documents proposed by the bidder, the proposal should explicitly state this constraint.)*

- Student preidentification information is printed on the labels by the contractor and placed on student answer documents by school staff
- One label for each answer document not already preprinted
- Sorted as specified by each district (may be different for each grade/subject and different for schools within a district)
- Sorted with page breaks as specified by the district/Department
- 3" x 3 ½" adhesive labels or approved equivalent
- A supplementary supply of labels is produced for Spring administrations (Wave 2) based on PreID information gathered in January

#### **5. Student Preidentification Rosters**

- A list produced from the same file used to print student PreID labels and containing the same information. One row of information per student to be used for verifying the accuracy of student demographic information
- Provided in hard copies to schools and electronically via the contractor's secure website
- 8 ½" x 11" paper is preferred, but the Department may approve 8 ½" x 14" if this is required for readability

#### **6. Document Count Form**

- School subject/grade level form to indicate the number of each type of answer document returned
- 8 ½" x 11" scannable document
- Preidentified with district and school numbers and names



- Non-identified forms produced as part of district coverage

#### **7. Security Checklist**

- Checklist for schools to track secure materials
- Identified with district and school numbers and names, and document security barcode numbers
- One security checklist produced for each type of secure document
- Page breaks to be determined by the Department
- Delivered both in paper and editable electronic format via the contractor's secure website

#### **8. Online Comment Forms**

- Test Administrator Coordinator Comment Form
- School Coordinator Comment Form
- District Coordinator Comment Form
- Online forms available in a section 508 compliant electronic format via the contractor's website

#### **9. Materials Return Kit - District**

Legal size color vinyl folder containing:

- Return Shipping Labels
  - Adhesive preprinted labels for district use in returning materials, color-coded as requested by the Department
- Bills of Lading
  - Provided to districts for return of materials
- Return Instructions Memorandum
  - 8 ½" x 11" document, providing specific instructions for returning materials

#### **10. Materials Return Kit – School**

Legal size color vinyl folder containing:

- Document Count Forms
- Color-coded return shipping labels

#### **11. Return Materials**

- Boxes (shipped in January) and envelopes to be used to return materials, including special format materials (e.g., large print/braille envelopes, virtual school envelopes) and other miscellaneous return materials.

#### **12. Paper Bands**

- 4" x 24" adhesive paper bands or approved equivalent for bundling answer documents
- The adhesive strip must be narrower than the paper band and centered
- Printed on one side to identify type of answer document in bundle
- 8 pt. Carolina paper or approved equivalent
- Paper band quality must be suitable for filling in information lines on band with multiple pen/pencil types (e.g., markers, ball point pens, pencils, etc.) without smudging/smearing

#### **13. Miscellaneous Memos, Forms, Labels, and Other Products**

- Miscellaneous memoranda to the district coordinators may be necessary for each administration
- Process and/or documents for each administration for district test coordinators to submit enrollment update information, choose options (e.g., coverage distribution) order special format materials, specify quantities of calculators needed, etc.

- Memoranda to district coordinators to provide an explanation of the shipments of materials that the district/school coordinators will receive before each test administration. These are not cover memoranda for shipments; rather they provide an overview of shipments collectively
- Cover memoranda for all shipments of materials indicating what is being shipped and how it is packed. Emailed to assessment coordinators before shipping and enclosed in the first box of the shipment
- Packing lists with all shipments (district coordinator receives a hard copy of the district and all school packing lists and receives all lists electronically as soon as they are available)
- Pallet lists (maps) for large districts
- Miscellaneous mailing labels
- Forms to inventory materials distributed and in stock
- Other miscellaneous memoranda, labels, forms, etc., to implement the program

#### **14. Rulers**

- FSA Mathematics grades 3 and 4 tests
- 6-inch consumable ruler with both metric and standard units. Metric edge must be in millimeter and centimeter increments. The standard edge must be in 1/16, 1/8, 1/4, 1/2 and inch increments.
- Minimum paper weight of 65#
- Black ink
- Ten (10) perforated rulers per sheet; ten (10) sheets per shrink-wrapped package

#### **15. Basic Four-function Calculator**

- FCAT Mathematics grades 7–10, FCAT Science grade 8, and FSA Science grade 8
- Calculator key strokes used to carry out operations and resulting solutions must be the same as the keystrokes on current calculators, such as the Casio HS-10.
- Contractor will re-supply districts, as needed.

#### **16. Scientific Calculator**

- FSA Mathematics grade 10 test and end-of-course (EOC) tests in mathematics and science.
- Calculator will have general math, algebra, trigonometry and statistics functions, but will not have a fraction function. The calculator should function in a fashion similar to the TI-30Xa.

**APPENDIX A, PART 3B – Ancillary Materials Shipment Schedule & Print Quantities**

Prod. No.	App. A Part 3A	RFP Section	Product	Grades	Subjects	Test Administration Cycle		Shipment	Pages	Number of Copies			
						Base Contract	Renewal			Access Level for Electronic Delivery			Overage
										State	District	Schools	
1	1	4.9	Test Administration Manual	4, 8, 10	W	2010, 2011	N/A	TM1-S	200	100	4 for every active school	1/15 stu+5	10%
2				4	W	2012, 2013	2014, 2015	TM1-S	150	100	4 for every active school	1/15 stu+5	10%
3				3-AD	R/M/S	2010, 2011, 2012, 2013	2014, 2015	TM1-S	400	100	4 for every active school	1/15 stu+5	10%
4				4	W prompt FT	2010, 2011, 2012, 2013	2014, 2015	TM1-R	150	100	4 for every active school	1/15 stu+5	10%
5				11-AD	R/M	2009, 2010, 2011, 2012, 2013	2014, 2015	TM1-R	175	100	4 for every active school	1/15 stu+5	10%
6	2	4.9	Instructions for Training School Coordinators and Test Administrators	4, 8, 10	W	2010, 2011	N/A	N/A	100 slides	✓	✓	✓	0%
7				4,7,11	W	2012, 2013	2014, 2015	N/A	100 slides	✓	✓	✓	0%
8				4,7,11	W prompt FT	2010 (4 only), 2011, 2012, 2013	2014, 2015	N/A	100 slides	✓	✓	✓	0%
9				3-AD	R/M/S	2010, 2011, 2012, 2013	2014, 2015	N/A	100 slides	✓	✓	✓	0%
10				11-AD	R/M	2010, 2011, 2012, 2013	2014, 2015	N/A	100 slides	✓	✓	✓	0%
11				11-AD	R/M	2010, 2011, 2012, 2013	2014, 2015	N/A	100 slides	✓	✓	✓	0%
12	1	4.9	Computer Based Test Administration Manual	7, 11	W	2012, 2013	2014, 2015	TM1-S	150	100	4 for every active school	1/15 stu+5	10%
13				7,11	W prompt FT	2011, 2012, 2013	2014, 2015	TM1-R	150	100	4 for every active school	1/15 stu+5	10%
14				11-AD	R/M	2010, 2011, 2012, 2013	2014, 2015	TM1-R	150	100	4 for every active school	1/15 stu+5	10%
15				3-10 (Phase In)	R/M/S			TM1	200	100	4 for every active school	1/15 stu+5	10%
16					EOC Algebra I FT	2010	N/A	TM1-E2	150	100	4 for every active school	1/15 stu+5	10%
17					EOC Biology FT	2011	N/A	TM1-E2	150	100	4 for every active school	1/15 stu+5	10%
18					EOC TBD Science FT	2012	N/A	TM1-E2	150	100	4 for every active school	1/15 stu+5	10%
19					EOC Algebra I, Biology, TBD Science	2010, 2011, 2012, 2013	2014, 2015	TM1-E1 TM1-E2	250	100	4 for every active school	1/15 stu+5	10%
20	3	4.9	Instructions for Special Format Tests	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM1	12 pgs per subject/grade multiplied by 3	1	As nec.	As nec.	0%

**APPENDIX A, PART 3B – Ancillary Materials Shipment Schedule & Print Quantities**

Prod. No.	App. A Part 3A	RFP Section	Product	Grades	Subjects	Test Administration Cycle		Shipment	Pages	Number of Copies			
						Base Contract	Renewal			Access Level for Electronic Delivery			Overage
										State	District	Schools	
21	4	4.9	Student PreID Labels	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	NA	0	0	1/stu	0%
22	5	4.9	Student PreID Rosters	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	variable	0	0	1 per grade except Retake 1 per grade/subj	0%
23	6	4.9	Document Count Forms - Preidentified	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	2	10	15% over	2 per subj per grade	5%
24	6	4.9	Document Count Forms - Non-Preidentified	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	2	10	15% over	5 per subj per grade	5%
25	8	4.9	Online Comment Forms	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	N/A	variable	✓	✓	✓	0%
26	7	4.9	Security Checklist	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	variable	0	1	1	0%
27	9	4.9	District Materials Return Kit	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	N/A	2	1	0	0%
28	10	4.9	School Materials Return Kit	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	NA	2	0	1	0%
29	11	4.9	Return Materials (e.g., envelopes, boxes, special formats)	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	NA	0	As nec.	As nec.	0%
30	9	4.9	Bills of Lading	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	NA	0	As nec.	As nec.	0%
31	12	4.9	Paper Bands	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM2-A	NA	10	5% over	1/20 stu	0%
32	4	4.9	Wave 2 Student PreID Labels	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	TM3	N/A	0	0	1/stu	0%

**APPENDIX A, PART 3B – Ancillary Materials Shipment Schedule & Print Quantities**

Prod. No.	App. A Part 3A	RFP Section	Product	Grades	Subjects	Test Administration Cycle		Shipment	Pages	Number of Copies			
						Base Contract	Renewal			Access Level for Electronic Delivery ✓			
										State	District	Schools	Overage
33	13	4.9	Misc. Memoranda	ALL	ALL	2010, 2011, 2012, 2013	2014, 2015	ALL	50	✓	As nec.	As nec.	5000
34	14	4.9	Rulers	3, 4	M	2010, 2011, 2012, 2013	2014, 2015	TM2	1	2	15% over	1 per stu. + 5%	10%
35	15	4.9	Four-Function Calculators	N/A	N/A	2009, 2010, 2011, 2012, 2013	2014, 2015	N/A	NA	100	130,000 per year (135,000 in 2009), Distribution determined by Dept.	0	0%
36	16	4.9	Scientific Calculators	N/A	N/A	2009	N/A	N/A	NA	100	250,000 Distribution determined by Dept.	0	0

**APPENDIX A, PART 3C – Ancillary Materials by Shipment**

Prod. No..	App. A Part 3A	Shipment	Product	Grades	Subjects	Due Dates		Format			Shipped to
						Base Contract	Renewal	Print	508/ADA	Electronic	
1	1	TM1	Test Administration Manuals	4, 8, 10	W	Dec 18, 2009; Jan 11, 2011	N/A	✓	✓		Districts
2	1		Test Administration Manuals	4, 7, 11	W	Jan 10, 2012; Jan 8, 2013	Jan 14, 2014; Jan 13, 2015	✓	✓		Districts
3	1		Test Administration Manuals	3-AD	R/M/S	Jan 8 2010; Feb 11, 2011; Feb 10, 2012; Feb 8, 2013	Feb 7, 2014; Feb 6, 2015	✓	✓		Districts
4	1		Test Administration Manuals	4, 7, 11	W prompt Field Test	Nov 19, 2010 (grade 4 only); Nov 18, 2011; Nov 16, 2012; Nov 21, 2013	Nov 21, 2014	✓	✓		Districts
5	1		Test Administration Manuals	11-AD	R/M Fall Retake (FCAT)	Aug 28, 2009; Aug 27, 2010; Aug 26, 2011	N/A	✓	✓		Districts
6	1		Test Administration Manuals	11-AD	R/M Fall Retake (FSA)	Aug 26, 2011; Aug 24, 2012	Aug 23, 2013; Aug 14, 2014	✓	✓		Districts
7	1		Test Administration Manuals	N/A	EOC Field Tests	Apr 2, 2010 (Alg I); Apr 1, 2011 (Bio); Apr 6, 2012 (TBD Science)	N/A	✓	✓		Districts
8	1		Test Administration Manuals	N/A	EOC Semester 1	Nov 14, 2011; Nov 9, 2012	Nov 8, 2013; Nov 7, 2014	✓	✓		Districts
9	1		Test Administration Manuals	N/A	EOC Semester 2	Apr 1, 2011; Apr 6, 2012; Apr 5, 2013	Apr 4, 2014; Apr 3, 2015	✓	✓		Districts
10	1		Test Administration Manuals	11-AD	R/M Summer Retake (FCAT)	May 21, 2010; May 20, 2011; May 18, 2012	N/A	✓	✓		Districts
11	1		Test Administration Manuals	11-AD	R/M Summer Retake (FSA)	May 18, 2012; May 17, 2013	May 16, 2014; May 15, 2015	✓	✓		Districts
12	3-7, 9-13		Test Materials and Ancillary Documents*	4, 7, 11	W prompt Field Test	Nov 19, 2010 (grade 4 only); Nov 18, 2011; Nov 16, 2012; Nov 21, 2013	Nov 21, 2014	✓			Districts

\*Ancillary Documents include: Instructions for Special Format Tests, Student PreID Labels, Student PreID Rosters, Preidentified and Non-Preidentified Document Count Forms, Security Checklists, District Materials Return Kit, School Materials Return Kit, Return Materials, Bills of Lading, Paper Bands, and Miscellaneous Memoranda.

**APPENDIX A, PART 3C – Ancillary Materials by Shipment**

Prod. No..	App. A Part 3A	Shipment	Product	Grades	Subjects	Due Dates		Format			Shipped to
						Base Contract	Renewal	Print	508/ADA	Electronic	
13	3-7, 9-13	TM2	Test Materials and Ancillary Documents*	4, 8, 10	W	Jan 22, 2009; Feb 4, 2011	N/A	✓			Districts
14	3-7, 9-13		Test Materials and Ancillary Documents*	4, 7, 11	W	Feb 3, 2012; Feb 1, 2013	Feb 7, 2014; Feb 6, 2015	✓			Districts
15	3-7, 9-13		Test Materials and Ancillary Documents*	3-AD	R/M/S	Feb 12, 2010; Mar 18, 2011; Mar 16, 2012; Mar 15, 2013	Mar 14, 2014; Mar 13, 2015	✓			Districts
16	14		Rulers	3, 4	M	Feb 12, 2010; Mar 18, 2011; Mar 16, 2012; Mar 15, 2013	Mar 14, 2014; Mar 13, 2015	✓			Districts
17	3-7, 9-13		Test Materials and Ancillary Documents*	11-AD	R/M Fall Retake (FCAT)	Sep 18, 2009; Sep 17, 2010; Sep 16, 2011	N/A	✓			Districts
18	3-7, 9-13		Test Materials and Ancillary Documents*	11-AD	R/M Fall Retake (FSA)	Sep 16, 2011; Sep 14, 2012	Sep 13, 2013; Sep 12, 2014	✓			Districts
19	3-7, 9-13		Test Materials and Ancillary Documents*	N/A	EOC Field Tests	Apr 23, 2010 (Alg I); Apr 22, 2011 (Bio); Apr 27, 2012 (TBD Science)	N/A	✓			Districts
20	3-7, 9-13		Test Materials and Ancillary Documents*	N/A	EOC Semester 1	Nov 18 & Dec 16, 2011; Nov 16 & Dec 14, 2012	Nov 15 & Dec 18, 2013; Nov 14 & Dec 17, 2014	✓			Districts
21	3-7, 9-13		Test Materials and Ancillary Documents*	N/A	EOC Semester 2	Apr 22, 2011; Apr 27, 2012; Apr 26, 2013	Apr 25, 2014; Apr 24, 2015	✓			Districts
22	3-7, 9-13		Test Materials and Ancillary Documents*	11-AD	R/M Summer Retake (FCAT)	May 28, 2010; May 27, 2011; May 25, 2012	N/A	✓			Districts
23	3-7, 9-13		Test Materials and Ancillary Documents*	11-AD	R/M Summer Retake (FSA)	May 25, 2012; May 24, 2013	May 23, 2014; May 22, 2015	✓			Districts

\*Ancillary Documents include: Instructions for Special Format Tests, Student PreID Labels, Student PreID Rosters, Preidentified and Non-Preidentified Document Count Forms, Security Checklists, District Materials Return Kit, School Materials Return Kit, Return Materials, Bills of Lading, Paper Bands, and Miscellaneous Memoranda.

APPENDIX A, PART 3C – Ancillary Materials by Shipment

Prod. No..	App. A Part 3A	Shipment	Product	Grades	Subjects	Due Dates		Format			Shipped to
						Base Contract	Renewal	Print	508/ADA	Electronic	
24	N/A	Missing Materials Reports	Preliminary Missing Materials Report	4, 8, 10	W	May 12, 2010; May 25, 2011	N/A	✓		✓	Districts
25	N/A		Final Missing Materials Report	4, 8, 10	W	Jul 12, 2010; Jul 25, 2011	N/A	✓		✓	Department
26	N/A		Preliminary Missing Materials Report	4, 7, 11	W	May 30, 2012; May 29, 2013	May 28, 2014; May 27, 2015	✓		✓	Districts
27	N/A		Final Missing Materials Report	4, 7, 11	W	Jul 30, 2012; Jul 29, 2013	Jul 28, 2014; Jul 27, 2015	✓		✓	Department
28	N/A		Preliminary Missing Materials Report	3-AD	R/M/S	Jun 30, 2010; Jul 27, 2011; Jul 25, 2012; Jul 24, 2013	Jul 23, 2014; Jul 22, 2015	✓		✓	Districts
29	N/A		Final Missing Materials Report	3-AD	R/M/S	Aug 30, 2010; Sep 27, 2011; Sep 25, 2012; Sep 24, 2013	Sep 23, 2014; Sep 22, 2015	✓		✓	Department
30	N/A		Preliminary Missing Materials Report	4, 7, 11	W prompt Field Test	Feb 24, 2011 (grade 4 only); Feb 23, 2012; Feb 21, 2013	Feb 27, 2014; Feb 26, 2015	✓		✓	Districts
31	N/A		Final Missing Materials Report	4, 7, 11	W prompt Field Test	Apr 25, 2011 (grade 4 only); Apr 23, 2012; Apr 22, 2013	Apr 28, 2014; Apr 27, 2015	✓		✓	Department
32	N/A		Preliminary Missing Materials Report	11-AD	R/M Fall Retake (FCAT)	Jan 13, 2010; Jan 12, 2011; Jan 11, 2012	N/A	✓		✓	Districts
33	N/A		Final Missing Materials Report	11-AD	R/M Fall Retake (FCAT)	Mar 15, 2010; Mar 14, 2011; Mar 12, 2012	N/A	✓		✓	Department
34	N/A		Preliminary Missing Materials Report	11-AD	R/M Fall Retake (FSA)	Aug 26, 2011; Aug 24, 2012	Aug 23, 2013; Aug 14, 2014	✓		✓	Districts
35	N/A		Final Missing Materials Report	11-AD	R/M Fall Retake (FSA)	Jan 11, 2012; Jan 9, 2013	Jan 9, 2013; Jan 9, 2014; Jan 9, 2015	✓		✓	Department
36	N/A		Preliminary Missing Materials Report	N/A	EOC Field Tests	Aug 18, 2010 (Alg I); Aug 17, 2011 (Bio); Aug 22, 2012 (TBD Science)	N/A	✓		✓	Districts



**APPENDIX A, PART 3C – Ancillary Materials by Shipment**

Prod. No..	App. A Part 3A	Shipment	Product	Grades	Subjects	Due Dates		Format			Shipped to
						Base Contract	Renewal	Print	508/ADA	Electronic	
37	N/A	Missing Materials Reports	Final Missing Materials Report	N/A	EOC Field Tests	Oct 18, 2010 (Alg I); Oct 17, 2011 (Bio); Oct 22, 2012 (TBD Science)	N/A	✓		✓	Department
38	N/A		Preliminary Missing Materials Report	N/A	EOC Semester 1	Nov 14, 2011; Nov 9, 2012	Nov 8, 2013; Nov 7, 2014	✓		✓	Districts
39	N/A		Final Missing Materials Report	N/A	EOC Semester 1	Apr 9, 2012.	Apr 8, 2013; Apr 7, 2014; Apr 6, 2015	✓		✓	Department
40	N/A		Preliminary Missing Materials Report	N/A	EOC Semester 2	Aug 17, 2011; Aug 22, 2012; Aug 21, 2013	Aug 20, 2014; Aug 19, 2015	✓		✓	Districts
41	N/A		Final Missing Materials Report	N/A	EOC Semester 2	Oct 17, 2011; Oct 22, 2012; Oct 21, 2013	Oct 20, 2014; Oct 19, 2015	✓		✓	Department
42	N/A		Preliminary Missing Materials Report	11-AD	R/M Summer Retake (FCAT)	Sep 23, 2010; Sep 22, 2011; Sep 20, 2012	N/A	✓		✓	Districts
43	N/A		Final Missing Materials Report	11-AD	R/M Summer Retake (FCAT)	Nov 23, 2010; Nov 22, 2011; Nov 20, 2012	N/A	✓		✓	Department
44	N/A		Preliminary Missing Materials Report	11-AD	R/M Summer Retake (FSA)	Sep 20, 2012; Sep 19, 2013	Sep 18, 2014; Sep 17, 2015	✓		✓	Districts
45	N/A		Final Missing Materials Report	11-AD	R/M Summer Retake (FSA)	Nov 20, 2012; Nov 19, 2013	Nov 18, 2014; Nov 17, 2015	✓		✓	Department
46	15	Other Separate Shipments/Deliveries	Four-Function Calculators	N/A	M/S	Non 13, 2009; Nov 12, 2010; Nov 10, 2011; Nov 9, 2012	Nov 15, 2013; Nov 14, 2014				Districts
47	16		Scientific Calculators	N/A	M/S	Sep 2, 2009	N/A				Districts
48	4		Wave 2 Student PreID Labels	ALL	ALL, Spring Administrations only	Mar 1, 2010; Apr 4, 2011; Apr 2, 2012; Apr 1, 2013	Mar 31, 2014	✓			Districts

**APPENDIX A, Part 4A**  
**RESULTS DELIVERY**  
**PRODUCT SPECIFICATIONS AND DISTRIBUTION REQUIREMENTS**

**Reports of Results – General Considerations**

The following requirements apply to scores for all grade levels unless otherwise indicated. This section describes the Department’s intent in regard to reporting for each subject area assessed. The contractor will develop and produce reports (listed below) containing the following types of information for each applicable administration.

The contractor will develop and produce the reports listed below.

- **SSS Writing scores** – scale scores, achievement levels, points possible, content area scores, mean content area scores for state, prompt response scores.
- **SSS Reading scores** – scale scores, achievement levels, points possible, content area scores, performance tasks scores, vertical scale scores, gain scores, up to eight years of testing history, passing scores (Grade 10 and Retake only)
- **SSS Mathematics scores** – scale scores, achievement levels, points possible, content area scores, mean content area scores for state, performance tasks scores, vertical scale scores, gain scores, up to eight years of testing history, passing scores (Grade 10 and Retake only)
- **SSS Science scores** – scale scores, achievement levels, points possible, content area scores, mean content area scores for state, performance tasks scores
- **End of Course Tests** - Raw points correct, scale scores, passing scores, pass/fail indicators, points possible, content area scores

**Reports of Results – Specific Considerations**

**1. State Student Results File**

- An electronic file provided in a medium and format agreeable to the Department that contains the complete record of item data and scores for all students tested.
- The Department will determine the file contents, format, and layout.
- The contractor will be required to establish secure FTP or Internet Sites for file sharing during the data checking and file approval phases.
- Separate files may be required for each grade level.

**2. District Student Results File**

- An abbreviated form of electronic State Student Results File that contains the student records for all students in the district. Item data are not included on this file.
- This fixed-file length .txt file and a copy of the file format will be posted to the contractor’s secure website for district retrieval.
- Districts will be provided several choices of physical electronic media for their results file (e.g., CD or USB drive).
- The Department will determine the file contents, format, and layout.

**3. Aggregated and Disaggregated Results File (State, District and School Levels)**

- An electronic file provided in a medium, and format agreeable to the Department that contains the summary totals for the state, each district and each school.
- The Department will determine the file contents, format, and layout.
- The contractor will be required to establish secure FTP or Internet Sites for file sharing during the data checking and file approval phases.
- Separate files may be required for each grade level for a subject.

- The file produced at the time of the initial reporting is an aggregate file containing all summary totals that appear on the Educator Reports.
- The disaggregated file is not produced for Retakes
- The file produced at the time of Demographic reports includes summary totals and disaggregated totals for each of the demographic categories for the state, all districts and all schools.

**4. District Aggregated and Disaggregated Results file (District Level and School Levels)**

- An abbreviated form of electronic Aggregated and Disaggregated Results File that contains the summary totals for the state, the district and each school in the district.
- This fixed-file length .txt file and a copy of the file format will be posted to the contractor's secure website for district retrieval.
- Districts will be provided several choices of physical electronic media for their results file (e.g., CD or USB drive).
- The Department will determine the file contents, format, and layout.
- The file produced at the time of the initial reporting is an aggregate file containing all summary totals that appear on the district's Educator Reports.
- The disaggregated file is not produced for Retakes.
- The file produced at the time of Demographic reports includes summary totals and disaggregated totals for each of the demographic categories for the state, the district and for schools in the district.

**5. State Summary (Electronic PDF report)**

- These results will be provided as an electronic summary file, formatted for user-friendly access via the Internet.
- Electronic PDF image of report forms on which only the statewide average scores by grade are listed.
- Image of a report which when printed will be in one color plus black.
- The number of pages will depend on the number of unique report formats needed. Grade levels with similar subtest category labels can be printed on one form; however, there may be as many as four or five different subtest category sets for some tests.

**6. District Summary (Electronic PDF report)**

- These results will be provided as an electronic summary file, formatted for user-friendly access via the Internet
- Electronic PDF image of report forms on which only the statewide and district average scores by grade are listed.
- Image of a report which when printed will be in one color plus black.
- The number of pages will depend on the number of unique report formats needed. Grade levels with similar subtest category labels can be printed on one form; however, there may be as many as four or five different subtest category sets for some tests.

**7. State Report of Districts (Electronic PDF report)**

- These results will be provided as an electronic summary file, formatted for user-friendly access via the Internet.
- Electronic PDF image of report forms on which the average scores for all school districts in the state are listed. A few statewide special schools are located in some districts, and these are not listed nor are some special school categories (e.g., home education).
- Image of a report, which when printed, will be in one color plus black.
- One report form per grade.

- District name and number (sorted by) are printed with the scores.
- Summary scores for each district and the State are included on this report.
- The number of pages will depend on formatting.
- This report is to be posted on the contractor's secure website for district access the day before the Commissioner's press release.

**8. District Report of Schools (Electronic PDF report)**

- These results will be provided as an electronic summary file, formatted for user-friendly access via the Internet.
- Electronic PDF image of reports on which average scores for most schools in the district are listed. A few statewide special schools are located in some districts, and these are not listed nor are some special category schools (e.g., home education); however all students in these categories receive individual student reports.
- Image of a report, which when printed, will be in one color plus black.
- One report per grade is required.
- School name and number (sorted by) are printed with the scores.
- Summary scores for the district and the State are also included on this report.
- The number of pages will depend on number of schools.
- This report is to be posted on the contractor's secure website for district access the day before the Commissioner's press release.

**9. School Report of Students (Electronic PDF and printed report)**

- Preprinted report forms (front and back) on which results for all students tested at the school are listed.
- Printed in one color plus black.
- One report form per grade is required.
- Student name (sorted by) and their ID numbers are printed with the scores.
- The number of pages will depend on number of students tested.
- This report will be delivered in print format.
- This report will be produced in PDF and posted on the contractor's secure website for school administrator access and download.

**10. Individual Student Reports (Printed reports)**

- Preprinted report forms (front and back) on which a student's scores are reported.
- Printed in one color plus black.
- One report form per grade is required.
- All student reports include the student name, Student ID number, school/district name and number, scores, subscores, and explanatory information about the scores.
- Translated text is required for interpretive information.

**11. State Demographic Report of Scores (Electronic PDF report)**

- These results will be provided as an electronic summary file, formatted for user-friendly access via the Internet
- Electronic PDF image of reports on which average scores for the state are listed. The scores on this report are disaggregated by various demographic categories including gender, ethnicity, disability category, ELL status, etc.
- Image of a report, which when printed, will be in one color plus black.
- One report form per grade.
- The number of pages per grade will depend on number of categories reported.

**12. District Demographic Report of Scores (Electronic PDF report)**

- These results will be provided as an electronic summary file, formatted for user-friendly access via the Internet.
- Electronic PDF image of reports on which average scores for each district are listed. The scores on this report are disaggregated by various demographic categories including gender, ethnicity, disability category, ELL status, etc.
- Image of a report, which when printed, will be in one color plus black.
- One report form per grade.
- The number of pages per district will depend on number of categories reported.

**13. School Demographic Report (Electronic PDF report)**

- These results will be provided as an electronic summary file, formatted for user-friendly access via the Internet.
- Electronic PDF image of report forms on which average scores for each school are listed. The scores on this report are disaggregated by various demographic categories including gender, ethnicity, disability category, ELL status, etc.
- Image of a report, which when printed, will be in one color plus black.
- One report form per grade.
- The number of pages per school will depend on number of categories reported.

**14. Modified ISR for Parent Reporting (Electronic PDF Report)**

- All student reports include the student name, Student ID number, school/district name and number, scores, subscores, and some explanatory information about the scores.
- Translated text is required for interpretive information

**15. Pass Fail Labels (Printed Paper Labels)**

- For Grade 10 Reading and Mathematics, Retake Reading and Mathematics, and End-of-Course Exams
- Student Name, Student ID, Scale Score or Developmental Scale Score, “Passed” or “Failed” Pass Fail Labels ( Printed Paper Labels)

**16. Certificates of Achievement**

- Issued for Students testing in Achievement Level 5 for Reading or Mathematics or Science or Writing
- Issued for high scores on the Writing Prompt
- Multiple Subjects may be represented on the same certificates

**17. Writing Image Secure CD**

- District and School Level CDs composed of .pdf images of the Writing Prompt responses submitted for scoring during the Spring Administration. Each record on the CD is identified by the Grade, District, School, Student Name (Last, First MI), SID, Prompt Mode, and Final Score on the prompt response.
- The CD will be searchable on these fields.
- It will be possible to selectively print the prompt responses.
- The only prompts not included on the CD will be those that were alerted during handscoring.
- The school version of this CD includes all students in the school who took the Writing Prompt.
- The district version of the CD includes copies of all the school files for schools in the district

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
<b>READING AND MATHEMATICS - Spring Grade 3</b>													
1	1	State Student Results File	3	FCAT R/M	2010		Pre RD1	.txt file	✓	0	0	0	0
2	1	State Student Results File	3	FSA R/M	2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
3	2	District Student Results Files	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD1, RD6	.txt file	✓	✓	0	0	0
4	2	District Student Results Files	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4, RD7	.txt file	0	1	0	0	0
5	3	Aggregated Results File (State, District and School Levels)	3	R/M	2010, 2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
6	3	Aggregated Results File (State, District and School Levels)	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD3	.txt file	✓	✓	0	0	0
7	3	Disaggregated Results File (State, District and School Levels)	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD6	.txt file	✓	✓	0	0	0
8	3	Disaggregated Results File (State, District and School Levels)	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD7	.txt file	0	1	0	0	0
9	4	District Aggregated Results file (District Level and School Levels)	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	.txt file	0	1	0	0	0
10	4	District Disaggregated Results file (District Level and School Levels)- Demographics	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD7	.txt file	0	1	0	0	0
11	7	State Report of Districts	3	M	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
12	7	State Report of Districts	3	R	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
13	8	District Report of Schools	3	M	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
14	8	District Report of Schools	3	R	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
15	9	School Report of Students	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD1	.pdf	✓	✓	✓	0	0
16	9	School Report of Students	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	variable	0	1	2	0	0
17	10	Individual Student Reports	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	4	0	0	1/stu	0	0
18	10	Individual Student Reports	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	2	0	0	1/stu	0	0
19	10	Individual Student Reports	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	electronic medium	0	0	1 2-page pdf/stu	0	0
20	11	State Demographic Report of Scores (electronic .pdf report)	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
21	12	District Demographic Report of Scores (electronic .pdf report)	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
22	13	School Demographic Report of Scores (electronic .pdf report)	3	R/M	2010, 2011, 2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
23	14	Modified ISR for Parent Website	3	RM	2010, 2011, 2012, 2013	2014, 2015	RD2	.pdf	0	0	0	✓	0
24	15	Certificates	3	RM	2010, 2011, 2012, 2013	2014, 2015	RD4	paper	0	0	1	0	0

**APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities**

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
<b>READING AND MATHEMATICS - Spring Grades 4-10, 10-AD</b>													
25	1	State Student Results File	4-10	FCAT R/M	2010		Pre RD1	.txt file	✓	0	0	0	0
26	1	State Student Results File	4-10	FSA R/M	2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
27	2	District Student Results Files	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD1, RD5	.txt file	✓	✓	0	0	0
28	2	District Student Results Files	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4, RD6	.txt file	0	1	0	0	0
29	3	Aggregated Results File (State, District and School Levels)	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
30	3	Aggregated Results File (State, District and School Levels)	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD3	.txt file	✓	✓	0	0	0
31	3	Disaggregated Results File (State, District and School Levels)	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD5	.txt file	✓	✓	0	0	0
32	4	District Aggregated Results file (District Level and School Levels)	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	.txt file	0	1	0	0	0
33	4	District Disaggregated Results file (District Level and School Levels)- Demographics	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD6	.txt file	✓	✓	0	0	0
34	4	District Aggregated Results file (District Level and School Levels)	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	.txt file	0	1	0	0	0
35	4	District Disaggregated Results file (District Level and School Levels)- Demographics	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD6	.txt file	✓	✓	0	0	0
36	5	State Summary (electronic .pdf report)	3-10	M	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
37	5	State Summary (electronic .pdf report)	3-10	R	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
38	6	District Summary (electronic .pdf file)	3-10	M	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
39	6	District Summary (electronic .pdf file)	3-10	R	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
40	7	State Report of Districts	4-10	M	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
41	7	State Report of Districts	4-10	R	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
42	8	District Report of Schools	4-10	M	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
43	8	District Report of Schools	4-10	R	2010, 2011, 2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
44	9	School Report of Students	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD1	.pdf	✓	✓	✓	0	0
45	9	School Report of Students	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	variable	0	1	2	0	0
46	10	Individual Student Reports	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	4	0	0	1/stu	0	0
47	10	Individual Student Reports	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	2	0	0	1 /stu	0	0
<del>48</del> 48A	10	Individual Student Reports	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD4	electronic medium	0	0	1 2-page pdf/stu	0	0
<del>49</del> 48B	10	Individual Student Reports	Spring Retake 10-AD	FSA R/M	2012, 2013	2014, 2015	RD4	2	0	0	2/stu	0	0
49	11	State Demographic Report of Scores (electronic .pdf report)	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD5	.pdf	✓	✓	✓	0	0
50	12	District Demographic Report of Scores (electronic .pdf report)	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD5	.pdf	✓	✓	✓	0	0
51	13	School Demographic Report of Scores (electronic .pdf report)	4-10	R/M	2010, 2011, 2012, 2013	2014, 2015	RD5	.pdf	✓	✓	✓	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
<del>52</del> 52A	14	Modified ISR for Parent Website	4-10	RM	2010, 2011, 2012, 2013	2014, 2015	RD2	.pdf	0	0	0	✓	0
<del>497</del> 52B	14	Modified ISR for Parent Website	<del>Spring</del> Retake 10-AD	FSA R/M	2011, 2012, 2013	2014, 2015	RD2	.pdf	0	0	0	✓	0
<del>53</del> 53A	15	Pass/Fail Labels	10	RM	2010, 2011, 2012, 2013	2014, 2015	RD4	Labels	0	0	1	0	0
<del>499</del> 53B	16	Pass/Fail Labels	<del>Spring</del> Retake 10-AD	FSA R/M	2011, 2012, 2013	2014, 2015	RD4	Labels	0	0	1	0	0
54	16	Certificates	4-10	RM	2010, 2011, 2012, 2013	2014, 2015	RD4	paper	0	0	1	0	0



APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
<b>Spring FCAT AND FSA WRITING</b>													
55	1	State Student Results File	4, 8, 10	FCAT W+	2010, 2011		Pre RD1	.txt file	✓	0	0	0	0
56	1	State Student Results File	4, 7, 11	FSA W	2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
57	2	District Student Results Files	4, 8, 10	FCAT W+	2010, 2011		RD1, RD5	.txt file	✓	✓	0	0	0
58	2	District Student Results Files	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD1, RD5	.txt file	✓	✓	0	0	0
59	2	District Student Results Files	4, 8, 10	FCAT W+	2010, 2011		RD4, RD6	.txt file	0	1	0	0	0
60	2	District Student Results Files	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD4, RD6	.txt file	0	1	0	0	0
61	3	Aggregated Results File (State, District and School Levels)	4, 8, 10	FCAT W+	2010, 2011		Pre RD1	.txt file	✓	0	0	0	0
62	3	Aggregated Results File (State, District and School Levels)	4, 7, 11	FSA W	2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
63	3	Aggregated Results File (State, District and School Levels)	4, 8, 10	FCAT W+	2010, 2011		RD3	.txt file	✓	✓	0	0	0
64	3	Aggregated Results File (State, District and School Levels)	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD3	.txt file	✓	✓	0	0	0
65	3	Disaggregated Results File (State, District and School Levels)	4, 8, 10	FCAT W+	2010, 2011		RD5	.txt file	✓	✓	0	0	0
66	3	Disaggregated Results File (State, District and School Levels)	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD5	.txt file	✓	✓	0	0	0
67	4	District Aggregated Results file (District Level and School Levels)	4, 8, 10	FCAT W+	2010, 2011		RD3	.txt file	✓	✓	0	0	0
68	4	District Aggregated Results file (District Level and School Levels)	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD3	.txt file	✓	✓	0	0	0
69	4	District Aggregated Results file (District Level and School Levels)	4, 8, 10	FCAT W+	2010, 2011		RD4	.txt file	0	1	0	0	0
70	4	District Aggregated Results file (District Level and School Levels)	4, 8, 10	FSA W	2012, 2013	2014, 2015	RD4	.txt file	0	1	0	0	0
71	4	District Disaggregated Results file (District Level and School Levels)- Demographics	4, 8, 10	FCAT W+	2010, 2011		RD6	.txt file	0	1	0	0	0
72	4	District Disaggregated Results file (District Level and School Levels)- Demographics	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD6	.txt file	0	1	0	0	0
73	5	State Summary (electronic .pdf report)	4, 8, 10	FCAT W+	2010, 2011		RD3	.pdf	✓	✓	✓	0	0
74	5	State Summary (electronic .pdf report)	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
75	6	District Summary (electronic PDF file)	4, 8, 10	FCAT W+	2010, 2011		RD3	.pdf	✓	✓	✓	0	0
76	6	District Summary (electronic PDF file)	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
77	7	State Report of Districts	4, 8, 10	FCAT W+	2010, 2011		RD3	.pdf	✓	✓	✓	0	0
78	7	State Report of Districts	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
79	8	District Report of Schools	4, 8, 10	FCAT W+	2010, 2011		RD3	.pdf	✓	✓	✓	0	0
80	8	District Report of Schools	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
81	9	School Report of Students	4, 8, 10	FCAT W+	2010, 2011		RD1	.pdf	✓	✓	✓	0	0
82	9	School Report of Students	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD1	.pdf	✓	✓	✓	0	0
83	9	School Report of Students	4, 8, 10	FCAT W+	2010, 2011		RD4	variable	0	1	2	0	0
84	9	School Report of Students	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD4	variable	0	1	2	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
85	10	Individual Student Reports	4, 8, 10	FCAT W+	2010, 2011		RD4	2	0	0	2/stu	0	0
86	10	Individual Student Reports	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD4	2	0	0	2/stu	0	0
87	10	Individual Student Reports	4, 8, 10	FCAT W+	2010, 2011		RD4	electronic medium	0	0	1 2-page pdf/stu	0	0
88	10	Individual Student Reports	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD4	electronic medium	0	0	1 2-page pdf/stu	0	0
89	11	State Demographic Report of Scores (electronic .pdf report)	4, 8, 10	FCAT W+	2010, 2011		RD5	.pdf	✓	✓	✓	0	0
90	11	State Demographic Report of Scores (electronic .pdf report)	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD5	.pdf	✓	✓	✓	0	0
91	12	District Demographic Report of Scores (electronic .pdf report)	4, 8, 10	FCAT W+	2010, 2011		RD5	.pdf	✓	✓	✓	0	0
92	12	District Demographic Report of Scores (electronic .pdf report)	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD5	.pdf	✓	✓	✓	0	0
93	13	School Demographic Report of Scores (electronic .pdf report)	4, 8, 10	FCAT W+	2010, 2011		RD5	.pdf	✓	✓	✓	0	0
94	13	School Demographic Report of Scores (electronic .pdf report)	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD5	.pdf	✓	✓	✓	0	0
95	17	Writing Image Secure CD District Level	ALL	W	2010, 2011, 2012, 2013	2014, 2015	RD6	electronic medium		1 for each school in district	0	0	0
96	17	Writing Image Secure CD School Level	ALL	W	2010, 2011, 2012, 2013	2014, 2015	RD6	electronic medium		0	1 per school	0	0
97	14	Modified ISR for Parent Website	4, 8, 10	FCAT W+	2010, 2011		RD2	.pdf	0	0	0	✓	0
98	14	Modified ISR for Parent Website	4, 7, 11	FSA W	2012, 2013	2014, 2015	RD2	.pdf	0	0	0	✓	0
99	15	Pass/Fail Labels* Contingent on Policy Decisions	10	FCAT W+	2010, 2011		RD4	Labels	0	0	1	0	0
100	15	Pass/Fail Labels* Contingent on Policy Decisions	11	FSA W	2012, 2013	2014, 2015	RD4	Labels	0	0	1	0	0
101	16	Certificates	4, 8, 10	FCAT W+			RMS-RD4	paper	0	0	1	0	0
102	16	Certificates	4, 7, 11	FSA W			RMS-RD4	paper	0	0	1	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
<b>Spring FCAT AND FSA SCIENCE</b>													
103	1	State Student Results File	5, 8, 11	FCAT S	2010, 2011		Pre RD1	.txt file	✓	0	0	0	0
104	1	State Student Results File	5, 8	FSA S	2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
105	2	District Student Results Files	5, 8, 11	FCAT S	2010, 2011		RD1	.txt file	✓	✓	0	0	0
106	2	District Student Results Files	5, 8	FSA S	2012, 2013	2014, 2015	RD1	.txt file	✓	✓	0	0	0
107	2	District Student Results Files	5, 8, 11	FCAT S	2010, 2011		RD4	.txt file	0	1	0	0	0
108	2	District Student Results Files	5, 8	FSA S	2012, 2013	2014, 2015	RD4	.txt file	0	1	0	0	0
109	2	District Student Results Files	5, 8, 11	FCAT S	2010, 2011		RD5	.txt file	✓	✓	0	0	0
110	2	District Student Results Files	5, 8	FSA S	2012, 2013	2014, 2015	RD5	.txt file	✓	✓	0	0	0
111	2	District Student Results Files	5, 8, 11	FCAT S	2010, 2011		RD6	.txt file	0	1	0	0	0
112	2	District Student Results Files	5, 8	FSA S	2012, 2013	2014, 2015	RD6	.txt file	0	1	0	0	0
113	3	Aggregated Results File (State, District and School Levels)	5, 8, 11	FCAT S	2010, 2011		PRE-RD1	.txt file	✓	0	0	0	0
114	3	Aggregated Results File (State, District and School Levels)	5, 8	FSA S	2012, 2013	2014, 2015	PRE-RD1	.txt file	✓	0	0	0	0
115	3	Aggregated Results File (State, District and School Levels)	5, 8, 11	FCAT S	2010, 2011		RD3	.txt file	✓	✓	0	0	0
116	3	Aggregated Results File (State, District and School Levels)	5, 8	FSA S	2012, 2013	2014, 2015	RD3	.txt file	✓	✓	0	0	0
117	4	District Aggregated Results file (District Level and School Levels)	5, 8, 11	FCAT S	2010, 2011		RD4	.txt file	0	1	0	0	0
118	4	District Aggregated Results file (District Level and School Levels)	5, 8	FSA S	2012, 2013	2014, 2015	RD4	.txt file	0	1	0	0	0
119	3	Disaggregated Results File (State, District and School Levels)	5, 8, 11	FCAT S	2010, 2011		RD5	.txt file	✓	✓	0	0	0
120	3	Disaggregated Results File (State, District and School Levels)	5, 8	FSA S	2012, 2013	2014, 2015	RD5	.txt file	✓	✓	0	0	0
121	4	District Disaggregated Results file (District Level and School Levels)- Demographics	5, 8, 11	FCAT S	2010, 2011		RD5	.txt file	0	1	0	0	0
122	4	District Disaggregated Results file (District Level and School Levels)- Demographics	5, 8, 11	FSA S	2012, 2013	2014, 2015	RD5	.txt file	✓	✓	0	0	0
123	4	District Disaggregated Results file (District Level and School Levels)- Demographics	5, 8, 11	FCAT S	2010, 2011		RD6	.txt file	0	1	0	0	0
124	4	District Disaggregated Results file (District Level and School Levels)- Demographics	5, 8	FSA S	2012, 2013	2014, 2015	RD6	.txt file	0	1	0	0	0
125	5	State Summary (electronic .pdf report)	5, 8, 11	FCAT S	2010, 2011		RD3	.pdf	✓	✓	✓	0	0
126	5	State Summary (electronic .pdf report)	5, 8	FSA S	2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
127	6	District Summary (electronic .pdf file)	5, 8, 11	FCAT S	2010, 2011		RD3	.pdf	✓	✓	✓	0	0
128	6	District Summary (Electronic .pdf file)	5, 8	FSA S	2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
129	7	State Report of Districts	5, 8, 11	FCAT S	2010, 2011		RD3	.pdf	✓	✓	✓	0	0
130	7	State Report of Districts	5, 8	FSA S	2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
131	8	District Report of Schools	5, 8, 11	FCAT S	2010, 2011		RD3	.pdf	✓	✓	✓	0	0
132	8	District Report of Schools	5, 8	FSA S	2012, 2013	2014, 2015	RD3	.pdf	✓	✓	✓	0	0
133	9	School Report of Students	5, 8, 11	FCAT S	2010, 2011		RD1	.pdf	✓	✓	✓	0	0
134	9	School Report of Students	5, 8	FSA S	2012, 2013	2014, 2015	RD1	.pdf	✓	✓	✓	0	0
135	9	School Report of Students	5, 8, 11	FCAT S	2010, 2011		RD4	variable	0	1	2	0	0
136	9	School Report of Students	5, 8	FSA S	2012, 2013	2014, 2015	RD4	variable	0	1	2	0	0
137	10	Individual Student Reports	5, 8, 11	FCAT S	2010, 2011		RD4	2	0	0	2/stu	0	0
138	10	Individual Student Reports	5, 8	FSA S	2012, 2013	2014, 2015	RD4	2	0	0	2/stu	0	0
139	10	Individual Student Reports	5, 8, 11	FCAT S	2010, 2011		RD4	electronic medium	0	0	1-2 page .pdf/2/stu 1-2 page .pdf/1/stu	0	0
140	10	Individual Student Reports	5, 8	FSA S	2012, 2013	2014, 2015	RD4	electronic medium	0	0	1-2 page .pdf/2/stu 1-2 page .pdf/1/stu	0	0
141	11	State Demographic Report of Scores (electronic .pdf report)	5, 8, 11	FCAT S	2010, 2011		RD5	.pdf	✓	✓	✓	0	0
142	11	State Demographic Report of Scores (electronic .pdf report)	5, 8	FSA S	2012, 2013	2014, 2015	RD5	.pdf	✓	✓	✓	0	0
143	12	District Demographic Report of Scores (electronic .pdf report)	5, 8, 11	FCAT S	2010, 2011		RD5	.pdf	✓	✓	✓	0	0
144	12	District Demographic Report of Scores (electronic .pdf report)	5, 8	FSA S	2012, 2013	2014, 2015	RD5	.pdf	✓	✓	✓	0	0
145	13	School Demographic Report of Scores (electronic .pdf report)	5, 8, 11	FCAT S	2010, 2011		RD5	.pdf	✓	✓	✓	0	0
146	13	School Demographic Report of Scores (electronic .pdf report)	5, 8	FSA S	2012, 2013	2014, 2015	RD5	.pdf	✓	✓	✓	0	0
147	14	Modified ISR for Parent Website	5, 8, 11	FCAT S	2010, 2011		RD2	.pdf	0	0	0	✓	0
148	14	Modified ISR for Parent Website	5, 8	FSA S	2012, 2013	2014, 2015	RD2	.pdf	0	0	0	✓	0
149	16	Certificates	5, 8, 11	FCAT S	2010, 2011		RD4	paper	0	0	1	0	0
150	16	Certificates	5, 8	FSA S	2012, 2013	2014, 2015	RD4	paper	0	0	1	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
<b>Fall Retake READING AND MATHEMATICS</b>													
151	1	State Student Results File	Fall Retake	FCAT R/M	2009, 2010, 2011		Pre RD1	.txt file	✓	0	0	0	0
152	1	State Student Results File	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
153	2	District Student Results Files	Fall Retake	FCAT R/M	2009, 2010, 2011		RD1	.txt file	✓	✓	0	0	0
154	2	District Student Results Files	Fall Retake	FCAT R/M	2009, 2010, 2011		RD4	.txt file	0	1	0	0	0
155	2	District Student Results Files	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD1	.txt file	✓	✓	0	0	0
156	2	District Student Results Files	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD4	.txt file	0	1	0	0	0
157	3	Aggregated Results File (State, District and School Levels)	Fall Retake	FCAT R/M	2009, 2010, 2011		Pre RD1	.txt file	✓	✓	0	0	0
158	3	Aggregated Results File (State, District and School Levels)	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	✓	0	0	0
159	3	Aggregated Results File (State, District and School Levels)	Fall Retake	FCAT R/M	2009, 2010, 2011		RD2	.txt file	✓	✓	✓	0	0
160	3	Aggregated Results File (State, District and School Levels)	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD2	.txt file	✓	✓	✓	0	0
161	4	District Aggregated Results File (State, District and School Levels)	Fall Retake	FCAT R/M	2009, 2010, 2011		RD4	.txt file	0	1	0	0	0
162	4	District Aggregated Results File (State, District and School Levels)	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD4	.txt file	0	1	0	0	0
163	5	State Summary (electronic .pdf report)	Fall Retake	FCAT R/M	2009, 2010, 2011		RD2	.pdf	✓	✓	✓	0	0
164	5	State Summary (electronic .pdf report)	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0
165	6	District Summary (electronic .pdf file)	Fall Retake	FCAT R/M	2009, 2010, 2011		RD2	.pdf	✓	✓	✓	0	0
166	6	District Summary (electronic .pdf file)	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0
167	7	State Report of Districts	Fall Retake	FCAT R/M	2009, 2010, 2011		RD2	.pdf	✓	✓	✓	0	0
168	7	State Report of Districts	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0
169	8	District Report of Schools	Fall Retake	FCAT R/M	2009, 2010, 2011		RD2	.pdf	✓	✓	✓	0	0
170	8	District Report of Schools	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0
171	9	School Report of Students	Fall Retake	FCAT R/M	2009, 2010, 2011		RD1	.pdf	✓	✓	0	0	0
172	9	School Report of Students	Fall Retake	FCAT R/M	2009, 2010, 2011		RD2	.pdf	✓	✓	✓	0	0
173	9	School Report of Students	Fall Retake	FCAT R/M	2009, 2010, 2011		RD4	variable	0	1	2	0	0
174	9	School Report of Students	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD1	.pdf	✓	✓	0	0	0
175	9	School Report of Students	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0
176	9	School Report of Students	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD4	variable	0	1	2	0	0
177	10	Individual Student Reports	Fall Retake	FCAT R/M	2009, 2010, 2011		RD4	2	0	0	2/stu	0	0
178	10	Individual Student Reports	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD4	2	0	0	2/stu	0	0
179	14	Modified ISR for Parent Website	Fall Retake	FCAT R/M	2009, 2010, 2011		RD3	.pdf	0	0	0	✓	0
180	14	Modified ISR for Parent Website	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD3	.pdf	0	0	0	✓	0
181	16	Pass/Fail Labels	Fall Retake	FCAT R/M	2009, 2010, 2011		RD4	Labels	0	0	1	0	0
182	16	Pass/Fail Labels	Fall Retake	FSA R/M	2011, 2012, 2013	2014, 2015	RD4	Labels	0	0	1	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
<b>Spring Retake READING AND MATHEMATICS</b>													
183	1	State Student Results File	Spring Retake	FCAT R/M	2010, 2011, 2012		Pre RD1	.txt file	✓	0	0	0	0
184	2	District Student Results Files	Spring Retake	FCAT R/M	2010, 2011, 2012		RD1	.txt file	✓	✓	0	0	0
185	2	District Student Results Files	Spring Retake	FCAT R/M	2010, 2011, 2012		RD4	.txt file	0	1	0	0	0
186	3	Aggregated Results File (State, District and School Levels)	Spring Retake	FCAT R/M	2010, 2011, 2012		Pre RD1, RD3	.txt file	✓	✓	0	0	0
187	4	District Aggregated Results File (State, District and School Levels)	Spring Retake	FCAT R/M	2010, 2011, 2012		RD4	.txt file	0	1	0	0	0
188	5	State Summary (electronic .pdf report)	Spring Retake	FCAT R/M	2010, 2011, 2012		RD3	.pdf	✓	✓	✓	0	0
189	6	District Summary (electronic .pdf file)	Spring Retake	FCAT R/M	2010, 2011, 2012		RD3	.pdf	✓	✓	✓	0	0
190	7	State Report of Districts	Spring Retake	FCAT R/M	2010, 2011, 2012		RD3	.pdf	✓	✓	✓	0	0
191	8	District Report of Schools	Spring Retake	FCAT R/M	2010, 2011, 2012		RD3	.pdf	✓	✓	✓	0	0
192	9	School Report of Students	Spring Retake	FCAT R/M	2010, 2011, 2012		RD1	.pdf	✓	✓	✓	0	0
193	9	School Report of Students	Spring Retake	FCAT R/M	2010, 2011, 2012		RD4	variable	0	1	2	0	0
194	10	Individual Student Reports	Spring Retake	FCAT R/M	2010, 2011, 2012		RD4	2	0	0	2/stu	0	0
195	10	<del>Individual Student Reports</del> <i>Moved to become Row 48B</i>	<del>Spring Retake</del>	<del>FSA R/M</del>	<del>2012, 2013</del>	<del>2014, 2015</del>	<del>RD4</del>	<del>2</del>	<del>0</del>	<del>0</del>	<del>2/stu</del>	<del>0</del>	<del>0</del>
196	14	Modified ISR for Parent Website	Spring Retake	FCAT R/M	2010, 2011, 2012		RD2	.pdf	0	0	0	0	0
197	14	<del>Modified ISR for Parent Website</del> <i>Moved to become Row 52B</i>	<del>Spring Retake</del>	<del>FSA R/M</del>	<del>2011, 2012, 2013</del>	<del>2014, 2015</del>	<del>RD2</del>	<del>.pdf</del>	<del>0</del>	<del>0</del>	<del>0</del>	<del>0</del>	<del>0</del>
198	16	Pass/Fail Labels	Spring Retake	FCAT R/M	2010, 2011, 2012		RD4	Labels	0	0	1	0	0
199	16	<del>Pass/Fail Labels</del> <i>Moved to become Row 53B</i>	<del>Spring Retake</del>	<del>FSA R/M</del>	<del>2011, 2012, 2013</del>	<del>2014, 2015</del>	<del>RD4</del>	<del>Labels</del>	<del>0</del>	<del>0</del>	<del>1</del>	<del>0</del>	<del>0</del>

**APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities**

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
<b>Summer Retake READING AND MATHEMATICS</b>													
200	1	State Student Results File	Summer Retake	FCAT R/M	2010, 2011		Pre RD1	.txt file	✓	0	0	0	0
201	1	State Student Results File	Summer Retake	FSA R/M	2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
202	2	District Student Results Files	Summer Retake	FCAT R/M	2010, 2011		RD1	.txt file	✓	✓	0	0	0
203	2	District Student Results Files	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD1	.txt file	✓	✓	0	0	0
204	2	District Student Results Files	Summer Retake	FCAT R/M	2010, 2011		RD4	.txt file	0	1	0	0	0
205	2	District Student Results Files	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD4	.txt file	0	1	0	0	0
206	3	Aggregated Results File (State, District and School Levels)	Summer Retake	FCAT R/M	2010, 2011		Pre RD1	.txt file	✓	✓	0	0	0
207	3	Aggregated Results File (State, District and School Levels)	Summer Retake	FSA R/M	2012, 2013	2014, 2015	Pre RD1	.txt file	✓	✓	0	0	0
208	3	Aggregated Results File (State, District and School Levels)	Summer Retake	FCAT R/M	2010, 2011		RD2	.txt file	✓	✓	0	0	0
209	3	Aggregated Results File (State, District and School Levels)	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD2	.txt file	✓	✓	0	0	0
210	4	District Aggregated Results File (State, District and School Levels)	Summer Retake	FCAT R/M	2010, 2011		RD4	.txt file	0	1	0	0	0
211	4	District Aggregated Results File (State, District and School Levels)	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD4	.txt file	0	1	0	0	0
212	5	State Summary (electronic .pdf report)	Summer Retake	FCAT R/M	2010, 2011		RD2	.pdf	✓	✓	✓	0	0
213	5	State Summary (electronic .pdf report)	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0
214	6	District Summary (electronic .pdf file)	Summer Retake	FCAT R/M	2010, 2011		RD2	.pdf	✓	✓	✓	0	0
215	6	District Summary (electronic .pdf file)	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0
216	7	State Report of Districts	Summer Retake	FCAT R/M	2010, 2011		RD2	.pdf	✓	✓	✓	0	0
217	7	State Report of Districts	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
218	8	District Report of Schools	Summer Retake	FCAT R/M	2010, 2011		RD2	.pdf	✓	✓	✓	0	0
219	8	District Report of Schools	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0
220	9	School Report of Students	Summer Retake	FCAT R/M	2010, 2011		RD1	.pdf	✓	✓	0	0	0
221	9	School Report of Students	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD1	.pdf	✓	✓	0	0	0
222	9	School Report of Students	Summer Retake	FCAT R/M	2010, 2011		RD2	.pdf	✓	✓	✓	0	0
223	9	School Report of Students	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD2	.pdf	✓	✓	✓	0	0
224	9	School Report of Students	Summer Retake	FCAT R/M	2010, 2011		RD4	variable	0	1	2	0	0
225	9	School Report of Students	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD4	variable	0	1	2	0	0
226	10	Individual Student Reports	Summer Retake	FCAT R/M	2010, 2011		RD4	2	0	0	2/stu	0	0
227	10	Individual Student Reports	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD4	2	0	0	2/stu	0	0
228	14	Modified ISR for Parent Website	Summer Retake	FCAT R/M	2010, 2011		RD3	.pdf	0	0	0	✓	0
229	14	Modified ISR for Parent Website	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD3	.pdf	0	0	0	✓	0
230	16	Pass/Fail Labels	Summer Retake	FCAT R/M	2010, 2011		RD4	Labels	0	0	1	0	0
231	16	Pass/Fail Labels	Summer Retake	FSA R/M	2012, 2013	2014, 2015	RD4	Labels	0	0	1	0	0



**APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities**

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
<b>END-OF-COURSE TESTS - SEM 1 AND SEM 2</b>													
232	1	State Student Results File	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
233	1	State Student Results File	EOC, SEM. 2	Algebra 1	2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
234	1	State Student Results File	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
235	1	State Student Results File	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
236	1	State Student Results File	EOC, Sem. 1	Other Science	2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
237	1	State Student Results File	EOC, Sem. 2	Other Science	2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
238	2	District Student Results Files	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD1(A,B), RD2, RD4, RD6	.txt file	✓	✓	0	0	0
239	2	District Student Results Files	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD1(A,B), RD2, RD4, RD6	.txt file	✓	✓	0	0	0
240	2	District Student Results Files	EOC, Sem. 1	Other Science	2013	2014, 2015	RD1(A,B), RD2, RD4, RD6	.txt file	✓	✓	0	0	0
241	2	District Student Results Files	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD1, RD2, RD4, RD6	.txt file	✓	✓	0	0	0
242	2	District Student Results Files	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD1, RD2, RD4, RD6	.txt file	✓	✓	0	0	0
243	2	District Student Results Files	EOC, Sem. 2	Other Science	2013	2014, 2015	RD1, RD2, RD4, RD6	.txt file	✓	✓	0	0	0
244	2	District Student Results Files	EOC, SEM.1	Algebra 1	2011, 2012, 2013	2014, 2015	RD5, RD7	.txt file	0	1	0	0	0
245	2	District Student Results Files	EOC, SEM. 1	Biology	2012, 2013	2014, 2015	RD5, RD7	.txt file	0	1	0	0	0
246	2	District Student Results Files	EOC, Sem. 1	Other Science	2013	2014, 2015	RD5, RD7	.txt file	0	1	0	0	0
247	2	District Student Results Files	EOC, SEM. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD5, RD7	.txt file	0	1	0	0	0
248	2	District Student Results Files	EOC, SEM. 2	Biology	2012, 2013	2014, 2015	RD5, RD7	.txt file	0	1	0	0	0
249	2	District Student Results Files	EOC, Sem. 2	Other Science	2013	2014, 2015	RD5, RD7	.txt file	0	1	0	0	0

**APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities**

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
250	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
251	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
252	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 1	Other Science	2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
253	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
254	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
255	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 2	Other Science	2013	2014, 2015	Pre RD1	.txt file	✓	0	0	0	0
256	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
257	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
258	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 1	Other Science	2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
259	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
260	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
261	3	Aggregated Results File (State, District and School Levels)	EOC, Sem. 2	Other Science	2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
262	3	Disaggregated Results File (State, District and School Levels)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD6	.txt file	✓	✓	0	0	0
263	3	Disaggregated Results File (State, District and School Levels)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD6	.txt file	✓	✓	0	0	0
264	3	Disaggregated Results File (State, District and School Levels)	EOC, Sem. 1	Other Science	2013	2014, 2015	RD6	.txt file	✓	✓	0	0	0
265	3	Disaggregated Results File (State, District and School Levels)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD6	.txt file	✓	✓	0	0	0
266	3	Disaggregated Results File (State, District and School Levels)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD6	.txt file	✓	✓	0	0	0
267	3	Disaggregated Results File (State, District and School Levels)	EOC, Sem. 2	Other Science	2013	2014, 2015	RD6	.txt file	✓	✓	0	0	0

**APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities**

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
268	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
269	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
270	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 1	Other Science	2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
271	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
272	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
273	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 2	Other Science	2013	2014, 2015	RD4	.txt file	✓	✓	0	0	0
274	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD5	.txt file	0	1	0	0	0
275	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD5	.txt file	0	1	0	0	0
276	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 1	Other Science	2013	2014, 2015	RD5	.txt file	0	1	0	0	0
277	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD5	.txt file	0	1	0	0	0
278	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD5	.txt file	0	1	0	0	0
279	4	District Aggregated Results file (District Level and School Levels)	EOC, Sem. 2	Other Science	2013	2014, 2015	RD5	.txt file	0	1	0	0	0
280	4	District Disaggregated Results file (District Level and School Levels)-Demographics	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD7	.txt file	0	1	0	0	0
281	4	District Disaggregated Results file (District Level and School Levels)-Demographics	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD7	.txt file	0	1	0	0	0
282	4	District Disaggregated Results file (District Level and School Levels)-Demographics	EOC, Sem. 1	Other Science	2013	2014, 2015	RD7	.txt file	0	1	0	0	0
283	4	District Disaggregated Results file (District Level and School Levels)-Demographics	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD7	.txt file	0	1	0	0	0

**APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities**

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
284	4	District Disaggregated Results file (District Level and School Levels)- Demographics	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD7	.txt file	0	1	0	0	0
285	4	District Disaggregated Results file (District Level and School Levels)- Demographics	EOC, Sem. 2	Other Science	2013	2014, 2015	RD7	.txt file	0	1	0	0	0
286	5	State Summary (electronic .pdf report)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
287	5	State Summary (electronic .pdf report)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
288	5	State Summary (electronic .pdf report)	EOC, Sem. 1	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
289	5	State Summary (electronic .pdf report)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
290	5	State Summary (electronic .pdf report)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
291	5	State Summary (electronic .pdf report)	EOC, Sem. 2	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
292	6	District Summary (electronic .pdf file)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
293	6	District Summary (electronic .pdf file)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
294	6	District Summary (electronic .pdf file)	EOC, Sem. 1	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
295	6	District Summary (electronic .pdf file)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
296	6	District Summary (electronic .pdf file)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
297	6	District Summary (electronic .pdf file)	EOC, Sem. 2	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
298	7	State Report of Districts	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
299	7	State Report of Districts	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
300	7	State Report of Districts	EOC, Sem. 1	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
301	7	State Report of Districts	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
302	7	State Report of Districts	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
303	7	State Report of Districts	EOC, Sem. 2	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0

**APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities**

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
304	8	District Report of Schools	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
305	8	District Report of Schools	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
306	8	District Report of Schools	EOC, Sem. 1	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
307	8	District Report of Schools	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
308	8	District Report of Schools	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
309	8	District Report of Schools	EOC, Sem. 2	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
310	9	School Report of Students	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD1A, RD1B, RD2	.pdf	✓	✓	0	0	0
311	9	School Report of Students	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD1A, RD1B, RD2	.pdf	✓	✓	0	0	0
312	9	School Report of Students	EOC, Sem. 1	Other Science	2013	2014, 2015	RD1A, RD1B, RD2	.pdf	✓	✓	0	0	0
313	9	School Report of Students	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD1, RD2	.pdf	✓	✓	0	0	0
314	9	School Report of Students	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD1, RD2	.pdf	✓	✓	0	0	0
315	9	School Report of Students	EOC, Sem. 2	Other Science	2013	2014, 2015	RD1, RD2	.pdf	✓	✓	0	0	0
316	9	School Report of Students	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
317	9	School Report of Students	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
318	9	School Report of Students	EOC, Sem. 1	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
319	9	School Report of Students	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
320	9	School Report of Students	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
321	9	School Report of Students	EOC, Sem. 2	Other Science	2013	2014, 2015	RD4	.pdf	✓	✓	✓	0	0
322	9	School Report of Students	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD5	variable	0	1	2	0	0
323	9	School Report of Students	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD5	variable	0	1	2	0	0
324	9	School Report of Students	EOC, Sem. 1	Other Science	2013	2014, 2015	RD5	variable	0	1	2	0	0

**APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities**

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
325	9	School Report of Students	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD5	variable	0	1	2	0	0
326	9	School Report of Students	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD5	variable	0	1	2	0	0
327	9	School Report of Students	EOC, Sem. 2	Other Science	2013	2014, 2015	RD5	variable	0	1	2	0	0
328	10	Individual Student Reports	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD5	2	0	0	2/stu	0	0
329	10	Individual Student Reports	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD5	2	0	0	2/stu	0	0
330	10	Individual Student Reports	EOC, Sem. 1	Other Science	2013	2014, 2015	RD5	2	0	0	2/stu	0	0
331	10	Individual Student Reports	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD5	2	0	0	2/stu	0	0
332	10	Individual Student Reports	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD5	2	0	0	2/stu	0	0
333	10	Individual Student Reports	EOC, Sem. 2	Other Science	2013	2014, 2015	RD5	2	0	0	2/stu	0	0
334	11	State Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
335	11	State Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
336	11	State Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 1	Other Science	2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
337	11	State Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
338	11	State Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
339	11	State Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 2	Other Science	2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
340	12	District Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
341	12	District Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
342	12	District Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 1	Other Science	2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
343	12	District Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
344	12	District Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
345	12	District Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 2	Other Science	2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0

APPENDIX A, Part 4B – Results Delivery Schedule & Print Quantities

Prod. No.	App. A Part 4A	Product	Grades	Subjects	Test Administration Cycle		Results Delivery	Number of Copies					Extra
					Base Contract	Renewal		Pages	State	District	Schools	Parents	
346	13	School Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
347	13	School Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
348	13	School Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 1	Other Science	2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
349	13	School Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
350	13	School Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
351	13	School Demographic Report of Scores (electronic .pdf report)	EOC, Sem. 2	Other Science	2013	2014, 2015	RD6	.pdf	✓	✓	✓	0	0
352	14	Modified ISR for Parent Website	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD3	.pdf	0	0	0	✓	0
353	14	Modified ISR for Parent Website	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD3	.pdf	0	0	0	✓	0
354	14	Modified ISR for Parent Website	EOC, Sem. 1	Other Science	2013	2014, 2015	RD3	.pdf	0	0	0	✓	0
355	14	Modified ISR for Parent Website	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD3	.pdf	0	0	0	✓	0
356	14	Modified ISR for Parent Website	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD3	.pdf	0	0	0	✓	0
357	14	Modified ISR for Parent Website	EOC, Sem. 2	Other Science	2013	2014, 2015	RD3	.pdf	0	0	0	✓	0
358	16	Pass/Fail Labels	EOC, Sem. 1	Algebra 1	2011, 2012, 2013	2014, 2015	RD5	Labels	0	0	1	0	0
359	16	Pass/Fail Labels	EOC, Sem. 1	Biology	2012, 2013	2014, 2015	RD5	Labels	0	0	1	0	0
360	16	Pass/Fail Labels	EOC, Sem. 1	Other Science	2013	2014, 2015	RD5	Labels	0	0	1	0	0
361	16	Pass/Fail Labels	EOC, Sem. 2	Algebra 1	2011, 2012, 2013	2014, 2015	RD5	Labels	0	0	1	0	0
362	16	Pass/Fail Labels	EOC, Sem. 2	Biology	2012, 2013	2014, 2015	RD5	Labels	0	0	1	0	0
363	16	Pass/Fail Labels	EOC, Sem. 2	Other Science	2013	2014, 2015	RD5	Labels	0	0	1	0	0

**Appendix A, Part 4C  
Results Delivery by Shipment Contents**

FCAT Writing+ and FSA Writing						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
							FCAT	FCAT	FSA	FSA	FSA	FSA	
PRE-RD1	Spring	4,8,10 4,7,11	W+ W	State Student Results File Aggregated Results File	Secure Web		Apr	Apr	Apr	Apr	Apr	Apr	
RD1	Spring	FCAT 4, 8, 10 FSA 4, 7, 11	W	District Student Results File School Report of Students - District and School Access	Secure Web		Apr 15	May 5	May 3	May 2	May 1	Apr 30	XC
RD2	Spring	FCAT 4, 8, 10 FSA 4, 7, 11	W	Deploy Individual Student Reports for Parents	Secure Web		Apr 16	May 6	May 4	May 3	May 2	May 1	XC
RD3	Spring	FCAT 4, 8, 10 FSA 4, 7, 11	W	Aggregated Results File	Secure Web		Apr 20	May 10	May 8	May 7	May 6	May 5	C
				District Aggregated Results File	Secure Web								
				State Summary	Secure Web								
				State Report of Districts	Secure Web								
				District Summary	Secure Web								
				District Report of Schools	Secure Web								
Understanding Reports .pdf 508 Compliant	Secure Web												
RD4	Spring	FCAT 4, 8, 10 FSA 4, 7, 11	W+	District Student Results File	Electronic Medium		Apr 22	May 12	May 10	May 9	May 8	May 8	C
				District Aggregated Results File	Electronic Medium								
				School Report of Students	Paper								
				Individual Student Reports	Paper/ Electronic Medium								
				Pass/Fail Labels	Labels								
				Understanding Reports	Print								
RD5	Spring	FCAT 4, 8, 10 FSA 4, 7, 11	W+	District Student Results File with demographic matching information	Secure Web		Jul 9	Jul 29	Jul 27	Jul 26	Jul 25	Jul 24	C
				State/District/School Report of Results (Disaggregated File)	Secure Web								
				State Demographic Report	Secure Web								
				District Demographic Report	Secure Web								
				School Demographic Report	Secure Web								
RD6	Spring	FCAT 4, 8, 10 FSA 4, 7, 11	W+	Writing Image Secure CDs	Electronic Medium		Jul 16	Aug 5	Aug 3	Aug 2	Aug 1	Jul 31	XC
				District Student Results File with demographic matching information	Electronic Medium								
				District Disaggregated Report of Results (Disaggregated File)	Electronic Medium								
		All	RMSW	FRWS!! CD	Electronic Medium								



**Appendix A, Part 4C  
Results Delivery by Shipment Contents**

READING AND MATHEMATICS - Fall Retakes						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
						FCAT	FCAT	FCAT FSA	FCAT FSA	FSA	FSA	FSA	
PRE-RD1	Fall Retakes	10, 11, 12, 13, AD	RM	State Student Results File Aggregated Results File	Secure Web Secure Web	Nov	Nov	Oct	Oct		Oct 2013	Oct 2014	
RD1	Fall Retakes	10, 11, 12, 13, AD	RM	District Student Results File School Report of Students - District Access	Secure Web Secure Web	Nov 20	Nov 19	Nov 18	Nov 16		Nov 15 2013	Nov 14 2014	XC
RD2	Fall Retakes	10, 11, 12, 13, AD	RM	Aggregated Results File School Report of Students School Access State Summary State Report of Districts District Summary District Report of Schools	Secure Web Secure Web Secure Web Secure Web Secure Web Secure Web	Nov 23	Nov 22	Nov 21	Nov 19		Nov 18 2013	Nov 17 2014	C
RD3	Fall Retakes	10, 11, 12, 13, AD	RM	Deploy Individual Student Reports for Parents	Secure Web	Nov 25	Nov 24	Nov 23	Nov 21		Nov 20 2013	Nov 19 2014	XC
RD4	Fall Retakes	10, 11, 12, 13, AD	RM	District Student Results File District Aggregated Results File School Report of Students Student Pass/Fail Labels Individual Student Reports	Electronic Medium Electronic Medium Paper Labels Paper	Nov 25	Nov 24	Nov 28	Nov 26		Nov 25 2013	Nov 24 2014	C

READING AND MATHEMATICS - Spring Retakes						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
						FCAT	FCAT FCA	FCAT	FCAT				
PRE-RD1	Spring Retakes	10, 11, 12, 13, AD	RM	State Student Results File Aggregated Results File	Secure Web Secure Web		April	May	May				
RD1	Spring Retakes	10, 11, 12, 13, AD	RM	District Student Results File School Report of Students -District and School Access	Secure Web Secure Web		May 4	May 27	May 25				XC
RD2	Spring Retakes	10, 11, 12, 13, AD	RM	Deploy Individual Student Reports for Parents	Secure Web		May 6	May 31	May 29				XC
RD3	Spring Retakes	10, 11, 12, 13, AD	RM	Aggregated Results File State Summary State Report of Districts District Summary District Report of Schools	Secure Web Secure Web Secure Web Secure Web Secure Web		May 11	Jun 10	Jun 8				C
RD4	Spring Retakes	10, 11, 12, 13, AD	RM	District Student Results File District Aggregated Results File School Report of Students Pass/Fail Labels Individual Student Reports	Electronic Medium Electronic Medium Paper Labels Paper		May 11	Jun 10	Jun 8				C

**Appendix A, Part 4C  
Results Delivery by Shipment Contents**

READING AND MATHEMATICS - Summer Retakes						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
						FCAT	FCAT	FSA	FSA	FSA	FSA	FSA	
PRE-RD1	Summer Retakes	10, 11, 12, 13, AD	RM	State Student Results File Aggregated Results File	Secure Web Secure Web		Jul	Jul	Jul	Jul	Jul	Jul	
RD1	Summer Retakes	10, 11, 12, 13, AD	RM	District Student Results File School Report of Students - District Access	Secure Web Secure Web		Jul 20	Jul 19	Jul 17	Jul 16	Jul 15	Jul 14	XC
RD2	Summer Retakes	10, 11, 12, 13, AD	RM	Aggregated Results File School Report of Students School Access State Summary State Report of Districts District Summary District Report of Schools	Secure Web Secure Web Secure Web Secure Web Secure Web Secure Web		Jul 22	Jul 21	Jul 19	Jul 17	Jul 16	Jul 15	C
RD3	Summer Retakes	10, 11, 12, 13, AD	RM	Deploy Individual Student Reports for Parents	Secure Web		Jul 27	Jul 26	Jul 24	Jul 23	Jul 22	Jul 21	XC
RD4	Summer Retakes	10, 11, 12, 13, AD	RM	District Student Results File District Aggregated Results File School Report of Students Student Pass/Fail Labels Individual Student Reports	Electronic Medium Electronic Medium Paper Labels Paper		Jul 27	Jul 26	Jul 24	Jul 23	Jul 22	Jul 21	C

READING AND MATHEMATICS - Spring Grade 3						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
						FCAT	FCAT	FSA	FSA	FSA	FSA	FSA	
PRE-RD1	Spring	3	RM	State Student Results File Aggregated Results File	Secure Web Secure Web		Apr	May	May	May	May	May	
RD1	Spring	3	RM	District Student Results File School Report of Students -District and School Access	Secure Web Secure Web		May 4	May 27	May 25	May 24	May 23	May 22	XC
RD2	Spring	3	RM	Deploy Individual Student Reports for Parents	Secure Web		May 6	May 31	May 29	May 28	May 27	May 26	XC
RD3	Spring	3	RM	Aggregated Results File State Report of Districts (Grade 3) District Report of Schools (Grade 3)	Secure Web Secure Web Secure Web		May 11	Jun 10	Jun 8	Jun 7	Jun 6	Jun 5	C
RD4	Spring	3	RM	District Student Results File District Aggregated Results File School Report of Students Certificates Individual Student Reports	Electronic Medium Electronic Medium Paper Paper Paper/ Electronic Medium		May 11	Jun 10	Jun 8	Jun 7	Jun 6	Jun 5	C

**Appendix A, Part 4C  
Results Delivery by Shipment Contents**

READING AND MATHEMATICS Spring Grades 4-10						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
						FCAT	FCAT	FSA	FSA	FSA	FSA	FSA	
PRE-RD1	Spring	4-10	RM	State Student Results File	Secure Web		May	May	May	May	May	May	
				Aggregated Results File	Secure Web								
RD1	Spring	4-10	RM	District Student Results File	Secure Web		May 14	Jun 3	Jun 1	May 31	May 30	May 29	XC
				School Report of Students -District and School Access	Secure Web								
RD2	Spring	4-10	RM	Deploy Individual Student Reports for Parents	Secure Web		May 18	Jun 7	Jun 5	Jun 4	Jun 3	Jun 2	XC
RD3	Spring	4-10	RM	Aggregated Results File	Secure Web		May 21	Jun 10	Jun 8	Jun 7	Jun 6	Jun 5	C
				State Summary (3-10)	Secure Web								
				State Report of Districts (4-10)	Secure Web								
				District Summary (3-10)	Secure Web								
				District Report of Schools (4-10)	Secure Web								

READING AND MATHEMATICS - Spring Grades 3-10 and Retakes						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
						FCAT	FCAT	FSA	FSA	FSA	FSA	FSA	
RD4	Spring Retake	4-10 11, 12, 13, AD	RM	District Student Results File	Electronic Medium		May 21	Jun 10	Jun 8	Jun 7	Jun 6	Jun 5	C
				District Aggregated Results File	Electronic Medium								
				School Report of Students	Paper								
				Labels	Labels								
				Individual Student Reports	Paper/ Electronic Medium								
				Certificates	Paper								
RD5	Spring	3-10	RM	District Student Results File with demographic matching information	Secure Web		Aug 20	Aug 26	Aug 31	Aug 30	Aug 29	Aug 28	C
				State/District/School Report of Results (Disaggregated File)	Secure Web								
				State Demographic Report	Secure Web								
				District Demographic Report	Secure Web								
				School Demographic Report	Secure Web								
RD6	Spring	3-10	RM	District Student Results File with demographic matching information	Electronic Medium		Aug 27	Sep 2	Sep 7	Sep 6	Sep 5	Sep 4	C
				District Disaggregated Report of Results (Disaggregated File)	Electronic Medium								

**Appendix A, Part 4C  
Results Delivery by Shipment Contents**

SCIENCE Spring FCAT Grades 5, 8, 11 or FSA Grades 5, 8						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
						FCAT	FCAT	FCAT	FSA	FSA	FSA	FSA	
PRE-RD1	Spring	FCAT 5, 8, 11 FSA 5, 8	S	State Student Results File Aggregated Results File	Secure Web Secure Web		May	May	May	May	May	May	
RD1	Spring	FCAT 5, 8, 11 FSA 5, 8	S	District Student Results File School Report of Students -District and School Access	Secure Web Secure Web		May 14	Jun 3	Jun 1	May 31	May 30	May 29	XC
RD2	Spring	FCAT 5, 8, 11 FSA 5, 8	S	Deploy Individual Student Reports for Parents	Secure Web		May 18	Jun 7	Jun 5	Jun 4	Jun 3	Jun 2	XC
RD3	Spring	FCAT 5, 8, 11 FSA 5, 8	S	Aggregated Results File State Summary State Report of Districts District Summary District Report of Schools	Secure Web Secure Web Secure Web Secure Web Secure Web		May 21	Jun 10	Jun 8	Jun 7	Jun 6	Jun 5	C
RD4	Spring	FCAT 5, 8, 11 FSA 5, 8	S	District Student Results File District Aggregated Results File School Report of Students Certificates Individual Student Reports	Electronic Medium Electronic Medium Paper Labels Paper/ Electronic Medium		May 21	Jun 10	Jun 8	Jun 7	Jun 6	Jun 5	C
RD5	Spring	FCAT 5, 8, 11 FSA 5, 8	S	District Student Results File with demographic matching information State/District/School Report of Results (Disaggregated File) State Demographic Report District Demographic Report School Demographic Report	Secure Web Secure Web Secure Web Secure Web Secure Web		Aug 20	Aug 26	Aug 31	Aug 30	Aug 29	Aug 28	
RD6	Spring	FCAT 5, 8, 11 FSA 5, 8	S	District Student Results File with demographic matching information District Disaggregated Report of Results (Disaggregated File)	Electronic Medium Electronic Medium		Aug 27	Sep 2	Sep 7	Sep 6	Sep 5	Sep 4	

Appendix A, Part 4C  
Results Delivery by Shipment Contents

END-OF-COURSE TESTS - SEMESTER 1						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
									Algebra 1	Algebra 1 ----- Biology	Algebra 1 ----- Biology ----- Other Science	Algebra 1 ----- Biology ----- Other Science	
PRE-RD1	SEM 1	6-12	SEM 1 EOC	State Student Results File Aggregated Results File	Secure Web				Jan	Jan	Jan	Jan	
RD1A	SEM 1	6-12	SEM 1 EOC	District Student Results File School Report of Students - District Access	Secure Web				Dec 20 2011	Dec 18 2012	Dec 17 2013	Dec 16 2014	XC
RD1B	SEM 1	6-12	SEM 1 EOC	Preliminary District Student Results File School Report of Students - District Access	Secure Web				Jan 24	Jan 22	Jan 21	Jan 20	XC
RD2	SEM 1	6-12	SEM 1 EOC	District Student Results File School Report of Students - District Access	Secure Web				Feb 14	Feb 12	Feb 11	Feb 10	XC
RD3	SEM 1	6-12	SEM 1 EOC	Deploy Individual Student Reports for Parents	Secure Web				Feb 16	Feb 14	Feb 13	Feb 12	XC
RD4	SEM 1	6-12	SEM 1 EOC	District Student Results File School Report of Students School Access Aggregated Results File State Summary State Report of Districts District Summary District Report of Schools	Secure Web Secure Web Secure Web Secure Web Secure Web Secure Web				Feb 21	Feb 19	Feb 18	Feb 17	C
RD5	SEM 1	6-12	SEM 1 EOC	District Student Results File District Aggregated Results File School Report of Students Student Pass/Fail Labels Individual Student Reports	Electronic Medium  Paper Labels Paper				Feb 21	Feb 19	Feb 18	Feb 17	C
RD6	SEM 1	6-12	SEM 1 EOC	District Student Results File with demographic matching information State/District/School Report of Results (Disaggregated File) State Demographic Report District Demographic Report School Demographic Report	Secure Web Secure Web Secure Web Secure Web Secure Web				Aug 31	Aug 30	Aug 29	Aug 28	C
RD7	SEM 1	6-12	SEM 1 EOC	District Student Results File with demographic matching information State/District/School Report of Results (Disaggregated File)	Electronic Medium Electronic Medium				Sep 7	Sep 6	Sep 5	Sep 4	C

Appendix A, Part 4C  
Results Delivery by Shipment Contents

END-OF-COURSE TESTS - SEMESTER 2						Due Dates					Renewal		XC or Critical
Shipment	Admin	Grade	Subject	Products	Format	2009	2010	2011	2012	2013	2014	2015	
								Algebra 1	Algebra 1 ----- Biology	Algebra 1 ----- Biology ----- Other Science	Algebra 1 ----- Biology ----- Other Science	Algebra 1 ----- Biology ----- Other Science	
PRE-RD1	SEM 2	6-12	SEM 2 EOC	State Student Results File Aggregated Results File	Secure Web			Jun	Jun	Jun	Jun	Jun	
RD1	SEM 2	6-12	SEM 2 EOC	Preliminary District Student Results File School Report of Students - District Access	Secure Web			Jun 7	Jun 12	Jun 11	Jun 10	Jun 9	XC
RD2	SEM 2	6-12	SEM 2 EOC	District Student Results File School Report of Students - District Access	Secure Web			Jun 28	Jul 3	Jul 2	Jul 2	Jun 30	XC
RD3	SEM 2	6-12	SEM 2 EOC	Deploy Individual Student Reports for Parents	Secure Web			Jun 30	Jul 5	Jul 5	Jul 7	Jul 2	XC
RD4	SEM 2	6-12	SEM 2 EOC	District Student Results File School Report of Students School Access District Aggregated Results File State Summary State Report of Districts District Summary District Report of Schools	Secure Web Secure Web Secure Web Secure Web Secure Web Secure Web			Jul 5	Jul 10	Jul 9	Jul 9	Jul 7	C
RD5	SEM 2	6-12	SEM 2 EOC	District Student Results File District Aggregated Results File School Report of Students Student Pass/Fail Labels Individual Student Reports	Electronic Medium  Paper Labels Paper			Jul 5	Jul 10	Jul 9	Jul 9	Jul 7	C
RD6	SEM 2	6-12	SEM 2 EOC	District Student Results File with demographic matching information State/District/School Report of Results (Disaggregated File) State Demographic Report District Demographic Report School Demographic Report	Secure Web Secure Web Secure Web Secure Web			Aug 26	Aug 31	Aug 30	Aug 29	Aug 28	C
RD7	SEM 2	6-12	SEM 2 EOC	District Student Results File with demographic matching information State/District/School Report of Results (Disaggregated File)	Electronic Medium Electronic Medium			Sep 2	Sep 7	Sep 6	Sep 5	Sep 4	C

## Appendix I

### Cost Proposal Forms Instructions

Bidders must provide a proposal that includes costs for all years and activities covered in the base contract period that begins with the fall 2009 FCAT Reading and Mathematics Retake administration and extends through the summer 2013 test administration. Costs also must be provided for the cost options and the single two-year optional renewal period that extends the contract through the summer 2015 Retake administration. For the purpose of providing costs, the phases of the potential contract period are described below:

#### **Base Contract Period: 2008-09 through 2012-13**

- Phase I – Date of Contract Execution through November 30, 2009
- Phase II – December 1, 2009 through November 30, 2010
- Phase III – December 1, 2010 through November 30, 2011
- Phase IV – December 1, 2011 through November 30, 2012
- Phase V – December 1, 2012 through November 30, 2013

#### **Optional Renewal Period: 2013-14 through 2014-15**

- Phase I – December 1, 2013 (or date of renewal) through November 30, 2014
- Phase II – December 1, 2014 through November 30, 2015

**Bidders must provide costs for all phases of the contract indicated above, each on a separate form.** The cost forms included in the RFP should be duplicated as necessary and a total amount provided for each phase. **Bidders must be very careful to check the appropriate phase for which the costs apply and enter the costs applicable to the phase.** The Department will apply present value calculations to the annual amounts as described in Section 10.5 of the RFP; therefore, **bidders must verify that the correct phase has been identified on all forms.** Bidders also must verify the accuracy of their phase total and grand total calculations prior to submission of cost proposals.

The column headings on the cost form indicate expected categories for costs. Bidders may use the “Other” category to include costs for services they feel can not be represented in the other five categories; however, the information contained in the additional category must be defined. In the “Task Area” column, the numbers in parentheses are references to specific sections of the RFP where detailed information about work tasks and deliverables for each phase is found. The column labeled “applicable years” indicates the date range for the work tasks and deliverables included in the RFP for this task area.

**Bidders should note that the RFP identifies many specific tasks that are not listed separately on the cost forms.** Bidders must evaluate the requirements for completing the activities in the RFP and identify the costs and time period associated with completing each task. These costs should be accumulated and included in the task areas listed on the Cost Forms for the appropriate phase during which the work for the task will occur, regardless of the deliverable due date.

Bidders must not provide costs in areas that are shaded, but should provide costs broken into the sub-categories shown. For example, in task area #1 “Contract management reports and activities (1.2 and 7.7),” costs should be provided for all five subtasks, a-e, including a total for task area 1.

The task area elements listed on the cost form in each phase are identical; however, the work effort requirements are not expected to be equal in each phase because some tasks do not apply to some phases.

Bidders must determine for themselves the required distribution of work effort for each task area and phase.

Reimbursable amounts. The reimbursable amounts identified in RFP Section 7.12 are included in a separate summary form for the base period. When a contract with the successful bidder is fully executed, these amounts will be prorated across each phase of the project. Likewise, reimbursable amounts for the renewal period are included in a separate form. The renewal period form also includes an area for summarizing the Grand Total for the base period and the renewal period combined.

Cost Options: Bidders must provide costs for each cost option in the proposal. To fully complete the cost option cost proposal, bidders must identify the major task areas associated with the option and complete both the task area and the cost categories. Because it is uncertain when the Department will be able to execute the cost option, bidders shall assume each option will be implemented for all of the phases in which the option is applicable. For example, Cost Option 3.1 (RFP Section 3.2) requires the design and implementation of science laboratory experiments that would be completed on a schedule to correspond with the test administration of the science end-of-course examinations. **Bidders must determine in which phases required costs would be applicable and must provide separate totals for each cost option, for each phase.** The spreadsheets provided must be expanded and duplicated as necessary for each applicable phase.



**Appendix I**

**COST PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17**

Check the phase for which the costs apply and enter costs for the applicable tasks.	Base Contract Period					Renewal Period		Subtotal	Total
	__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V	__ Phase I	__ Phase II		
	Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Tec hnology Services	Travel		
<b>1. Contract management reports and activities (1.2 and 7.0)</b>	2008-15								\$ -
a. Weekly management reports								\$ -	
b. Operational Plan (annual)								\$ -	
c. Project Schedule (quarterly)								\$ -	
d. Accounting Report (semi-annual)								\$ -	
e. Program Management Communication (printer/fax/scanner/copier) (7.5)	2008-09							\$ -	
<b>2 Item Bank (3.6)</b>	2009-15								\$ -
a. Reconstitute/Update Item Bank								\$ -	
<b>3. Item/Prompt Development (RFP s. 3.7)</b>	2009-14								\$ -
a. Item Development Plan (3.7.1)	2009-14							\$ -	
b. FCAT/FSA Reading								\$ -	
c. FCAT/FSA Mathematics								\$ -	
d. FCAT/FSA Science								\$ -	
e. FCAT/FSA Writing								\$ -	
e.1. Multiple-Choice Items								\$ -	
e.2. Writing Prompts	2010-14							\$ -	
f. End-of-Course Exams								\$ -	
<b>4. Pilot Testing (RFP s. 3.7.6)</b>	2009-14								\$ -
a. FCAT/FSA Reading								\$ -	
b. FCAT/FSA Mathematics								\$ -	
c. FCAT/FSA Science								\$ -	
d. FCAT/FSA Writing								\$ -	
d.1. Multiple-Choice Items								\$ -	
d.2. Writing Prompts								\$ -	
e. End-of-Course Exams								\$ -	
<b>5. State Review Meetings Implementation (RFP s. 3.7.7) Contractor Expenses</b>	2009-15								\$ -
a. Educator Meeting specifications								\$ -	
b. Bias and Sensitivity Reviews								\$ -	
c. Reading Passage Reviews								\$ -	
d. Science Expert Reviews								\$ -	
e. FCAT/FSA Item Content Reviews								\$ -	
f. Writing Prompt Reviews								\$ -	

**Appendix I**

**COST PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17**

Check the phase for which the costs apply and enter costs for the applicable tasks.	Base Contract Period					Renewal Period		Subtotal	Total	
	__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V	__ Phase I	__ Phase II			
Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Tec hnology Services	Travel	Other (Specify)			
g. End-of-Course Exam Content Reviews								\$ -		
<b>6. Field-Test Forms &amp; Item Sets Development (3.7.8)</b>	<b>2009-15</b>								\$ -	-
a. FCAT/FSA Reading								\$ -		
b. FCAT/FSA Mathematics								\$ -		
c. FCAT/FSA Science								\$ -		
d. FCAT/FSA Writing										
d.1. Multiple-Choice Items								\$ -		
d.2. Writing Prompts								\$ -		
e. End-of-Course Exams								\$ -		
<b>7. Test Form Construction (RFP s. 3.8)</b>	<b>2009-14</b>								\$ -	-
a. Test Construction Specifications (3.8.1, 5.1.2, 5.14)								\$ -		
b. Test Construction System (3.8.2)								\$ -		
c. FCAT/FSA Reading								\$ -		
d. FCAT/FSA Mathematics								\$ -		
e. FCAT/FSA Science								\$ -		
f. FCAT/FSA Writing										
f.1. Multiple-Choice Items								\$ -		
f.2. Prompts								\$ -		
g. FCAT/FSA Retake Forms-Reading/Math (5.1.2, 5.1.4)								\$ -		
h. End-of-Course Exams								\$ -		
<b>8. Special Forms Development (3.9)</b>									\$ -	-
a. Norming Study Forms (3.8.4)	<b>2009-10</b>							\$ -		
b. Public Release Forms (3.9, 6.5)	<b>2013-15</b>							\$ -		
<b>9. Printed Tests (3.5, 3.10)</b>	<b>2009-15</b>								\$ -	-
a. Production Specifications (3.11)								\$ -		
b. Style Guide (3.11)								\$ -		
c. FCAT/FSA Test Books								\$ -		
d. FCAT/FSA Answer Documents								\$ -		
e. Retake Forms-Reading/Math								\$ -		
f. End-of-Course Exams								\$ -		
<b>10. Computer-Based Tests (3.5, 3.12)</b>	<b>2009-15</b>								\$ -	-
a. CBT Production Specifications								\$ -		

**Appendix I**

**COST PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17**

Check the phase for which the costs apply and enter costs for the applicable tasks.	Base Contract Period					Renewal Period		Subtotal	Total
	__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V	__ Phase I	__ Phase II		
Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)		
b. CBT Style Guide								\$ -	
c. CBT FSA Writing								\$ -	
d. CBT Retake Forms-Reading/Math								\$ -	
e. End-of-Course Exams								\$ -	
<b>11. Accommodations for Paper-Based Tests (3.13, 4.12)</b>	<b>2009-15</b>								\$ -
a. FCAT/FSA Braille								\$ -	
b. FCAT/FSA Large Print								\$ -	
c. FCAT/FSA One Item Per Page								\$ -	
d. FCAT/FSA Black and White								\$ -	
e. FCAT/FSA Screen Reader								\$ -	
<b>12. Accommodations for Computer-Based Tests (4.13) Including EOC, Retakes, and FSA Writing 7 &amp; 11</b>	<b>2009-15</b>								\$ -
a. Regular Paper Version of Tests as Required by IEP								\$ -	
b. Braille								\$ -	
c. One Item Per Page								\$ -	
d. Black and White								\$ -	
e. Screen Reader								\$ -	
<b>13. Distribute &amp; Retrieve Materials (4)</b>	<b>2009-15</b>								\$ -
a. Pack and Distributed Materials (4.1)								\$ -	
b. Customer Satisfaction Information (4.2)								\$ -	
c. Missing Materials Report/Inventory (4.3)								\$ -	
d. Disposition of Materials (4.4)								\$ -	
e. Retrieve Materials (4.5)								\$ -	
f. Pre-identification specifications (4.6)								\$ -	
<b>14. Test Administration Ancillary Materials (4.8-4.10)</b>	<b>2009-15</b>								\$ -
a. Workflow schedule (4.8.1)								\$ -	
b. FCAT/FSA Test Administration Manuals (4.9)								\$ -	
c. FCAT/FSA Ancillary Materials (4.9)								\$ -	
d. EOC Exams Test Administration Manuals (4.9)								\$ -	

**Appendix I**

**COST PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17**

Check the phase for which the costs apply and enter costs for the applicable tasks.	Base Contract Period					Renewal Period		Subtotal	Total
	__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V	__ Phase I	__ Phase II		
Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)		
e. EOC Exams Ancillary Materials (4.9)								\$ -	
f. Calculators and Rulers (4.10)								\$ -	
<b>15. Administration Annual Meeting Implementation (RFP s. 4.14) Contractor Expenses</b>	<b>2009-15</b>								\$ -
a. Test Administration Debrief								\$ -	
b. New Assessment Coordinators Meeting								\$ -	
c. Annual Assessment Coord. Meeting								\$ -	
<b>16. Measurement Model &amp; Special Studies (5.1)</b>	<b>2009-15</b>								\$ -
a. Field Test & Calibration Sample Specifications and Selection (5.1, 5.4)	<b>2009-14</b>								
a.1. Writing Prompts (5.1.7)								\$ -	
a.2. Reading, Mathematics, & Science (5.1, 5.4.3)								\$ -	
a.3. End-of-Course Tests (5.1.8)								\$ -	
a.4. Early Return Samples (5.4.3)								\$ -	
b. Calibration, Equating, and Scaling Specifications (5.4.1, 5.4.3)	<b>2009-14</b>								
b.1. Writing								\$ -	
b.2. Reading, Mathematics, & Science								\$ -	
c. Process & Score Calibration Samples (5.1.1, 5.1.7)								\$ -	
c.1. Writing	<b>2010-15</b>							\$ -	
c.2. Reading, Mathematics, & Science								\$ -	
c.3. Writing Prompt Field Test								\$ -	
d. FCAT/FSA Scoring Tables (5.1.3)									
d.1. Fall/Spring/Summer Retakes (5.1.3, 5.1.4)								\$ -	
d.2. Writing Administration (5.1.3)								\$ -	
d.3. Spring Reading, Mathematics & Science Administrations (5.1.3)								\$ -	
d.4. EOC Administrations (5.1.3)								\$ -	
e. Process and Score NRT (5.1.5)	<b>2010-11</b>							\$ -	
f. New Measurement Model for FSA Writing (5.1.6)	<b>2008-09</b>							\$ -	
<b>17. Data Verification and Quality Assurance (5.2)</b>	<b>2009-15</b>								\$ -

**Appendix I**

**COST PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17**

Check the phase for which the costs apply and enter costs for the applicable tasks.	Base Contract Period					Renewal Period		Subtotal	Total
	__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V	__ Phase I	__ Phase II		
Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)		
a. Data Verification Specifications (5.2.1)								\$ -	
b. Verify Answer Keys (5.2.2)								\$ -	
c. Gridded-Response/Fill-In Adjudication and Review (5.2.3, 5.2.4)								\$ -	
d. Quality control systems (5.2.5)								\$ -	
<b>18. Scanning Student Responses (5.3)</b>	<b>2009-15</b>								\$ -
a. Scanning/Scoring Specifications								\$ -	
b. Mock and Mini State Files									
b.1. FCAT/FSA Retake Tests								\$ -	
b.2. FCAT/FSA Spring Tests								\$ -	
b.3. End-of-Course Tests								\$ -	
c. Special Processing for Braille/Large Print Documents (5.3.1)								\$ -	
d. Other Special Handling Requirements (5.3.2.)								\$ -	
<b>19. Scoring of Student Responses (5.4)</b>									\$ -
a. Handscoring Replication Study (5.4.4.1)	2009							\$ -	
b. Handscoring Specifications (5.4.4.2)	2009-14							\$ -	
c. Preparation and Handscoring of Performance Tasks (5.4.4.3, 5.4.4.4, 5.4.4.5)	2010-15								
c.1. FCAT/FSA Performance Tasks								\$ -	
c.2. FCAT/FSA Writing Prompts								\$ -	
c.3. End-of-Course Tests								\$ -	
d. Anomaly Checking and Missing Scores (5.4.6, 5.4.7, 5.4.8)								\$ -	
<b>20. Reporting Scores (5.5)</b>									\$ -
a. Reports & File Specifications (5.5.1)	2009-14							\$ -	
b. Complete Results Deliveries (5.5)	2009-15								
b.1. FCAT/FSA Retake Tests								\$ -	
b.2. FCAT/FSA Writing								\$ -	
b.3. FCAT/FSA Reading, Mathematics, & Science								\$ -	
b.4. End-of-Course Tests								\$ -	
c. Electronic Results (5.5.3, 5.5.4)	2009-15							\$ -	
d. Demographic Reports (RFP s. 5.5.5)	2010-15							\$ -	

**Appendix I**

**COST PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17**

Check the phase for which the costs apply and enter costs for the applicable tasks.	Base Contract Period					Renewal Period		Subtotal	Total
	__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V	__ Phase I	__ Phase II		
Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Tec hnology Services	Travel	Other (Specify)		
<b>21. Technical Oversight and Special Studies (5.6)</b>									\$ -
a. Technical Report (5.6.2)	2010-15							\$ -	
b. Achievement Level Standard Setting Meetings (5.6.3)	2011-12							\$ -	
c. Vertical Scaling (5.6.4)	2011, 2014							\$ -	
d. Comparability of Scales – FCAT to FSA (5.6.5)	2009-11							\$ -	
e. Calibration/Equating Studies (5.6.6)	2009, 2012, 2015							\$ -	
f. Comparability of Different Modalities (5.6.7)	2009, 2010, 2012							\$ -	
<b>22. Interpretive Products/Services (6.0)</b>									\$ -
a. Annual Int. Prod. Planning Meeting (6.0.13) Contractor Expenses	2009-14							\$ -	
b. Interpretive Products Production Specificaitons (6.0, 6.0.9)	2010-14							\$ -	
c. Sample Test Materials (6.1)	2009-14								
c.1. Paper-Based STMs								\$ -	
c.2. Computer-Based STMs								\$ -	
c.3. EOC Exams STMs								\$ -	
d. Keys to Florida's Tests (6.2)	2010-15							\$ -	
e. Understanding Florida's Assessment Reports (6.3)	2010-15							\$ -	
f. Florida Reads! Writes! Solves! Inquires! CD (6.4)	2010-15							\$ -	
g. Released Tests (6.5)	2013-15							\$ -	
h. Test Item Specifications (6.6)	2009-11, 2014-15								
h.1 Reading								\$ -	
h.2. Mathematics								\$ -	
h.3. Science								\$ -	
h.4. Writing								\$ -	
h.5. EOC Exams								\$ -	
i. FSA Lessons Learned (6.7)	2013-15							\$ -	
j. Florida Assessment Handbook (6.8)	2011, 2014							\$ -	

**Appendix I**

**COST PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17**

**Check the phase for which the costs apply and enter costs for the applicable tasks.**

Base Contract Period				
__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V

Renewal Period	
__ Phase I	__ Phase II

Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)	Subtotal	Total
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**23. Other** (tasks must be specified)

								\$	-
							\$	-	
							\$	-	
							\$	-	
							\$	-	
							\$	-	
							\$	-	

**PHASE TOTAL**

\$ -

**Appendix I**

**COST PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17**

**Check the phase for which the costs apply and enter costs for the applicable tasks.**

Base Contract Period				
<input type="checkbox"/> Phase I	<input type="checkbox"/> Phase II	<input type="checkbox"/> Phase III	<input type="checkbox"/> Phase IV	<input checked="" type="checkbox"/> Phase V

Renewal Period	
<input type="checkbox"/> Phase I	<input type="checkbox"/> Phase II

Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)	Subtotal	Total
<b>PHASE I TOTAL</b>								\$	-
<b>PHASE II TOTAL</b>								\$	-
<b>PHASE III TOTAL</b>								\$	-
<b>PHASE IV TOTAL</b>								\$	-
<b>PHASE V TOTAL</b>								\$	-
<b>Reimbursable Categories</b>	<b>2008-13</b>							\$	-
Consultant Services (RFP s. 7.12.1)								\$150,000	
Contingency Services (RFP s. 7.12.2)								\$150,000	
Author's Alterations (RFP s. 7.12.3)								\$150,000	
Meetings with Educators (RFP s. 7.12.4)								\$7,470,125	
Meetings with Staff (RFP s. 7.12.5)								\$780,000	
Contractor Staff Positions (RFP s. 7.12.6)								\$1,291,000	
<b>GRAND TOTAL BASE PERIOD</b>								\$	-



**Appendix I**

**COST PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17**

**Check the phase for which the costs apply and enter costs for the applicable tasks.**

Base Contract Period				
<input type="checkbox"/> Phase I	<input type="checkbox"/> Phase II	<input type="checkbox"/> Phase III	<input type="checkbox"/> Phase IV	<input type="checkbox"/> Phase V

Renewal Period	
<input type="checkbox"/> Phase I	<input checked="" type="checkbox"/> Phase II

Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)	Subtotal	Total
<b>PHASE I TOTAL</b>								\$	-
<b>PHASE II TOTAL</b>								\$	-
<b>Reimbursable Categories</b>	<b>2013-15</b>							\$	-
Consultant Services (RFP s. 7.12.1)								\$75,000	
Contingency Services (RFP s. 7.12.2)								\$75,000	
Author's Alterations (RFP s. 7.12.3)								\$75,000	
Meetings with Educators (RFP s. 7.12.4)								\$3,049,800	
Meetings with Staff (RFP s. 7.12.5)								\$360,000	
Contractor Staff Positions (RFP s. 7.12.6)								\$748,000	
<b>GRAND TOTAL RENEWAL PERIOD</b>								\$	-
<b>GRAND TOTAL BASE PERIOD</b>								\$	-
<b>GRAND TOTAL BASE AND RENEWAL PERIODS</b>								\$	-

**Appendix I**

**COST OPTIONS PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17**

**Check the phase for which the option applies, and enter tasks and costs.**

Base Contract				
__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V

Renewal	
__ Phase II	__ Phase II

Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)	Subtotal	Total
<b>3.1 Science Labs (Section 3.2)</b>									\$ -
a.								\$ -	
b.								\$ -	
c.								\$ -	
d.								\$ -	
e.								\$ -	
f.								\$ -	
g.								\$ -	

**Check the phase for which the option applies, and enter tasks and costs.**

Base Contract				
__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V

Renewal	
__ Phase II	__ Phase II

Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)	Subtotal	Total
<b>3.2 Additional Computer-Based Tests (Section 3.5)</b>									\$ -
a.								\$ -	
b.								\$ -	
c.								\$ -	
d.								\$ -	
e.								\$ -	
f.								\$ -	
g.								\$ -	

**Appendix I**

**COST OPTIONS PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17**

**Check the phase for which the option applies, and enter tasks and costs.**

Base Contract				
__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V

Renewal	
__ Phase II	__ Phase II

Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)	Subtotal	Total
<b>3.3 State Owned Item Bank (Section 3.6)</b>									\$ -
a.								\$ -	
b.								\$ -	
c.								\$ -	
d.								\$ -	
e.								\$ -	
f.								\$ -	
g.								\$ -	

**Check the phase for which the option applies, and enter tasks and costs.**

Base Contract				
__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V

Renewal	
__ Phase II	__ Phase II

Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)	Subtotal	Total
<b>4.1 Delivery of Materials to Schools (Section 4.1)</b>									\$ -
a.								\$ -	
b.								\$ -	
c.								\$ -	
d.								\$ -	
e.								\$ -	
f.								\$ -	
g.								\$ -	

**Appendix I**

**COST OPTIONS PROPOSAL FOR FLORIDA'S STANDARDS-BASED ASSESSMENT SYSTEM RFP 2008-17**

**Check the phase for which the option applies, and enter tasks and costs.**

Base Contract				
__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V

Renewal	
__ Phase II	__ Phase II

Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)	Subtotal	Total
<b>4.2 Preidentification Labels (Section 4.6)</b>									\$ -
a.								\$ -	
b.								\$ -	
c.								\$ -	
d.								\$ -	
e.								\$ -	
f.								\$ -	
g.								\$ -	

**Check the phase for which the option applies, and enter tasks and costs.**

Base Contract				
__ Phase I	__ Phase II	__ Phase III	__ Phase IV	__ Phase V

Renewal	
__ Phase II	__ Phase II

Task Area	Applicable Years	Human Resource	Supplies and Services	Printing	Computer/Technology Services	Travel	Other (Specify)	Subtotal	Total
<b>4.3 English-Heritage Language Translation Dictionary (Section 4.13)</b>									\$ -
a.								\$ -	
b.								\$ -	
c.								\$ -	
d.								\$ -	
e.								\$ -	
f.								\$ -	
g.								\$ -	

**State of Florida  
PUR 1001  
General Instructions to Respondents**

**Contents**

1. Definitions.
2. General Instructions.
3. Electronic Submission of Responses.
4. Terms and Conditions.
5. Questions.
6. Conflict of Interest.
7. Convicted Vendors.
8. Discriminatory Vendors.
9. Respondent's Representation and Authorization.
10. Manufacturer's Name and Approved Equivalents.
11. Performance Qualifications.
12. Public Opening.
13. Electronic Posting of Notice of Intended Award.
14. Firm Response.
15. Clarifications/Revisions.
16. Minor Irregularities/Right to Reject.
17. Contract Formation.
18. Contract Overlap.
19. Public Records.
20. Protests.
21. Limitation on Vendor Contact with Agency During Solicitation Period

**1. Definitions.** The definitions found in s. 60A-1.001, F.A.C. shall apply to this agreement. The following additional terms are also defined:

- (a) "Buyer" means the entity that has released the solicitation. The "Buyer" may also be the "Customer" as defined in the PUR 1000 if that entity meets the definition of both terms.
- (b) "Procurement Officer" means the Buyer's contracting personnel, as identified in the Introductory Materials.
- (c) "Respondent" means the entity that submits materials to the Buyer in accordance with these Instructions.
- (d) "Response" means the material submitted by the respondent in answering the solicitation.
- (e) "Timeline" means the list of critical dates and actions included in the Introductory Materials.

**2. General Instructions.** Potential respondents to the solicitation are encouraged to carefully review all the materials contained herein and prepare responses accordingly.

**3. Electronic Submission of Responses.** Respondents are required to submit responses electronically. For this purpose, all references herein to signatures, signing requirements, or other required acknowledgments hereby include electronic signature by means of clicking the "Submit Response" button (or other similar symbol or process) attached to or logically associated with the response created by the respondent within MyFloridaMarketPlace. The respondent agrees that the action of electronically submitting its response constitutes:

- an electronic signature on the response, generally,
- an electronic signature on any form or section specifically calling for a signature, and
- an affirmative agreement to any statement contained in the solicitation that requires a definite confirmation or acknowledgement.

**4. Terms and Conditions.** All responses are subject to the terms of the following sections of this solicitation, which, in case of conflict, shall have the order of precedence listed:

- Technical Specifications,
- Special Conditions and Instructions,
- Instructions to Respondents (PUR 1001),
- General Conditions (PUR 1000), and
- Introductory Materials.

The Buyer objects to and shall not consider any additional terms or conditions submitted by a respondent, including any appearing in documents attached as part of a respondent's response. In submitting its response, a respondent agrees that any additional terms or conditions, whether submitted intentionally or inadvertently, shall have no force or effect. Failure to comply with terms and conditions, including those specifying information that must be submitted with a response, shall be grounds for rejecting a response.

**5. Questions.** Respondents shall address all questions regarding this solicitation to the Procurement Officer. Questions must be submitted via the Q&A Board within MyFloridaMarketPlace and must be RECEIVED NO LATER THAN the time and date reflected on the Timeline. Questions shall be answered in accordance with the Timeline. All questions submitted shall be published and answered in a manner that all respondents will be able to view. Respondents shall not contact any other employee of the Buyer or the State for information with respect to this solicitation. Each respondent is responsible for monitoring the MyFloridaMarketPlace site for new or changing information. The Buyer shall not be bound by any verbal information or by any written information that is not contained within the solicitation documents or formally noticed and issued by the Buyer's contracting personnel. Questions to the Procurement Officer or to any Buyer personnel shall not constitute formal protest of the specifications or of the solicitation, a process addressed in paragraph 19 of these Instructions.

**6. Conflict of Interest.** This solicitation is subject to chapter 112 of the Florida Statutes. Respondents shall disclose with their response the name of any officer, director, employee or other agent who is also an employee of the State. Respondents shall also

disclose the name of any State employee who owns, directly or indirectly, an interest of five percent (5%) or more in the respondent or its affiliates.

**7. Convicted Vendors.** A person or affiliate placed on the convicted vendor list following a conviction for a public entity crime is prohibited from doing any of the following for a period of 36 months from the date of being placed on the convicted vendor list:

- submitting a bid on a contract to provide any goods or services to a public entity;
- submitting a bid on a contract with a public entity for the construction or repair of a public building or public work;
- submitting bids on leases of real property to a public entity;
- being awarded or performing work as a contractor, supplier, subcontractor, or consultant under a contract with any public entity; and
- transacting business with any public entity in excess of the Category Two threshold amount (\$25,000) provided in section 287.017 of the Florida Statutes.

**8. Discriminatory Vendors.** An entity or affiliate placed on the discriminatory vendor list pursuant to section 287.134 of the Florida Statutes may not:

- submit a bid on a contract to provide any goods or services to a public entity;
- submit a bid on a contract with a public entity for the construction or repair of a public building or public work;
- submit bids on leases of real property to a public entity;
- be awarded or perform work as a contractor, supplier, sub-contractor, or consultant under a contract with any public entity; or
- transact business with any public entity.

**9. Respondent's Representation and Authorization.** In submitting a response, each respondent understands, represents, and acknowledges the following (if the respondent cannot so certify to any of following, the respondent shall submit with its response a written explanation of why it cannot do so).

- The respondent is not currently under suspension or debarment by the State or any other governmental authority.
- To the best of the knowledge of the person signing the response, the respondent, its affiliates, subsidiaries, directors, officers, and employees are not currently under investigation by any governmental authority and have not in the last ten (10) years been convicted or found liable for any act prohibited by law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract.
- Respondent currently has no delinquent obligations to the State, including a claim by the State for liquidated damages under any other contract.
- The submission is made in good faith and not pursuant to any agreement or discussion with, or inducement from, any firm or person to submit a complementary or other noncompetitive response.
- The prices and amounts have been arrived at independently and without consultation, communication, or agreement with any other respondent or potential

respondent; neither the prices nor amounts, actual or approximate, have been disclosed to any respondent or potential respondent, and they will not be disclosed before the solicitation opening.

- The respondent has fully informed the Buyer in writing of all convictions of the firm, its affiliates (as defined in section 287.133(1)(a) of the Florida Statutes), and all directors, officers, and employees of the firm and its affiliates for violation of state or federal antitrust laws with respect to a public contract for violation of any state or federal law involving fraud, bribery, collusion, conspiracy or material misrepresentation with respect to a public contract. This includes disclosure of the names of current employees who were convicted of contract crimes while in the employ of another company.
- Neither the respondent nor any person associated with it in the capacity of owner, partner, director, officer, principal, investigator, project director, manager, auditor, or position involving the administration of federal funds:
  - Has within the preceding three years been convicted of or had a civil judgment rendered against them or is presently indicted for or otherwise criminally or civilly charged for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a federal, state, or local government transaction or public contract; violation of federal or state antitrust statutes; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property; or
  - Has within a three-year period preceding this certification had one or more federal, state, or local government contracts terminated for cause or default.
- The product offered by the respondent will conform to the specifications without exception.
- The respondent has read and understands the Contract terms and conditions, and the submission is made in conformance with those terms and conditions.
- If an award is made to the respondent, the respondent agrees that it intends to be legally bound to the Contract that is formed with the State.
- The respondent has made a diligent inquiry of its employees and agents responsible for preparing, approving, or submitting the response, and has been advised by each of them that he or she has not participated in any communication, consultation, discussion, agreement, collusion, act or other conduct inconsistent with any of the statements and representations made in the response.
- The respondent shall indemnify, defend, and hold harmless the Buyer and its employees against any cost, damage, or expense which may be incurred or be caused by any error in the respondent's preparation of its bid.
- All information provided by, and representations made by, the respondent are material and important and will be relied upon by the Buyer in awarding the Contract. Any misstatement shall be treated as fraudulent concealment from the Buyer of the true facts relating to submission of the bid. A misrepresentation shall be punishable under law, including, but not limited to, Chapter 817 of the Florida Statutes.



**10. Manufacturer's Name and Approved Equivalents.** Unless otherwise specified, any manufacturers' names, trade names, brand names, information or catalog numbers listed in a specification are descriptive, not restrictive. With the Buyer's prior approval, the Contractor may provide any product that meets or exceeds the applicable specifications. The Contractor shall demonstrate comparability, including appropriate catalog materials, literature, specifications, test data, etc. The Buyer shall determine in its sole discretion whether a product is acceptable as an equivalent.

**11. Performance Qualifications.** The Buyer reserves the right to investigate or inspect at any time whether the product, qualifications, or facilities offered by Respondent meet the Contract requirements. Respondent shall at all times during the Contract term remain responsive and responsible. In determining Respondent's responsibility as a vendor, the agency shall consider all information or evidence which is gathered or comes to the attention of the agency which demonstrates the Respondent's capability to fully satisfy the requirements of the solicitation and the contract.

Respondent must be prepared, if requested by the Buyer, to present evidence of experience, ability, and financial standing, as well as a statement as to plant, machinery, and capacity of the respondent for the production, distribution, and servicing of the product bid. If the Buyer determines that the conditions of the solicitation documents are not complied with, or that the product proposed to be furnished does not meet the specified requirements, or that the qualifications, financial standing, or facilities are not satisfactory, or that performance is untimely, the Buyer may reject the response or terminate the Contract. Respondent may be disqualified from receiving awards if respondent, or anyone in respondent's employment, has previously failed to perform satisfactorily in connection with public bidding or contracts. This paragraph shall not mean or imply that it is obligatory upon the Buyer to make an investigation either before or after award of the Contract, but should the Buyer elect to do so, respondent is not relieved from fulfilling all Contract requirements.

**12. Public Opening.** Responses shall be opened on the date and at the location indicated on the Timeline. Respondents may, but are not required to, attend. The Buyer may choose not to announce prices or release other materials pursuant to s. 119.071(1)(b), Florida Statutes. Any person requiring a special accommodation because of a disability should contact the Procurement Officer at least five (5) workdays prior to the solicitation opening. If you are hearing or speech impaired, please contact the Buyer by using the Florida Relay Service at (800) 955-8771 (TDD).

**13. Electronic Posting of Notice of Intended Award.** Based on the evaluation, on the date indicated on the Timeline the Buyer shall electronically post a notice of intended award at [http://fcn.state.fl.us/owa\\_vbs/owa/vbs\\_www.main\\_menu](http://fcn.state.fl.us/owa_vbs/owa/vbs_www.main_menu). If the notice of award is delayed, in lieu of posting the notice of intended award the Buyer shall post a notice of the delay and a revised date for posting the notice of intended award. Any person who is adversely affected by the decision shall file with the Buyer a notice of protest within 72 hours after the electronic posting. The Buyer shall not provide tabulations or notices of award by telephone.

**14. Firm Response.** The Buyer may make an award within sixty (60) days after the date of the opening, during which period responses shall remain firm and shall not be withdrawn. If award is not made within sixty (60) days, the response shall remain firm until either the Buyer awards the Contract or the Buyer receives from the respondent written notice that the response is withdrawn. Any response that expresses a shorter duration may, in the Buyer's sole discretion, be accepted or rejected.

**15. Clarifications/Revisions.** Before award, the Buyer reserves the right to seek clarifications or request any information deemed necessary for proper evaluation of submissions from all respondents deemed eligible for Contract award. Failure to provide requested information may result in rejection of the response.

**16. Minor Irregularities/Right to Reject.** The Buyer reserves the right to accept or reject any and all bids, or separable portions thereof, and to waive any minor irregularity, technicality, or omission if the Buyer determines that doing so will serve the State's best interests. The Buyer may reject any response not submitted in the manner specified by the solicitation documents.

**17. Contract Formation.** The Buyer shall issue a notice of award, if any, to successful respondent(s), however, no contract shall be formed between respondent and the Buyer until the Buyer signs the Contract. The Buyer shall not be liable for any costs incurred by a respondent in preparing or producing its response or for any work performed before the Contract is effective.

**18. Contract Overlap.** Respondents shall identify any products covered by this solicitation that they are currently authorized to furnish under any state term contract. By entering into the Contract, a Contractor authorizes the Buyer to eliminate duplication between agreements in the manner the Buyer deems to be in its best interest.

**19. Public Records.** Article 1, section 24, Florida Constitution, guarantees every person access to all public records, and Section 119.011, Florida Statutes, provides a broad definition of public record. As such, all responses to a competitive solicitation are public records unless exempt by law. Any respondent claiming that its response contains information that is exempt from the public records law shall clearly segregate and mark that information and provide the specific statutory citation for such exemption.

**20. Protests.** Any protest concerning this solicitation shall be made in accordance with sections 120.57(3) and 287.042(2) of the Florida Statutes and chapter 28-110 of the Florida Administrative Code. Questions to the Procurement Officer shall not constitute formal notice of a protest. It is the Buyer's intent to ensure that specifications are written to obtain the best value for the State and that specifications are written to ensure competitiveness, fairness, necessity and reasonableness in the solicitation process.

Section 120.57(3)(b), F.S. and Section 28-110.003, Fla. Admin. Code require that a notice of protest of the solicitation documents shall be made within seventy-two hours after the posting of the solicitation.

Section 120.57(3)(a), F.S. requires the following statement to be included in the solicitation: "Failure to file a protest within the time prescribed in section 120.57(3), Florida Statutes, shall constitute a waiver of proceedings under Chapter 120, Florida Statutes."

Section 28-110.005, Fla. Admin. Code requires the following statement to be included in the solicitation: "Failure to file a protest within the time prescribed in Section 120.57(3), Florida Statutes, or failure to post the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under Chapter 120, Florida Statutes."

**21. Limitation on Vendor Contact with Agency During Solicitation Period.**

Respondents to this solicitation or persons acting on their behalf may not contact, between the release of the solicitation and the end of the 72-hour period following the agency posting the notice of intended award, excluding Saturdays, Sundays, and state holidays, any employee or officer of the executive or legislative branch concerning any aspect of this solicitation, except in writing to the procurement officer or as provided in the solicitation documents. Violation of this provision may be grounds for rejecting a response.

Potential proposers have 72 hours from posting of addenda to protest the requirements of each addendum. Failure to file a protest within the time prescribed in Section 120.57(3), or failure to post the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under Chapter 120, Florida Statutes.

**YOUR RESPONSE WILL NOT BE COMPLETE WITHOUT THIS DOCUMENT SIGNED AND INCLUDED!**

Vendor Name – *written*: \_\_\_\_\_

Authorized Signature: \_\_\_\_\_

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

City, State & Zip Code: \_\_\_\_\_

Telephone: \_\_\_\_\_ Facsimile: \_\_\_\_\_