

## Questions and Answers Summary

### **RFP #15-008: Continuing the Development of State Assessments in Elementary– and Intermediate–Level English Language Arts (ELA) and Mathematics Measuring the Common Core State Standards**

#### **FISCAL MATTERS:**

**1.) Introduction:** Does the 30% limit include all subcontractors, including M/WBE subs? So if a bidder included M/WBE subcontractors for a total of 15% of the annual contract budget, there would be only 15% left for non-M/WBE subcontractors. Please confirm.

**Answer:** That is correct. The 30% limit includes all subcontractors, including M/WBE subcontractors.

**2.)** Although there is no provision in the RFP for delays in performance as a result of a force majeure event (events beyond the contractor's reasonable control including without limitation, acts of God; acts or omissions of governmental authorities or NYSED or any third party; strikes, lockouts or other industrial disturbances; acts of public enemies; wars; blockades; riots; civil disturbances; epidemics; floods; hurricanes; tornadoes; and any other similar acts, events, or omissions), does the NYSED acknowledge that such delays in performance would not constitute a breach of the contract?

**Answer:** Yes

**3.)** Can NYSED confirm that a bidder can submit a combination of the two percentage requirements to equal the total 20%? For example, could a bidder comply with the M/WBE requirement with a proposal including 16% WBE and 4% MBE over the term of the contract? Or 20% WBE and 0% MBE? Or would a bidder be required to request a partial waiver of the participation goals if it did not meet the breakout of 12% MBE and 8% WBE, even if it did meet the overall goal of 20% MWBE participation?

**Answer:** Yes, a bidder may meet the overall MWBE goal of 20% with any combination of the two percentages and justification.

**4.) M/WBE:** Question: Can NYSED confirm that bidders do not need to submit the Certification of Good Faith Efforts (Form M/WBE 105) as long as the overall goal of 20% of the total contract amount is met?

**Answer:** Yes, that is correct.

**5.) Appendix S-1:** Question: Is a completed Appendix S-1 required to be included in the Proposal? Or is that completed during the contract execution process?

**Answer:** The Appendix S-1 will be completed during the contract execution process.

**6.)** Should vendors use the 20% goal for the total contract or is the 20% goal for each component?

**Answer:** The 20% goal is applied separately to each component.

**7.)** Would NYSED please consider providing the pricing worksheets in Excel format vice the PDF format provided?

**Answer:** The pricing sheets can also be obtained from NYSED's website in Word format. An Excel format is not available, but bidders may convert the documents to Excel as long as the content and general formatting remains the same.

**8.)** Bullet 16 indicates that the vendor should provide 125 Braille versions of each test for the Operational test and we understand that NYSED will print the large-print test versions for the Operational Test.

For costing purposes, does NYSED have a figure for the estimated number of large-print and Braille test versions to be printed for the SAFT?

**Answer:** For the SAFTs, the vendor should assume it will have to provide a maximum of 30 braille and 300 large type editions for each grade and subject.

**9.)** If M/WBE subcontracting opportunities should constitute greater than 30 percent of the contract's proposed value, is there any flexibility around this limit?

**Answer:** All subcontracting is limited to 30% of the contract budget.

**10.)** How much is the available funding for the scope of work in this RFP?

**Answer:** NYSED is not providing information on the funding available for this project. The final budget will be determined by the best value procurement process, as described in the RFP Section 3.) Evaluation Criteria and Method of Award.

### **PROGRAM MATTERS:**

**11.)** With regard to the above RFP, what is the date and time for the public Q & A session in Albany?

**Answer:** There is not going to be a Q & A session in Albany.

**12.)** Are there any plans or state requirements to revise the ELA or Mathematics CCSS during the term of the contract covered by this RFP?

**Answer:** No

**13.)** (Page 11) Test Administration Schedule

- a) Who is the prior contractor that will be the source of the forms and items for Spring 2016 and the Spring 2017 administrations?

**Answer:** The prior contractor is NCS Pearson. Under the terms of its contract with NYSED, NCS Pearson is conducting stand-alone field tests that will be administered in

representative samples of schools in June 2015. NCS Pearson will score the student responses to these items in summer 2015. NCS Pearson is also writing and reviewing items suited for populating the spring 2016 stand-alone field tests.

b) How many FT items will be delivered to the new contractor and when will this delivery occur?

**Answer:** NCS Pearson is developing items for preparation of field testing in spring 2016 and operational testing in 2017. The following numbers of passages for ELA and items for ELA and Mathematics will be transferred to the new vendor.

#### ELA for Grades 3-8

112 Passages for Grades 3-8  
768 Multiple-Choice Reading Items  
192 Two-Point Constructed Response Writing Items  
96 Four-Point Constructed-Response Writing Items

#### Mathematics for Grades 3-8

668 Multiple-Choice Items  
88 Two-Point Constructed-Response Items  
59 Three-Point Constructed-Response Items

Once a new contractor is identified and a new contract awarded, the prior contractor and NYSED will work with the new contractor on a mutually agreeable timeline for the transfer of the newly developed items to the new contractor.

c) What will be the method of forms and items delivery from the prior contractor to the new contractor and which file formats are planned?

**Answer:** Once a new contractor is identified and a new contract awarded, the prior contractor and NYSED will work with the new contractor on a mutually agreeable plan for the transfer of existing forms and items to the new contractor. The formats of the passages and items that will be exported by the current vendor are as follows: Passages – Quark/PDF, Items – Quark/PDF, Criteria Documents – Word, Metadata – Excel.

d) Will it be necessary to transfer additional items from the NYS bank of items to the new contractor's item banking system, and if so how many items by item type would be included in this item transfer?

**Answer:** It will be necessary to transfer items from the tests' existing and developing item bank to the new contractor's item banking system. The item bank includes all items that the current vendor has field tested starting in 2012 including all items that were used in the 2013, 2014, and 2015 operational tests with the exception of those 2013, 2014, and

2015 operational test questions that NYSED released on its EngageNY web site following the operational test administration. Note that NYSED intends to release on this web site in summer 2015 approximately 50% of the 2015 operational test questions. In the years 2012-2015, the current vendor developed approximately the same number of field test items as are required under item 4 of page 34 of the new RFP.

- e) How will item/passage meta-data and item performance data be transferred?

**Answer:** Through secure SFTP transmission.

- f) Which process step will the new items and passages for field testing (embedded and/or standalone) during the spring 2016 will have been completed prior to their transfer to the new contractor?

**Answer:** Process Step 9 will be completed prior to the transfer and the new vendor will pick up with implementing process Step 10, External Quality Control.

- g) What will be the status of securing permissions of all copyrighted content (passages, stimuli) prior to the transfer of the operational forms and field-test items to the new contractor?

**Answer:** Permissions will be secured by the current vendor for all copyrighted stimuli that the current vendor has included in embedded and/or stand-alone field tests administered through the end of the 2014-15 school year and for items that the vendor is currently developing for the successor vendor to populate the embedded field test positions in the 2016 operational tests and the June 2016 stand-alone field tests.

- h) Will the prior contractor provide all permissions documentation, including permissions agreements with the copyright holders, along with the transfer of forms and items to the new contractor?

**Answer:** Yes

- i) Are the forms and items provided by the prior contractor the property of the NSYED and will there be any license fees for their use that will be the responsibility of the new vendor to pay?

**Answer:** Yes, the forms and items provided by the prior contractor are the property of NYSED. Any costs for permissions associated with passages used by NCS Pearson for ELA items that it has developed for NYSED will have been paid by NCS Pearson. The new vendor will not have to pay for permission to use those passages.

- 14.) (Page 12) What is the purpose of the audit items?

**Answer:** The purpose of audit items, should NYSED furnish them and ask the new vendor to include them in the embedded item positions in operational tests, is to support NYSED research into the validity of the tests.

**15.)** (Pages 13-15) Are the embedded FT passages and items exclusive of the quantity of passages and MC items identified in Book 1 for each grade?

**Answer:** No, the embedded passages and items are included in the counts of passages and items provided in the charts on these pages of the RFP.

**16.)** (Page 13) Are the three books referenced separately bound test booklets or combined as sections of a single ELA test booklet for each grade?

**Answer:** The three books referenced are printed by NYSED as separately bound booklets.

**17.)** (Page 15) Should the quantity of Book 1 reading MC items be 42 and not 12?

**Answer:** Yes, there is a typo on this chart for Grade 8 ELA. There are 42 (not 12) multiple-choice questions in Book 1 for Grade 8 ELA. Page 15 of the RFP has been updated to include the correct number.

**18.)** (Pages 13-15) ELA Book Designs

- a. How many embedded field-test forms are expected for the Spring 2016 administration?
- b. Are the embedded anchor passage and anchor items included in the description of the ELA Book Designs?

**Answer:** For the spring 2016 administration, the vendor is expected to construct four operational test forms for each grade/subject with unique or predominantly unique embedded field test position items in each of the four forms and a common set of operational test questions.

**19.)** (Pages 18, 21 and 40) Does NYSED expect that all passages, items, meta-data, item usage, and item statistics in the existing and growing ELA and Mathematics bank of items be transferred to the new contractor's item banking system and maintained throughout the duration of the contract?

If yes, please describe the scope of this item bank including the quantity of components (passages, items, graphics) by subject, item status (OP, FT), and item type (MC, CR, ER) in the item bank, the likely method content transfer, and file formats of this content?

**Answer:** The item bank includes all items that the current vendor has field tested starting in 2012 including all items that were used in the 2013, 2014, and 2015 operational tests with the exception of those 2013, 2014, and 2015 operational test questions that NYSED released on its EngageNY web site following the operational test administration. Note that NYSED intends to release on this web site in summer 2015 approximately 50% of the 2015 operational test questions. In the years 2012-2015, the current vendor developed approximately the same number of field test items as are required under item 4 of page 34 of the new RFP. The content transfer will be done through secure SFTP transmission. The formats of the

passages and items that will be exported by the current vendor are as follows: Passages – Quark/PDF, Items – Quark/PDF, Criteria Documents – Word, Metadata – Excel.

**20.)** (Page 20) How many embedded field-test forms are expected for the Spring 2016 administration?

**Answer:** See the answer for Question 18.

**21.)** (Page 32) What is the first event under the new contract for which the new contractor must identify external content experts? Please verify that external content experts do not need to be named at this time in the staffing proposal.

**Answer:** The first event for which the new vendor is responsible for arranging for external content experts is implementing Step 10 with the proposed 2016 field test items that the current vendor will be handing off to the new vendor. The vendor may explain in its proposal the process it will use to obtain the services of the content experts or it may include the names of those persons whose services the vendor plans to use as external content experts. In either event, the external content experts selected by the vendor are subject to approval by NYSED.

**22.)** (Page 42) Please verify that only Mathematics Books 1 & 2 (MC items) are to be translated.

**Answer:** That is not correct. All multiple-choice and all constructed-response questions in all three books of the operational Mathematics Tests must be translated.

**23.)** (Page 43 and 54) Beginning with the Spring 2017 administration, CBT will be used for an increasing proportion of operational testing. Is it NYSED's intention that all CBT operational constructed-response questions will be scored by New York State teachers? What is NYSED's current estimate of the systems and resources capability of the RICs and BOCES to conduct computer-based scoring of student responses from CBTs using an online distributed-scoring system?

**Answer:** It is NYSED's intention that all CBT operational constructed-response questions will be scored by New York State teachers and/or by scoring vendors contracted for by the local school districts, nonpublic and charter school that elect to administer the operational tests to their students by CBT. NYSED is not able to estimate the current systems and resource capabilities of the RICs and BOCES to conduct computer-based scoring of student responses.

**24.)** (Page 44) Is it correct to assume that the prior contractor is responsible for updating the Educator guides for posting by September 1, 2016?

**Answer:** No. The new vendor is responsible for updating the Educator Guides for the 2016 tests. Note that there is room for negotiation in the deadlines for submitting and posting the updated Educator Guides, particularly for the first year of the new contract, provided that the updated Guides are fully ready for posting by October 31. In addition, NYSED does not anticipate that very many revisions will be needed for the Guides to the 2016 tests.

**25.)** (Page 45) Are the anchor items limited to MC items or are CR items and/or ER items also included as anchor items for ELA Book 2?

Are the four representative groups of schools receiving the mini anchor item sets the same four representative groups of schools used for embedded field-test items mentioned on RFP page 36 resulting in a total of 4 PBT operational embedded field-test forms having a common set of operational items and unique field-test items and anchor items in each of the four forms?

**Answer:** A vendor may present options for anchor items but to date the anchor items have been exclusively MC items. The four representative groups of school referred to on page 36 of the RFP are the very same as those referred to on page 45. Starting with the 2018 operational test forms, it is NYSED's hope to move toward linking through both MC and CR items.

**26.)** (Pages 36 and 45) As the quantity of embedded field-test PBT forms is reduced over time will there be a corresponding reduction in the number of anchor-item forms resulting in a corresponding reduction the total quantity of anchor items administered (e.g., 6-7 anchor items per form)?

Are anchor items still necessary if only one PBT operational form is necessary?

**Answer:** If the rate of participation in CBT is sufficient to reduce over time the quantity of embedded field-test PBT forms, there will be a corresponding reduction in the total quantity of anchor items administered in the PBT operational test component. If it becomes possible to reduce the number of of PBT operational test forms to one, 6-7 anchor items will be necessary for that one form.

**27.)** (Page 48) Do the requirements for translated PBT operational embedded field-test forms and PBT SAFTs also apply to CBTs or will translated forms only be available with PBTs?

**Answer:** The vendor must provide all of the same translations for CBT operational math tests as for PBT operational tests. This includes making the same translations available for all field test items embedded in all PBT and CBT operational math test forms.

As stated on page 34, #6, of the RFP, the vendor is required to furnish one multiple-choice stand-alone field test form in Spanish for each of the six grades of math tests. The vendor must make these Spanish stand-alone field test forms available to schools in both CBT and PBT. The vendor is not required to make stand-alone math field tests available in any languages other than English and Spanish.

**28.)** (Page 64) Please describe "listening selections" and explain their use?

**Answer:** The inclusion of "listening selections" under #3 on page 64 of the RFP is there in error. The vendor is not expected to provide or use listening selections with these tests. Page 64 of the RFP has been updated to remove the reference to listening selections.

**29.)** (Package C) While there are specific line items for providing costs for Translated Editions of Operational Tests, similar line items are not provided for Translated Editions of Standalone Mathematics MC items Field Tests. How should these costs be proposed?

**Answer:** As indicated in the answer to Question 27, with the exception of a single Spanish multiple-choice stand-alone math field test form for each grade, the vendor is not expected to furnish translations of the math stand-alone field tests. Consequently, a specific line item for translated editions of stand-alone field tests has not been provided in the schedule of deliverables. The vendor should include the cost of providing the single Spanish editions of the math stand-alone field tests in the line item for "Construct Stand-alone Field Test Forms Including Anchor Items."

**30.)** (Pg.38) The RFP is not clear on enrollment increase year-to-year. Is there any growth expected?

**Answer.** NYSED anticipates that enrollments will be relatively static over the duration of the contract resulting from this RFP.

**31.)** (pg. 53) The RFP states that system documentation shall be written, maintained, and provided to NYSED and local schools and school districts.

Do the following manuals need to be provided in hard copy or are they to be online only manuals? If hardcopy is required to be sent, does NYSED have a recommended quantity to be sent to each district and school?

- System User's Guide
- System Infrastructure Guide
- System Training Workbook
- System Update Notifications

In addition, for schools selecting to participate in the field test via online, does NYSED require hard copy School Administration Manuals and Teacher Directions for CBT be sent to schools or is an online version sufficient?

**Answer:** The vendor should propose the model and method it recommends for dissemination of the documents listed in this question to schools participating in CBT operational tests. Such a model may include some combination of online posting and email communications. With the exception of the School Administration Manual and Teacher Directions for the stand-alone field testing, NYSED does not require that the proposed dissemination must include printing and dissemination of hard copies. For stand-alone field tests NYSED prefers that the vendor provide to participating schools hardcopies of the School Administration Manual and Teacher Directions. These should be provided at a rate of 1 per school for the School Administration Manual and 2 per 25 students for the Teacher Directions.

**32.)** Do CBT operational manuals (School Administration Manual and Teacher Directions) need to be sent as a PDF to NYSED for printing, or will they only be made available online?

**Answer:** These CBT manuals should be sent to NYSED as PDFs so that NYSED will have the option of printing and disseminating printed editions of these manuals in addition to posting them on its web site.



**33.)** (pg. 42 #16) Can NYSED confirm whether or not NYSED is requiring all forms of the Operational Tests be Brailled? For the past several years, only Form A has been transcribed in Braille.

**Answer:** As has been done for several years, vendors may propose to braille only a single operational test form for each grade/subject.

**34.)** (pg. 44 # 4) NYSED is requiring that camera-ready copies of the scoring ancillaries be provided to NYSED by the first week in October for ELA and first week in November for Math. Since test construction is estimated to occur in September and operational books are not finalized and delivered until December, will NYSED consider having the scoring ancillary materials provided after the operational test books are delivered?

**Answer:** NYSED will allow the camera-ready copies of the scoring ancillaries to be provided to NYSED up to four weeks past the deadlines for submitting camera-ready copies of the test booklets to NYSED.

**35.)** The RFP states a contract start date of July 1, 2015. We presume if there is a delay in contract execution which impacts the delivery schedule, the vendor will not be held in breach for the delayed deliverables and we further presume NYSED would collaborate with the vendor to reach revised mutually agreeable delivery dates. Is this correct? If not, please explain.

**Answer:** This is correct.

**36.)** Under the "Forms Scaling and Equating" section (page 45), the total number of anchor items embedded in operational tests was listed as 24-28 items in each grade. Based on the "Common Core English Language Arts Test Design" (pages 13-15) and the "Mathematics Test Design" (page 20), there are only 24-28 embedded positions. Using all of the embedded positions would not allow for embedding field test items and would exceed typical proportions of anchor-to-operational items in large-scale assessments. Question: Should the number of embedded-anchor items be reduced to also allow for embedded field-test items?

**Answer:** NYSED is amenable to considering the embedding in the operational test embedded positions fewer than the specified number of anchor items if the vendor can demonstrate that embedding fewer anchor items is psychometrically sound. Please note that its is expected that starting in 2017 the vendor will provide far more forms in the CBT operational tests and spiral this much larger number of forms within schools choosing CBT for operational testing such that many more MC items can be field tested through CBT operational testing.

**37.)** Please indicate the number of students who will be taking this assessment, so that our proposal can be comparable to other vendors.

**Answer:** The number of students who participated in these tests in 2014 is shown below.

2014 Test Administrations		
Grade	ELA	Mathematics
3	200,316	201,182
4	204,943	205,723
5	200,586	199,458
6	201,769	200,387
7	199,560	195,049
8	205,907	161,533
Total Students	1,213,081	1,163,332

It is anticipated that the number of students participating in these tests during the years of the new contract term will be similar.

**38.)** (pg. 43) RFP States vendor will provide a toll-free number, staffed from 7:30-4:30PM each business day during the operational scoring period. How many business days does the Operational Scoring period last?

**Answer:** The dates for the scoring periods for the 2016 ELA and Math Tests are provided in the "2015–16 Elementary- and Intermediate-level Testing Schedule" posted at: <http://www.p12.nysed.gov/assessment/schedules/2016/38testschedule16.pdf>. It is anticipated that the lengths of the operational scoring periods in 2017-2020 will be similar to those in 2016.

**39.)** (pg. 2) For budgeting purposes could the state provide yearly quantities/percentage of students testing PBT vs. CBT so all bids can be comparable?

**Answer:** NYSED cannot provide yearly quantities/percentages of students testing PBT vs. CBT because, to date, only PBT has been available to schools in New York State. Bidders should refer to the assumptions explained in RFP section "Cost Proposal" (pages 67-68) and on the Bid Form Cost Proposal for guidance on what quantities should be accounted for in the costs proposed for Component 2a and Component 2b.

**40.)** (pg. 11) "The SAFTs will most likely include MC questions only if Component 1 alone is awarded." Could NYSED please explain why there would be no constructed response items in this instance?

**Answer:** Awarding a contract that includes both Component 1 and Component 2 affords NYSED the opportunity to embed many more MC field test items in the operational tests than can be accomplished through a contract that includes only Component 1. (See the answer to Question 36 for further explanation of this matter.) Accordingly, if a contract is awarded that includes CBT operational testing and if a sufficient percentage of schools choose CBT, it may be possible to field test all MC items through embedding in the CBT operational tests. Conversely, under those conditions, it may not be necessary for the vendor to include MC items in the stand-alone field tests. They would be comprised of CR items only.

**41.)** (pg. 56) Could NYSED please provide an example of the required "score report," and is it required as part of this solicitation?

**Answer:** The phrase “score reports” under item 5 on page 56 was included in error. The vendor is not responsible for providing score reports. Page 56 of the RFP has been updated to remove the reference to score reports.

**42.)** (pg. 48) Could NYSED please provide an example of a "student performance report," and is it required as part of this solicitation?

**Answer:** The student performance report referenced under item 2a is limited to enabling the school to verify which sessions of the test the student has completed. Such reports would not show students' test score results. NYSED, not the vendor, is responsible for providing schools with secure access to their students' test score results. School access to the NYSED generated reports will not be provided through the vendor-provided authentication and access system.

**43.)** (pg. 16) What are the different configurations of passages and items in the ELA assessment? (For example, one passage with seven multiple choice items is one configuration.)

**Answer:** The operational ELA tests usually include 6-7 MC items or 1-2 constructed-response items per passage. For paired passage constructed-response questions there can be up to 3 questions for the pair.

**44.)** (pg. 40) The RFP states that the vendor must compile an operational item bank that is available to NYSED. Will the awarded vendor be required to transition existing items into an item bank?

**Answer:** Yes.

**45.)** (pg. 40) Please describe the NYSED preference for access to the item banks in greater detail.

**Answer:** The vendor must provide a highly secure means for designated NYSED staff to have immediate access to all items and their attributes contained in the item bank that the vendor is developing for NYSED.

**46.)** (pg. 10) Will you provide the number of students per grade level for consistent evaluation of vendor's cost proposals?

**Answer:** Please see the answer to Question 37.

**47.)** (pg. 10) Will you consider providing an estimate of P/P test takers and an estimate of Computer test takers for pricing purposes and consistent evaluation of vendor cost proposals?

**Answer:** NYSED is not able to provide an estimate of P/P test takers or an estimate of computer test takers.

**48.)** (pg. 53) a. Will the practice test be online only, to prepare students for using the online test system, and not be content-based?  
b. Will all items for the online practice test come from previous test forms? Please clarify whether any additional item development will be required for this practice test.

**Answer:** The practice test is only needed for an online version. A vendor could propose to populate this online practice test solely with items that NYSED released from its 2013 and 2014 tests or will release in summer 2015 from its spring 2015 operational test administration.

**49.)** (pg 31) Could the NYSED provide a list of currently produced test and ancillary materials (Title, P/P and/or Online, and if P/P number of pages and secure or non-secure material) to support the ELA and Mathematics Grades 3-8 Tests?

**Answer:** Please see the charts provided as Attachment O at the end of this Q and A.

**50.)** (pg.42) Besides Test Booklets do any other test materials require language translations?

**Answer:** No.

**51.)** (pg. 36) Does NYSED require that the translated operational tests be available online? What if any materials posted online require translations?

**Answer:** Please see the answer to Question 27 regarding the need to provide translations for the CBT operational test. Following the administration of the operational tests, NYSED may elect to release by posting online translations of a selection of the mathematics test questions from the operational tests. Such questions would be selected by NYSED from those operational mathematics test questions that NYSED releases with annotations during the summer immediately following test administration. If NYSED elects to do this, NYSED, rather than the vendor, would be responsible for preparing the translations of the released operational mathematics test questions into a format suitable for posting on NYSED's web site.

**52.)** (pg. 36 #5) Does "translate all MC Mathematics FT items that are being embedded into Operational tests" mean only the items in the translated form or does it mean all items across all P/P forms of the Operational test?

**Answer:** The vendor must translate into the five specified target languages all of the mathematics test questions that are included in all forms and grade levels of the operational tests. This includes translating all anchor and field test items embedded into the operational mathematics tests.

**53.)** (pg. 44) Please clarify whether the Educator Guide due to post by September 1, 2015 is the responsibility of the previous vendor.

**Answer:** No. The new vendor is responsible for updating the Educator Guides for the 2016 tests. Note that there is room for negotiation in the deadlines for submitting and posting the updated Educator Guides, particularly for the first year of the new contract, provided that the updated Guides are fully ready for posting by October 31. In addition, NYSED does not anticipate that very many revisions will be needed for the Guides to the 2016 tests.

**54.)** (pg. 44 # 5) For the vendor-prepared scoring material PDF files – please confirm that the vendor has the option to *either* provide 7500 CDs or flash-drives *or* alternatively provide access to a secure FTP site?

**Answer:** That is correct. Vendors proposing to provide NYS educators with access to the scoring files through a secure FTP site should include in their proposals details as to how access to school personnel will be provided and controlled and how they will ensure that the site will be able to handle the large volume of traffic in the hours and days immediately following the secure release of the files.

**55.)** (pg. 48) Will the selected vendor be responsible for generating and posting individual students reports and/or summary reports in their online administration system?

**Answer:** No. Generating and posting individual student reports and/or summary reports for students and schools participating in CBT operational tests as well as for those using PBT will be the responsibility of NYSED. However, for both groups, NYSED will be using the raw score, scale score, and performance level data compiled by the vendor for all test takers to populate the student and summary reports.

**56.)** (pg. 12) We understand that this RFP specifies custom item development. However, would the NYSED accept a consortium-based solution, which would not entail the development of new items, but would instead use consortium-developed items throughout the terms of the contract?

**Answer:** The vendor may propose use of items developed by a different contractor (such as for a consortium) only if such items will become the exclusive property of the New York State Education Department (NYSED) and meet the other requirements for item development specified in the RFP.

**57.)** (pgs. 31,115 and 118) Should references to Attachment G Grades 3-8 Test Development Process actually refer to Attachment I: Item Development? Attachment G contains the same table as the one on p. 31 of the RFP, without further details.

**Answer:** The reference to Attachment G on page 31 should have included reference to Attachment H and Attachment I as well.

**58.)** (pgs. 46 and 65) Regarding the linking study, does the NYSED want linking done as part of the standard setting requirements (pp. 46 - 47 of the RFP), or are there other details available that describe this requirement?

**Answer:** Linking between Regents Exams and other referenced programs will be used as part of Standard Setting in 2017.

**59.)** (pg. 11) What is the format of the items that will be exported by the current vendor?

**Answer:** The formats of the passages and items that will be exported by the current vendor are as follows: Passages – Quark/PDF, Items – Quark/PDF, Criteria Documents – Word, Metadata – Excel.

**60.)** (pg. 11) “Vendor will develop operational test forms exclusively from the bank of items developed by the prior contractor . . .”

Would NY be willing to consider using field-tested items developed for one of the testing consortiums by a different contractor (e.g., PARCC) in constructing the Year 1 and Year 2 operational forms?

**Answer:** The vendor may propose use of items developed by a different contractor (such as for a consortium) only if such items will become the exclusive property of NYSED and meet the other requirements for item development specified in the RFP.

**61.)** (pg. 11) “Vendor will include . . . new embedded FT items developed by the new contractor” Would NY be willing to consider using new Field Test items that were developed by one of the testing consortiums (e.g., PARCC)?

**Answer:** The vendor may propose use of items developed by a different contractor (such as for a consortium) only if such items will become the exclusive property of NYSED and meet the other requirements for item development specified in the RFP.

**62.)** (pgs. 13-15) Must a vendor follow exactly the test designs for ELA and Math as shown on pages 13 – 15, or is there some leeway in the mix and type of items in the tests?

**Answer:** There is no leeway in the mix and type of items in the tests. All item and test designs must conform to specifications in RFP.

**63.)** (All pgs.) Throughout the RFP, there are many references to specific test designs and choices. For example, on page 21, the RFP states that the “Mathematics Tests will contain multiple-choice items, 2-credit, and 3-credit constructed response items.” This statement implies that a Mathematics test with 4-credit items would be non-responsive.

If a vendor proposes constructing the tests with a bank of items developed by a different contractor (e.g., PARCC), would NY have flexibility in many of the specific details that are present throughout the RFP? In other words, could the vendor provide an alternate solution to providing summative assessments to NY, rather than the solution that is present in the RFP? Would an alternate solution be ruled non-responsive?

**Answer:** The vendor should not propose an alternative that would include providing tests that are not in keeping with the current test design. The vendor may propose use of items developed by a different contractor (such as for a consortium) only if such items will become the exclusive property of NYSED and meet the other requirements for item development specified in the RFP.

**Attachment O**  
**Common Core Grades 3–8 English Language Arts 2014 Document List**  
**with Page Counts\***

<b>Document Title</b>	<b>No. of Pages</b>	<b>Secure or Non-secure</b>
<b>Student Test Books &amp; Teacher’s Directions</b>		
Grade 3 Book 1 Forms A–D	28 each	Secure
Grade 3 Book 2	24	Secure
Grade 3 Book 3	24	Secure
Grade 3 Book 1 Large Type Forms A–D	28 each	Secure
Grade 3 Book 2 Large Type	24	Secure
Grade 3 Book 3 Large Type	24	Secure
Grade 4 Book 1 Forms A–D	28 each	Secure
Grade 4 Book 2	24	Secure
Grade 4 Book 3	20	Secure
Grade 4 Book 1 Large Type Forms A–D	28 each	Secure
Grade 4 Book 2 Large Type	24	Secure
Grade 4 Book 3 Large Type	20	Secure
Grade 5 Book 1 Forms A–D	32 each	Secure
Grade 5 Book 2	20	Secure
Grade 5 Book 3	20	Secure
Grade 5 Book 1 Large Type Forms A–D	32 each	Secure
Grade 5 Book 2 Large Type	20	Secure
Grade 5 Book 3 Large Type	20	Secure
Grade 6 Book 1 Forms A–D	28 each	Secure
Grade 6 Book 2	24	Secure
Grade 6 Book 3	20	Secure
Grade 6 Book 1 Large Type Forms A–D	28 each	Secure
Grade 6 Book 2 Large Type	24	Secure
Grade 6 Book 3 Large Type	20	Secure
Grade 7 Book 1 Forms A–D	32 each	Secure
Grade 7 Book 2	24	Secure
Grade 7 Book 3	20	Secure

Grade 7 Book 1 Large Type Forms A–D	32 each	Secure
Grade 7 Book 2 Large Type	24	Secure
Grade 7 Book 3 Large Type	20	Secure
Grade 8 Book 1 Forms A–D	32 each	Secure
Grade 8 Book 2	24	Secure
Grade 8 Book 3	20	Secure
Grade 8 Book 1 Large Type Forms A–D	32	Secure
Grade 8 Book 2 Large Type	24	Secure
Grade 8 Book 3 Large Type	20	Secure
Grades 3–5 Teacher’s Directions	48	Non-secure
Grades 6–8 Teacher’s Directions	48	Non-secure
<b>Scoring Materials</b>		
Grades 3–8 Consistency Assurance Set, Scoring Leader Materials; 1 per grade	112–121	Secure
Grades 3–8 Practice Set, Scoring Leader Materials; 1 per grade	113–118	Secure
Grades 3–8 Training Set, Scoring Leader Materials; 1 per grade	134–137	Secure
Grades 3–8 Consistency Assurance Sets, Scorer Materials, 3 per grade	33–51	Secure
Grades 3–8 Practice Sets, Scorer Materials, 3 per grade	33–50	Secure
Grades 3–8 Training Sets, Scorer Materials, 3 per grade	35–61	Secure
<b>Common Materials with Common Core Grades 3–8 Math 2014</b>		
School Administrator’s Manual	88	Non-secure
Scoring Leader Handbook	52	Non-secure
Style Guide	88	Non-secure



**Common Core Grades 3–8 Mathematics 2014 Document List  
with Page Counts\***

<b>Document Title</b>	<b>No. of Pages</b>	<b>Secure or Non-secure</b>
<b>Student Test Books &amp; Teacher’s Directions</b>		
Grade 3 Book 1 Forms A–D	24 each	Secure
Grade 3 Book 1 Forms A–D-translated editions (5 languages)	24 each	Secure
Grade 3 Book 2 Forms A–D	20 each	Secure
Grade 3 Book 2 Forms A–D-translated editions (5 languages)	20 each	Secure
Grade 3 Book 3	16	Secure
Grade 3 Book 3 translated editions (5 languages)	16 each	Secure
Grade 3 Book 1 Large Type Forms A–D	24 each	Secure
Grade 3 Book 2 Large Type Forms A–D	20 each	Secure
Grade 3 Book 3 Large Type	16	Secure
Grade 4 Book 1 Forms A–D	20 each	Secure
Grade 4 Book 1 Forms A–D-translated editions (5 languages)	20 each	Secure
Grade 4 Book 2 Forms A–D	20 each	Secure
Grade 4 Book 2 Forms A–D translated editions (5 languages)	20 each	Secure
Grade 4 Book 3	20	Secure
Grade 4 Book 3 translated editions (5 languages)	16 each	Secure
Grade 4 Book 1 Large Type Forms A–D	20 each	Secure
Grade 4 Book 2 Large Type Forms A–D	20 each	Secure
Grade 4 Book 3 Large Type	16	Secure
Grade 5 Book 1 Forms A–D	20 each	Secure
Grade 5 Book 1 Forms A–D-translated editions (5 languages)	20 each	Secure
Grade 5 Book 2 Forms A–D	20 each	Secure
Grade 5 Book 2 Forms A–D-translated editions (5 languages)	20 each	Secure
Grade 5 Book 3	20	Secure

Grade 5 Book 3- translated editions (5 languages)	20 each	Secure
Grade 5 Book 1 Large Type Forms A–D	20 each	Secure
Grade 5 Book 2 Large Type Forms A–D	20 each	Secure
Grade 5 Book 3 Large Type	20	Secure
Grade 6 Book 1 Forms A–D	24 each	Secure
Grade 6 Book 1 Forms A–D translated editions (5 languages)	24 each	Secure
Grade 6 Book 2 Forms A–D	24 each	Secure
Grade 6 Book 2 Forms A–D- translated editions (5 languages)	24 each	Secure
Grade 6 Book 3	20	Secure
Grade 6 Book 1 Large Type Forms A–D	24 each	Secure
Grade 6 Book 2 Large Type Forms A–D	24 each	Secure
Grade 6 Book 3 Large Type	20	Secure
Grade 7 Book 1 Forms A–D	24 each	Secure
Grade 7 Book 1 Forms A–D translated editions (5 languages)	24 each	Secure
Grade 7 Book 2 Forms A–D	20 each	Secure
Grade 7 Book 2 Forms A–D translated editions (5 languages)	20 each	Secure
Grade 7 Book 3	20	Secure
Grade 7 Book 1 Large Type Forms A–D	24 each	Secure
Grade 7 Book 2 Large Type Forms A–D	20 each	Secure
Grade 7 Book 3 Large Type	20	Secure
Grade 8 Book 1 Forms A–D	24 each	Secure
Grade 8 Book 1 Forms A–D translated editions (5 languages)	24 each	Secure
Grade 8 Book 2 Forms A–D	32 each	Secure
Grade 8 Book 2 Forms A–D translated editions (5 languages)	32 each	Secure
Grade 8 Book 3	20	Secure
Grade 8 Book 3 translated editions (5 languages)	20 each	Secure
Grade 8 Book 1 Large Type Forms A–D	24 each	Secure
Grade 8 Book 2 Large Type Forms A–D	32 each	Secure
Grade 8 Book 3 Large Type	20	Secure

Grades 3–5 Teacher’s Directions	48	Non-secure
Grades 6–8 Teacher’s Directions	48	Non-secure
<b>Scoring Materials</b>		
Grades 3–8 Consistency Assurance Set, Scoring Leader Materials; 1 per grade	56–69	Secure
Grades 3–8 Practice Set, Scoring Leader Materials; 1 per grade	94–114	Secure
Grades 3–8 Training Set, Scoring Leader Materials; 1 per grade	107–131	Secure
Grades 3–8 Consistency Assurance Sets, Scorer Materials, 3 per grade	13–31	Secure
Grades 3–8 Practice Sets, Scorer Materials, 3 per grade	23–53	Secure
Grades 3–8 Training Sets, Scorer Materials, 3 per grade	25–58	Secure
<b>Common Materials with Common Core Grades 3–8 English Language Arts 2014</b>		
School Administrator’s Manual	88	Non-secure
Scoring Leader Handbook	52	Non-secure
Style Guide	88	Non-secure

\*Please note that these charts do not include Braille Edition test books for the English Language Arts and Mathematics Tests